



Growing together, hand in hand.

SEND policy and information report September 2025

PURPOSE

At Gorsemoor Primary School, we recognise that children have a wide range of Special Educational Needs and Disabilities (SEND). We ensure that provision is tailored, supportive, and inclusive so that every child can achieve their individual targets and make progress..

| | |
|---------------------|---|
| Reviewed by: | Hayley Porter Inclusion Lead (SENDCo, DSL) |
|---------------------|---|

| | |
|--------------------------|----------------|
| Last reviewed on: | September 2025 |
|--------------------------|----------------|

| | |
|----------------------------|----------------|
| Next review due by: | September 2026 |
|----------------------------|----------------|

Introduction

At Gorsemoor Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

Policy Development

This policy reflects:

- SEND Code of Practice (0–25 years) (updated 2024)
- SEN and Disability Act 2001
- Equality Act 2010
- Children and Families Act 2014
- Working Together to Improve School Attendance (DfE, 2024)
- Supporting Pupils at School with Medical Conditions (DfE, 2017)
- Education for Children with Health Needs Who Cannot Attend School (DfE, 2023)
- Keeping Children Safe in Education (DfE, 2025)
- Procurement Act 2023

Aims

At Gorsemoor, every member of staff is a teacher of SEND.

We aim:

- To provide a SENDCo who ensures consistent SEND provision across the school.
- To make reasonable adjustments to ensure access to the curriculum, environment, and information.
- To secure special educational provision that is *additional to and different from* what is normally provided, in line with the four areas of need: Communication and interaction, Cognition and learning, Social, emotional, and mental health, Sensory and/or physical needs
- To embed the principles of inclusion within the National Curriculum.
- To request and respond to parent and pupil views, fostering partnership.
- To maintain a high level of staff expertise through CPD.
- To support pupils with medical conditions in full inclusion, in line with statutory health and attendance guidance.
- To work in partnership with the Local Authority and external agencies.

What are Special Educational Needs?

A child or young person has SEND if they have a learning difficulty or disability requiring special educational provision. This means provision *additional to or different from* what is normally available to pupils of the same age in mainstream settings (SEND Code of Practice, 2024).

Identification of Need and Graduated Response

We follow the **Graduated Approach**:

1. **Assess – Plan – Do – Review** at classroom level.

When teachers feel that a child has a special educational need, this may be because they are not making the same progress as other pupils, early identification and intervention is explored to ensure the child receives the help to achieve success. As part of the teachers quality first teaching they will observe the child's learning characteristics and how they cope within our learning environments, assess their understanding of what they are learning in school and if appropriate use tests to help them to pinpoint the difficulty. This will help us to identify the child's need and plan strategies to support their learning. This action will be the first cycle of assess – plan – do – review and will be recorded on the schools notification of concern paperwork.

2. If concerns remain, the SENDCo is consulted and a second cycle is initiated.

When reviewed, if progress remains limited, the teacher will discuss their concerns with the SENDCo who will provide additional support and advice, along with discussions with parents and carers. A second cycle of assess – plan – do – review will be implemented. This will be recorded on schools continuation of concern paperwork.

3. Pupils may be placed on the SEND register, with SMART targets developed collaboratively with parents/carers and the child. If concerns remain, a child may be placed on the special educational needs register and appropriate individual SMART targets will be set, in consultation with parents and the child. This forms the next round of assess – plan – do – review following the school's Graduated Response.

Where appropriate, advice from external professionals (e.g. Educational Psychologists, Speech and Language Therapists) will be sought. **From February 2025, any commissioned services or placements will comply with the Procurement Act 2023.** Where possible, children will make progress with the support of interventions put in place and can then be removed from the SEND register.

When pupils have an identified special educational need and/or disability before they join our school, we work very closely with the people who already know them including parents and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

Managing pupils' SEND

Personalised learning targets will be reviewed termly with the child, parents and teacher.

Consideration will be given to reviewing previous targets and setting focused next steps to ensure the child makes progress. on the special needs register, there is one level of school based support and in addition a very small minority of pupils who have an educational, health and care plan (EHCP). If parents believe that their child has a special educational need, we will

discuss this with them and assess their child accordingly. Often these assessments will be carried out by school, though we will sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy or our Advisory Team. Any referrals will be completed in collaboration with the SENDCo and all relevant parties. We will always share the findings with parents/carers and in consultation plan the next steps to best support their child.

During every stage of managing a child's SEND, consideration is given as to whether or not external agency advice should be called upon. Where appropriate advice has been sought, implementation of this advice will be evidenced in the child's individual targets and will be discussed with parents/carers and the child. More detailed information and costings are recorded in the school's Local Offer, SEN information Report and SEN Development Plan and Provision map.

Quality First Teaching

Our creative curriculum celebrates the different learning styles of all of pupils and supports inclusion and adaptation to address the needs of all of our pupils. We give children the opportunity to record their work in a range of different forms which suits their needs and enables them to experience success.

We are a very inclusive school. Wherever possible children are taught alongside their peers so that every child has a level of challenge appropriate for them, and also experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic, sensory and physical needs.

Pupils with Medical Needs

Pupils with medical needs will have a detailed Health Care Plan, drawn up with parents, the pupil, and health professionals.

Procedures comply with:

- Supporting Pupils at School with Medical Conditions (DfE, 2017)
- Education for Children with Health Needs Who Cannot Attend School (DfE, 2023)

Medicine should be brought into school with the child's name, the dosage and times of the dosage clearly marked on, medicine is signed into the office. When medicine is administered, two members of staff are present to check and it is logged onto the school's online medical tracker. Medicines are managed according to DfE and LA policy, with clear logs and accountability.

Attendance and Inclusion

In line with Working Together to Improve School Attendance (DfE, 2024):

- We ensure inclusive strategies for SEND pupils with attendance challenges.
- Where reduced timetables are used, these are temporary, agreed with parents, and reviewed regularly.
- SEND pupils unable to attend school due to health needs will access suitable alternative or remote education.

Safeguarding

All staff receive annual training in safeguarding. This policy aligns with Keeping Children Safe in Education (2025), ensuring robust protections for SEND pupils who may be more vulnerable.

Training

Staff receive regular CPD in:

- SEND-specific strategies (dyslexia, autism, SEMH, speech and language, etc.)
- Safeguarding and medical training
- Updates linked to statutory SEND guidance

Storing and Managing Information

Records for SEND pupils are securely stored digitally. Access is restricted to the SENDCo, Headteachers, and relevant staff. Files are transferred securely when pupils move schools.

Pending Legislation

The school notes the proposed Children's Wellbeing and Schools Bill (2025), which may introduce additional duties around welfare, attendance, and safeguarding. The SEND policy will be updated accordingly when the Bill is enacted.

Roles and Responsibilities

- **SENDCo (Inclusion Lead)** – First point of contact. Oversees SEND provision, supports staff, coordinates external referrals, maintains the SEND register, ensures compliance with legislation hporter@gorsemoor.staffs.sch.uk Mrs Hayleey Porter
- **Family and Multi Liaison Officer** – works alongside the SENDCo to support with the delivery of intervention.

- **Co-Headteachers** – responsible for overall management of SEND, ensuring effective deployment of staff and resources, updating governors.
- **Governing Body** – Lauren Smith – Inclusion Governor, ensures compliance with the Code of Practice, monitors policy effectiveness, challenges provision, ensures compliance with Procurement Act 2023.
- **Class Teachers & Support Staff** – deliver Quality First Teaching, write and review ILPs, liaise with parents, adapt provision in line with pupil needs.
- **Parents and Carers** – work in partnership with school staff to support progress.
- **Pupils** – encouraged to participate actively in reviewing their learning and targets.

Reviewing the policy

The SEN Policy will be reviewed annually by SENDCo, Co-Headteachers and the Governing Body. The views of all stakeholders will be taken during the reviews of the children's progress on a termly basis. This information will feed into the review of the SEND policy.