



Gosfield School

Special Educational Needs and Disability Policy

Whole School Policy, including EYFS

Introduction

This policy outlines how Gosfield school identifies, supports, and monitors students with Special Educational Needs and Disabilities (SEND). It complies with the statutory requirements of the **Children and Families Act 2014**, the **SEND Code of Practice (2015)**, and the **Equality Act 2010**.

Definition of SEND

A child is defined as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes where a student:

- Has significantly greater difficulty in learning than the majority of their peers.
- Has a disability that prevents or hinders them from making use of facilities generally available in mainstream schools.

SEND is categorised into four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical

Roles and Responsibilities

SENCO (Special Educational Needs Coordinator):

- Oversees the SEND policy and provision.
- Coordinates support for students with SEND.
- Liaises with staff, parents, and external agencies.
- Manages the SEND register and reviews provision.

Class Teachers:

- Responsible for the progress and development of all students, including those with SEND.
- Implement quality-first teaching and differentiation.
- Work closely with SENCO to deliver interventions.

Learning Support Assistants (LSAs):

- Support students in accessing the curriculum.
- Deliver interventions under the guidance of teachers and SENCO.

Governing Body:

- Ensures the school fulfils its statutory duties.
- Monitors the effectiveness of SEND provision.

Parents/Carers:

- Involved in planning and reviewing support.
- Provide insight into their child's strengths and needs.

Students:

- Where appropriate, involved in decisions about their support.
- Encouraged to develop independence and self-advocacy skills.

Identification and Assessment of SEND

Students may be identified through:

- Teacher observation and ongoing assessment.
- Progress tracking and attainment data.
- Concerns raised by parents or carers.
- Information from previous schools or early years settings.
- Internal and external professional assessments.

The school follows a **graduated approach**:

1. **Assess** – identify barriers to learning.
2. **Plan** – agree support and targets.
3. **Do** – implement interventions.
4. **Review** – evaluate progress and adjust provision

Gosfield School Aims and Objectives**Our aims are to:**

- Ensure early identification and assessment of SEND
- Provide appropriate support and interventions to meet individual needs.
- Enable students with SEND to participate fully in school life.
- Work in close partnership with parents, carers, and outside agencies.
- Prepare students for future education, training, and employment.

Our objectives are to:

- Implement the SEND Code of Practice (2015) across the school.
- Maintain an up-to-date SEND register and provision map and student profiles
- Deliver high-quality first teaching for all students.
- Provide targeted interventions where needed.
- Regularly review progress and adapt support accordingly.
- Promote independence and resilience in learners with SEND.
- Liaise with parents/staff and outside agencies in a consistent and timely fashion

- Provide training and resources to enable staff/parents to support students with SEND

Provision for SEND

Provision includes:

- High-quality teaching with differentiated tasks and resources.
- Small-group or 1:1 intervention.
- Support from Learning Support Assistants.
- Specialist input from external professionals (e.g., speech and language therapists, educational psychologists).
- Adaptations to the curriculum, environment, or teaching methods.

Where a student requires provision beyond what the school can reasonably offer, an **Education, Health and Care (EHC) Plan** may be requested from the Local Authority.

Access to the Curriculum and Inclusion

All students with SEND are fully included in school activities wherever possible. Adaptations may include:

- Accessible teaching strategies and resources.
- Assistive technology.
- Differentiated learning materials.
- Adjustments to the school environment to improve access
- Flexible timetables
- Alternative eating and dietary arrangements

Supporting Students with Medical Needs

We recognise that some students with SEND may also have medical conditions. We follow the statutory guidance *Supporting Students at School with Medical Conditions (2015)* and ensure that healthcare plans are in place where needed.

Working with Parents and Carers

We value the knowledge and experience of parents and carers. We will:

- Involve them at every stage of the SEND process.
- Share information regularly through meetings and reports.
- Provide advice and signpost to support services.

Working with External Agencies

The school works closely with a range of external services, including:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers for hearing/visual impairments
- The school nurse and other professionals working within the SEND Local Offer

Training and Resources

Staff receive regular SEND training to ensure provision is effective and up to date. The SENCO ensures access to specialist advice, resources, and continuing professional development (CPD).

Monitoring and Evaluation

SEND provision is regularly reviewed through:

- Student progress data and assessment.
- Screening tests
- Provision mapping and intervention impact reports.
- Feedback from staff, students, and parents in termly Student Profile reviews.
- Governor monitoring and annual SEND reports.

The SEND policy is reviewed bi-annually and updated to reflect changes in legislation, guidance, and school priorities.

Complaints Procedure

Concerns about SEND provision should be raised initially with the SENCO who will wherever possible respond within 24 hours. If the issue remains unresolved, parents may contact the Principal or Chair of Governors.

Admissions For Students With SEND

- Applications from students who have SEND will be considered in line with the school's normal admissions procedures.
- Parents and carers are encouraged to share information about their child's needs on application so that the school can plan support at the earliest stage.
- Parents of children with physical, emotional or learning support needs must discuss their child's requirements with Gosfield School before they attend a Guest Student Day so that we can make adequate provision for them. Parents must provide a copy of any medical or assessment reports before the Guest Student Day.

On Entry

- Students will complete screening tests to establish areas of need so that provision and support can be implemented in a timely fashion.

- SENCO will contact parents to discuss all needs and ensure that a comprehensive student profile is in place that outlines the student's barriers to learning and suggested strategies to overcome these barriers.
- Student information will be shared with staff via online SEND Register

Facilities (Senior)

The Learning Support Department has its own purpose-built suite in a central area of the school. It consists of an office and two withdrawal rooms for work with students. The area has a warm and friendly atmosphere to encourage students to feel comfortable and safe, ample natural lighting as well as lights that reduce visual stress (following SEND guidelines), and computers which are connected to the school network and have internet access. In both the Prep and Senior buildings, there is an area students can utilise at break and lunchtimes should they need support.

The majority of support given to students is provided in-class as outlined in the SEND Code of Practice 2014, which places the emphasis on quality first classroom teaching to secure student progress. The school uses Learning Support Assistants (LSAs) as one type of provision to support student's learning in class according to their level of need. We aim to provide students with provision tailored to their needs. The timetable for in-class support is written by the Prep and Senior School SENCOs. It is essentially a fluid document and is amended or re-written as and when the need arises.

Withdrawal sessions are provided at an additional fee for students if it is recognised that their needs cannot be met by in-class support alone or parents can request sessions in consultation with the SENCO and class teacher. Additional withdrawal sessions are provided at an additional fee for selected students at KS4 in lieu of a GCSE subject option to support their studies.

The following criteria are used to prioritise support for students with SEND:

- Students with Education, Health and Care Plans (EHCP) are allocated support for time or in the areas dictated in their plan.
- Students who have been previously withdrawn for extra support and are working below the minimum levels of literacy/numeracy in order to function in the classroom for English, Maths, Science.
- Students in need of class support in other subjects and requests from teachers.

Facilities (Prep)

The Learning Support Department in the Prep School has one withdrawal room for work with students and can be utilised at break and lunchtimes should they need support.

Most of the support given to students is provided in-class as outlined in the SEND Code of Practice 2014, which places the emphasis on quality first classroom teaching to secure student progress. The school uses Learning Support Assistants (LSAs) as one type of provision to support students' learning in class according to their level of need. We aim to provide students with provision tailored to their needs this includes 1:1 in class support, adjustments to furniture and the providing of sensory support equipment. The timetable for in-class support

is written by the Prep and Senior School SENCoS. It is essentially a fluid document and is amended or re-written as and when the need arises.

Students receiving targeted 1:1 support will work with LSAs and the assistant SENCo either in class, the withdrawal room or at desks placed along the corridor outside of their classrooms.

Physical Accessibility

Parents and prospective parents of disabled children may wish to obtain copies of Gosfield School's Accessibility Plan from the school office. This shows the ways in which we plan to make our buildings progressively more accessible to disabled students, parents and visitors.

Gosfield School has an active monitoring policy and will do its best to make adjustments to take account of an individual student's needs, within the constraints imposed by its many buildings on a scattered site.

Transition Arrangements

Nursery to Reception

Children have access to monthly transition sessions starting from the January of their Pre-Reception year. This allows each child to be comfortable with their setting, the class teacher and other adults supporting the class in readiness for their first formal day of school. Pre-Reception age children are invited to join Reception on a school trip in the year before they move up.

EYFS to KS1 and Key Stage 1 to Key Stage 2

All pupils take part in a moving up morning in the Summer Term. They see their new class teacher and classroom and to ask any questions they may have. For some pupils, they may need a more bespoke level of support, such as additional visits to the new room, which is arranged on an individual basis. In the Summer Term, Reception children begin to join the bigger playground and Year 5 pupils are given road safety training and are allowed to begin to navigate the school site in pairs or small groups. The day before returning to school in September new students are invited to visit their teachers and their classrooms so that they feel prepared and ready for the first day back.

Key Stage 2 to Key Stage 3:

For Year 6 students with SEND who are joining Gosfield School in Year 7 from other schools, The SENCo (Senior School) meets with the class teacher and the SENCo. The SENCo (Senior School) also meets with the Year 6 student and their family prior to joining Gosfield School. For Year 6 students currently in our Prep School, the Senior School's SENCo will liaise with the Prep School's SENCo regarding transition. On move up day, when the Year 6 students visit the school and meet their tutors and teachers ready for joining in September, student fill in a booklet making notes of teachers and the school site which they can refer to prior to arrival. The day before returning to school in September new students are invited to visit their teachers and their classrooms as an induction day so that they feel prepared and ready for the first day back.

Key Stage 4 to Key 5

For year 11 students considering transition to Gosfield 6th Form, The Headmaster will meet with students to discuss options/courses. The SENCO will liaise with the Head of 6th Form to ensure all relevant information is passed on.

Identification of Need Procedure

Screening

All new students will undergo screening by use of CEM data in order to ascertain any potential difficulties. Information from feeder schools/nurseries is monitored and, where necessary, liaison prior to intake occurs. Year 7 students also undergo screening tests for reading, spelling, writing and processing designed to highlight students with specific learning difficulties.

Stage 1

Identification of students not previously on the register is the responsibility of all members of staff. When any teacher has concerns about the progress a student is making in their subject; they should follow the protocol outlined in the SEND flow chart. (Appendix 1). At this stage, the responsibility lies with the subject (Senior School) or class teacher (Prep School) to adjust their planning in order to accommodate various strategies which will enable the student to engage with the work set to ensure that success can be achieved. At this stage, the relevant tutor/class teacher should be informed as well as the Head of Department (Senior School) or Assistant Headteacher (Prep School).

Stage 2

If, after 3-4 weeks, the subject/class teacher does not see an improvement in the student's work, despite the adjustments within their planning they should refer their concern to their head of department (Senior School) or the Head of the Prep School (Prep School) so that the student can be discussed by the team and ideas to support their needs can be shared.

At this stage, a meeting should be set up with the tutor/class teacher and parents to discuss the student's needs. Monitoring of the student is then shared between the subject teacher (Senior School)/ class teacher (Prep School), Head of Department and Director of Learning (Senior School) / Head of the Prep School (Prep School).

Stage 3

Where no strategies have made any impact, the SEND referral form (Appendix 2) should be completed and forwarded to the relevant SENCo. Following discussion with the relevant teachers, the SENCo will arrange a meeting with the parents to discuss next steps.

A profile page for the student may be written by the SENCo, with input from the class/subject teachers, the student and the parents and the appropriate level of support will be agreed. The profile page will be discussed with the parents and child, and when agreed, circulated to all relevant staff.

If a student is placed on the SEND register, progress review meetings will be held at regular intervals, with a minimum of twice, during the academic year. Review meetings will include the student (if possible), parents, SENCo (or Assistant SENCo in the Senior School) and any other professional where applicable. The SENCo will gather all relevant information; existing targets will be reviewed, and new ones set as appropriate. Monitoring of profile pages is the responsibility of the SENCO, who will at all times ensure that class teachers and subject staff are kept informed of relevant information.

Students who need specific programmes of study will be given in class support and where appropriate, small group or 1:1 interventions by the SEND department. Every effort will be made to ensure the least possible disruption to the progress of the core curriculum.

Ratified by the Governing Council of Gosfield School

Signed Kmakaway (Chair of Governors) Date: 14/10/25

Date of next review: October 2026

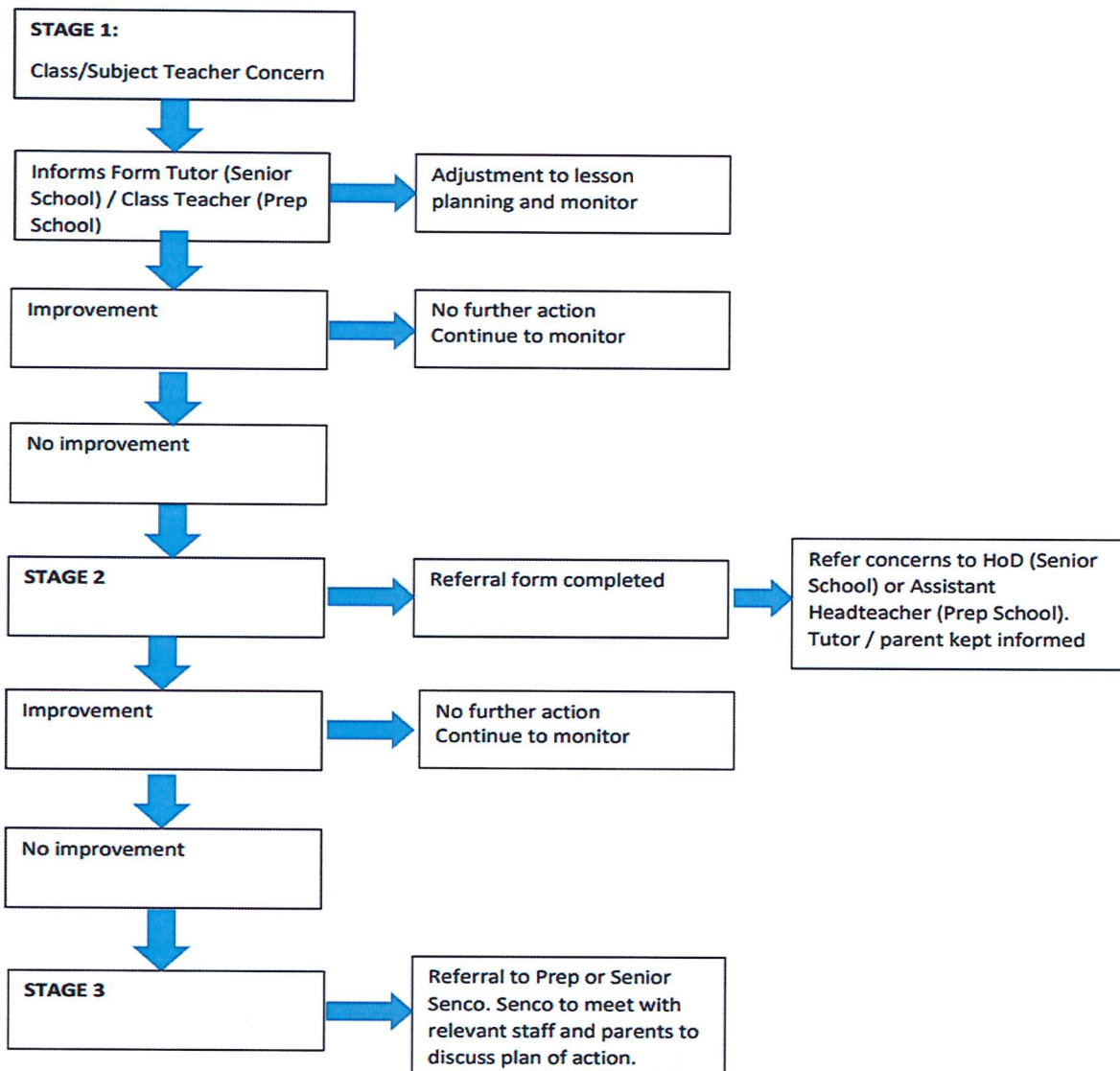
Signed _____
Principal



Date: _____

14/10/25

APPENDIX 1 - SEND FLOW CHART



Gosfield School Special Educational Needs Student Referral Form

Name of Referring Staff		Subject:	Date:
Name of Student			
Teaching Year/Group			

1. Please highlight area(s) of concern:
- Communication and interaction*
 - Cognition and learning*
 - Social, emotional and mental health difficulties*
 - Sensory and/or physical difficulties*

2. Briefly explain what difficulties the student is experiencing in accessing learning.

3. Aside from quality first teaching, describe strategies you have used to differentiate the lesson and adapt your planning for the student?

4. Date and details of conversation had with HoD, DoL/ Tutor or HoH regarding your concerns?

Date of conversation: _____

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5. Actions by SENCo

☐ Suggest Strategies	☐ Classroom Observation	☐ Resolved with Referring Staff
☐ Meeting with Student/Parents	☐ Place on SEN Register	☐ Other

Comment:

Date: _____

