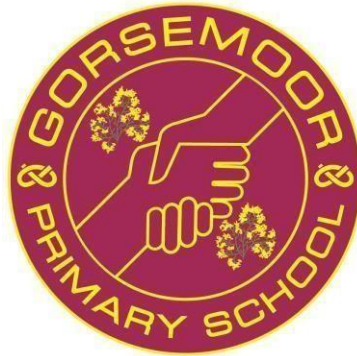




Growing together, hand in hand.

SEND policy and information report September 2026

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 Deputy Headteacher (SENDCo, DSL)
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Last reviewed on:	September 2026
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Next review due by:	September 2027
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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 January 2025)
- Children's Wellbeing and Schools Act 2024 (enacted September 2025)
- SEND and Alternative Provision (AP) Improvement Plan (DfE, 2023)
- 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)
- Keeping Children Safe in Education (DfE, 2026)
- Procurement Act 2023
- Mental Health and Wellbeing in Schools (statutory guidance, DfE 2025)

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
- To promote positive mental health and wellbeing for all pupils, with enhanced support for SEND pupils in line with statutory guidance
- To ensure early identification and intervention through our graduated response approach

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, January 2025).

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 Quality First Teaching, teachers 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
- Use appropriate assessments to help 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 school's notification of concern paperwork.

2. SENDCo consultation and second cycle

If concerns remain, the teacher will discuss them 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 the school's continuation of concern paperwork.

3. SEND register and SMART targets

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, Occupational Therapists, CAMHS) will be sought. 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 (SEN Support) and, in addition, a very small minority of pupils who have an Education, 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 and Language 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 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 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 pupils' academic, sensory and physical needs.

All teachers are responsible for the progress of SEND pupils in their class and use a range of evidence-based strategies to support learning.

Pupils with Medical Needs

The school is committed to supporting pupils with medical conditions so that they can access education, participate fully in school life and achieve their potential. No pupil with a medical condition will be denied admission or prevented from taking part in educational activities because appropriate arrangements for their medical needs have not been made.

Pupils with medical needs will have a detailed Individual Healthcare Plan (IHP), drawn up in partnership with parents/carers, the pupil (where appropriate), relevant healthcare professionals and school staff. The IHP will outline the pupil's medical condition, symptoms, medication requirements, emergency procedures, educational implications and the roles and responsibilities of staff.

Procedures comply with:

- Supporting Pupils at School with Medical Conditions (DfE, 2017)
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years
- Children's Wellbeing and Schools Act 2024 (including enhanced duties relating to pupils with medical needs)
- Relevant Staffordshire Local Authority guidance and NHS recommendations

Medicine should be brought into school by a parent/carer and handed directly to the school office. All medication must be in its original container, clearly labelled with the child's name, dosage, frequency, method of administration and expiry date. Prescription medicines will only be accepted if prescribed by a healthcare professional and required during the school day.

All medication received is signed into the school office and stored securely in accordance with medical guidance. Medicines requiring refrigeration will be stored appropriately and remain inaccessible to pupils. Emergency medication, such as inhalers, adrenaline auto-injectors (AAIs) and prescribed rescue medication, will be readily accessible at all times and staff will be informed of their location.

When medication is administered, two members of staff will be present to verify the correct pupil, medication, dosage and time of administration. The administration will be recorded immediately on the school's medical tracking form, including the date, time, dosage and names of staff involved. Parents/carers may be informed of medication administered during the school day where appropriate.

Staff who administer medication receive appropriate training, instruction and ongoing support. Specialist training will be provided by healthcare professionals where a pupil's medical condition requires specific procedures or interventions. Only staff who have received appropriate training and feel competent to do so will undertake medical procedures.

The school maintains up-to-date records of all pupils with medical conditions and ensures this information is shared appropriately with relevant staff while maintaining confidentiality. Medical information is reviewed regularly and whenever there is a change in a pupil's condition, treatment or medication.

Reasonable adjustments will be made to ensure pupils with medical conditions are not disadvantaged and are able to participate fully in lessons, educational visits, physical education, enrichment activities and residential experiences wherever it is safe and appropriate to do so. Risk assessments will be undertaken where necessary to support participation.

In the event of a medical emergency, staff will follow the procedures outlined in the pupil's IHP, administer emergency medication where trained to do so, and seek emergency medical assistance as required. Parents/carers will be informed as soon as practicable following any significant medical incident.

The school works closely with families, healthcare professionals, the local authority and other agencies to ensure a coordinated approach to supporting pupils with medical

conditions. Medical needs may also constitute a special educational need or disability, and support will be coordinated through SEND processes where appropriate.

Attendance and Inclusion

In line with Working Together to Improve School Attendance (DfE, 2024) and the Children's Wellbeing and Schools Act 2024:

- We ensure inclusive strategies for SEND pupils with attendance challenges
- We work proactively with families to address barriers to attendance
- Where reduced timetables are used, these are temporary, time-limited, agreed with parents, and reviewed regularly (typically every 6 weeks)
- SEND pupils unable to attend school due to health needs will access suitable alternative or remote education in line with statutory guidance
- We recognise that SEND pupils may face additional barriers to attendance and work with families and external agencies to provide appropriate support
- Attendance data for SEND pupils is monitored separately to identify patterns and intervene early

Safeguarding

All staff receive annual training in safeguarding. This policy aligns with Keeping Children Safe in Education (2026), ensuring robust protections for SEND pupils who may be more vulnerable.

We recognise that SEND pupils may:

- Face additional safeguarding challenges
- Be more vulnerable to peer group isolation or bullying
- Require additional support to communicate concerns

All staff receive training to recognise the additional vulnerabilities that some pupils with SEND may experience and to respond appropriately to any safeguarding concerns. The Designated Safeguarding Lead (DSL), Mrs Porter, is also a qualified SENDCo, ensuring that safeguarding matters involving pupils with SEND are identified, managed and supported with a thorough understanding of their individual needs and circumstances.

Mental Health and Wellbeing

In line with Mental Health and Wellbeing in Schools (statutory guidance, DfE 2025) and the Children's Wellbeing and Schools Act 2024:

- We promote a whole-school approach to mental health and wellbeing
- We provide enhanced support for SEND pupils who may experience mental health difficulties
- Staff receive training to identify early signs of mental health concerns
- We work in partnership with parents, pupils, and external mental health services (including CAMHS and school-based mental health support teams)
- We ensure pupils have access to a designated senior mental health lead
- Our curriculum includes age-appropriate mental health education

Training

Staff receive regular CPD in:

- SEND-specific strategies (dyslexia, autism, SEMH, speech and language, etc.)
- Safeguarding (including online safety)
- Mental health awareness and support
- Medical training (including administration of medication and emergency procedures)
- Updates linked to statutory SEND guidance
- Trauma-informed practice
- Understanding neurodiversity

The office manager maintains a training log and SLT/subject leads identify staff development needs through appraisal and provision review.

Storing and Managing Information

Records for SEND pupils are securely stored digitally in compliance with GDPR and Data Protection Act 2018. Access is restricted to the SENDCo, Co-Headteachers, and relevant staff on a need-to-know basis. Files are transferred securely when pupils move schools, in accordance with LA protocols.

Parents have the right to request access to their child's SEND records. We will respond to such requests within one month.

Roles and Responsibilities

SENDCo (Deputy Headteacher)

Mrs Hayley Porter – deputyheadteacher@gorsemoor.staffs.sch.uk

First point of contact for SEND matters.

Responsibilities include:

- Overseeing SEND provision across the school
- Supporting and advising staff
- Coordinating external referrals
- Maintaining the SEND register
- Ensuring compliance with legislation
- Monitoring the progress of SEND pupils
- Managing the SEND budget
- Liaising with parents and external agencies
- Leading staff training on SEND
- Holding the National Award for SEN Coordination
- DSL Designated Safeguarding Mead
- Senior Mental Health Lead
- Designated Teacher for Children In Care

Family and Multi Agency Liaison Officer

Mrs Clare Walton cwalton@gorsemoor.staffs.sch.uk

Works alongside the SENDCo to support with the delivery of intervention and family engagement.

Responsibilities include:

- ELSA Emotional Literacy Support Assistant
- Pastoral and Well-being support
- Drawing and Talking
- Oversees wellbeing and pastoral provision across school alongside SENDCo
- Family support contact
- Food hub, hygiene bank and donation support
- DDSL Deputy Designated Safeguarding Lead

Co-Headteachers

Mrs Emilie Lees and Mrs Nicki Costello

Responsible for:

- Overall management of SEND provision
- Ensuring effective deployment of staff and resources
- Updating governors on SEND matters
- Ensuring the SENDCo has sufficient time and resources to carry out their role
- Ensuring compliance with all statutory duties relating to SEND
- DDSL Deputy Designated Safeguarding Lead

Governing Body

Miss Lauren Smith – Inclusion Governor

Responsibilities include:

- Ensuring compliance with the SEND Code of Practice
- Monitoring policy effectiveness
- Challenging provision to ensure best outcomes
- Ensuring compliance with Procurement Act 2023
- Ensuring the school's SEND Information Report is published and updated annually
- Monitoring the impact of SEND spending

Class Teachers & Support Staff

- Deliver Quality First Teaching
- Write and review Individual Learning Plans (ILPs)
- Liaise with parents
- Adapt provision in line with pupil needs
- Take responsibility for the progress of all SEND pupils in their class
- Implement advice from external specialists

Parents and Carers

- Work in partnership with school staff to support progress
- Share information about their child's needs
- Attend review meetings
- Support learning at home
- Pupils
- Encouraged to participate actively in reviewing their learning and targets
- Contribute their views through pupil voice activities
- Develop independence and self-advocacy skills

Reviewing the Policy

The SEND Policy will be reviewed annually by the 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.