Goodrich CE Primary School

Special Educational Needs (SEN) Information Report

Date approved: October 2026
Review by: October 2027

This document will be subject to a continual review process involving parents/carers. Parents/Carers wishing to provide feedback/comments on our SEND Information Report and Local Offer may contact the school via email admin@goodrich.hereford.sch.uk or in writing to Goodrich CE Primary School, Goodrich, Ross-on-Wye, Herefordshire HR9 6HY

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Goodrich CE Primary School
The Special Educational Needs or Disabilities (SEND) Information Report

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. We are an inclusive main stream school, which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our website.

At Goodrich, we value all members of our school community. This document has been produced with pupils, parents/carers, governors, and members of staff. We welcome your comments on it, so please do contact us. The best people to contact are:

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication & interaction	Autistic spectrum disorder (ASD)
	Speech & language difficulties
Cognition & learning	Specific learning difficulties, including dyslexia, dyspraxia & dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional & mental health	Attention deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD)
	Adverse childhood experiences and/ or mental health issues
Sensory and/ or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Lisa Taylor.

They are a qualified teacher and achieved the National Award in Special Educational needs Co-ordination in June 2023.

They are allocated three hours a week to manage SEN provision.

Class teachers

All of our teachers receive in-house or external SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of seven TAs, including one higher-level teaching assistant (HLTA) and an Emotional Literacy Support Assistant (ELSA) who are trained to deliver SEN provision.

All relevant staff are trained to meet the needs of children with SEND that they work with and undergo internal training through staff meetings and INSET days.

All staff have training in Safeguarding and Prevent (to identify children who may be vulnerable to radicalisation, and know what to do when they are identified).

Staff have undertaken training in the following:

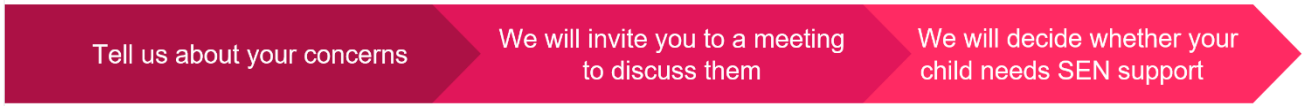
Neurodiversity Awareness	Epilepsy Awareness
Autism Awareness (ASD)	Administering specific medication for medical conditions
Speech & Language Training	Emotion Coaching
Paediatric First Aid	Attachment Theory
Adaptive Teaching	Family First
Theraplay	WellComm
Elklan	Dysgraphia
Cognitive Load Theory	Dyspraxia
Adverse Childhood Experiences (ACEs)	Dyslexia
Attention Deficit Hyperactivity Disorder (ADHD)	

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:Speech and language therapists

- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- Learning Support Specialists
- CAMHS
- WEST
- Speech and Language Therapists
- English as an Additional Language Team
- Local Authority SEND team and Inclusions Officer
- SENDIAS SEND Information, Advice & Support Service
- Herefordshire Virtual School for LAC
- Chance2Learn Educational Assessments
- The Communication Train (SALT)
- Butterflies Child Counselling and Play Therapy
- Physiotherapists

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

This can be done by asking for a meeting on the gate, via the office or by emailing them directly.

They will pass the message on to our SENCO, Mrs. Taylor, who will be in touch to discuss your concerns.

You can also contact Mrs. Taylor directly. ltaylor@goodrich.hereford.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

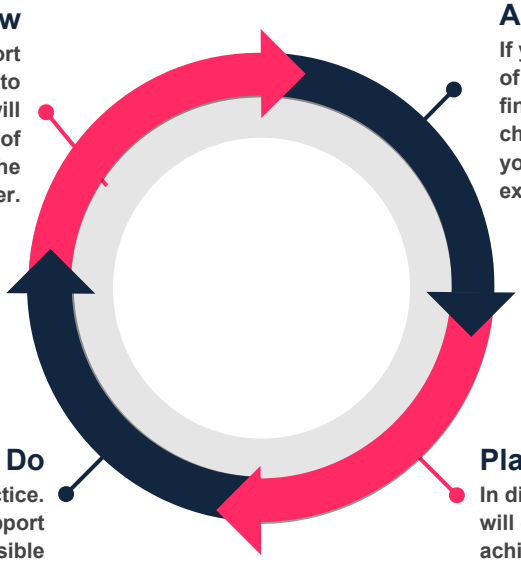
If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

Quality first teaching and additional interventions are defined through termly dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

We will follow the 'graduated approach' to meet your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly meeting to review your child's progress with a written report at the end of the year.

This is essential in order to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach/resource to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Making sure all pupils are able to access a broad and balanced currciulcum, for example, by grouping, one-to-one work, adapting the teaching style or content of the lesson, resources, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, technology, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teachers/ teaching assistants will support pupils on a 1-to-1 basis and in small groups.

Accessibility

The school is built all on one level and has wheelchair access throughout the main areas, playground and field track. There is also a toilet for the use of disabled pupils. Herefordshire Council Accessibility Rating = 2 Mainly accessible: "Will meet the needs of most disabled pupils: all standards are met including all curriculum areas accessible (may be achieved by timetabling) but no hygiene room."

We are committed to providing an environment that:

- reduces and eliminates barriers to accessing the curriculum
- enables full participation in the school community for pupils, and prospective pupils, with a disability.
- values and includes all pupils, staff, parents and visitors regardless of their education, physical,
- sensory, social, spiritual, emotional and cultural needs.

For further information, please read our accessibility policy and plan.

School Accessibility Plan-Rev May 2029

AREA OF NEED	CONDITION	How we support these pupils
Communication and interaction	Autism spectrum disorder (ASD)	• Use of IEPs – pupils, parents/carers and staff are all involved • Regular assessment & review process • Support and advice is sought and implemented from external agencies • Speech therapy • Social Stories • Regular breaks • Use of Widgits • Use of timers • Visual Timetables • Dyslexia friendly fonts used. • Physical resource scaffolding. • Access to teaching and learning for SEND pupils is monitored • Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND pupils. • Teaching resources are evaluated to ensure they are accessible to all pupils. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. Interventions are within their 'normal' classroom setting as much as possible. • Technology is used to reduce barriers to learning where possible.
	Speech and language difficulties	
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	
	Moderate learning difficulties	
	Severe learning difficulties	

Social, emotional and mental health	ADHD, ADD	• The school ethos values all pupils and their diverse abilities are equally celebrated. • ELSA individual & group sessions • Referrals to WEST & CAMHS • Quiet break out spaces • Mini breaks • Key adult identification • The behaviour policy identifies reasonable adjustments to ensure the need for suspension is minimised. • Support is offered and signposted to families in order to reduce the impact of any disadvantage. • Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. • Positive Noticing • Children known well by all adults. • Key adults identified. • Access to ELSA, WEST, Butterflies, School Nurse, Inclusion Outreach Team, CAMHS. • External support from professionals such as educational psychologists, social services, educational welfare officers is sought and any advice implemented to support individual pupils' needs. • Pupil voice sought and acted upon • Social, Moral, Spiritual and Cultural development is part of all teaching and learning within school. • Staff support peer relationships in a safe forum. • Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Outdoor learning (including Forest Schools) offers a different approach to the curriculum. • Quiet spaces / group work.
	Adverse childhood experiences and/or mental health issues	

Sensory and/or physical	Hearing impairment	• Barriers to success are reduced or removed with advice from their specialist teams for hearing, disability, visual and medical needs. • Technology is used to increase access to the curriculum where appropriate. • Additional adults are deployed to increase pupil success and independence. • Further advice/support is sought from external agencies and experts, e.g. school nurse, GPs and Paediatricains. • Staff understand and implement the medicine administration policy. • The SENCo offers advice and guidance to staff regarding the needs of pupils. • Ensure the visual environment does not cause cognitive overload. • Classrooms are thoughtfully organised and adjusted for the children using them.
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Herefordshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-7 weeks, or sooner if no impact is evident or engagement is poor.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to PGL and London in Years Five and Six.

All pupils are encouraged to take part in sports day/school plays/special events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our school's approach to admissions for prospective pupils with SEN or a disability, i.e.for prospective pupils with a disability, prospective pupils with SEN, prospective pupils with an EHC plan and how our oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs can be found in our admissions policy.
https://goodrichprimary.web05.juniperwebsites.co.uk/attachments/download.asp?file=96&type=docx

13. How does the school support pupils with disabilities?

- Ensure classrooms, playgrounds and toilets are physically accessible.
- Provide adjustable furniture, writing slopes or specialist seating.
- Reduce sensory overload with quiet areas, sensory circuits or calm spaces.
- Use visual timetables, clear signage and consistent routines.
- Differentiate tasks so all children can access learning at an appropriate level.
- Use multi-sensory teaching approaches (visual, auditory and practical activities).
- Break instructions into smaller steps.
- Allow additional processing time and flexible ways for pupils to demonstrate understanding.
- Speech-to-text and text-to-speech software.
- Tablets with accessibility features.
- Alternative communication systems such as Makaton, PECS or communication aids.
- Coloured overlays, adapted keyboards or hearing technology where appropriate.
- Train staff in specific disabilities.
- Peer buddy systems and playground friends.
- Inclusive clubs, trips and sports activities.
- Explicit teaching of social skills where needed.
- Celebrate diversity and challenge stereotypes.
- Share strategies that work both at home and school.
- Involve parents in planning support and setting targets.
- Listen to the child's and family's views.
- Teaching assistant support where it promotes independence.
- Small-group interventions for communication, literacy or social skills.
- Access to specialist services such as:
    - Educational psychologists
    - Speech and language therapists
    - Occupational therapists
    - Physiotherapists
    - Advisory teachers for sensory impairments
- Develop resilience, confidence and self-advocacy skills.
- Review behaviour policies to ensure they consider disability-related needs.
- Make reasonable adjustments for attendance, behaviour and assessment arrangements.
- Ensure school trips and enrichment activities are accessible to all pupils.
- Focus on strengths and interests as well as needs.
- Visual timetables in every classroom.
- Ear defenders available when needed.
- "Now and Next" boards.
- Quiet lunchtime clubs.
- Sensory boxes in classrooms.
- Inclusive books and collective worship representing disabilityand difference positively.

For further information, please read our accessibility policy and plan.

School Accessibility Plan-Rev May 2029

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of all aspects of school life
- Pupils with SEN are also encouraged to be part of various clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN using Key Adults, ELSA, WEST and Butterflies.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through our PSHE curriculum, restorative behaviour policy and practice, House events, school rules, Christian values & ethos.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transtion processes are managed to make the process as smooth as possible.

Nursery to Reception

To help pupils with SEN be prepared for a new school year we:

- We have established links with local nurseries to ensure smooth transition and visit them before children enter our school.
- Our Reception teacher and Early Years lead spends a morning a week in our nursery setting.
- Our Early Years Team meet together every other week and discusses all children.
- Information about concerns are shared at Pupil Progress and shared on Insight.
- The Nursery children come into school for lunch and other opportunities through the year.
- Reception teacher visits all previous settings.
- Parents are invited to a general EY overview meeting and an individual information sharing session.
- Additional transition can be arranged when required.
- Children visit in a smaller group and with the whole cohort.

Year Two to Three

- We recognise that this is a big step for some children.
- Develop independence in Robins to prepare the children.
- Graduation to celebrate the infants and share advice from current Year Threes.
- It is the smallest classroom in the heart of the school, so a smaller class with more support in organising themselves independently.

Between classes

- All teachers are part of termly pupil progress meetings and notes are recorded on Insight.
- Teachers read notes on Insight for all children.
- Decisions about split year groups are discussed as staff and with parents before definite decisions are made.
- Meetings with the current and next teacher and families are arranged where there is a specific need/ concern.
- One and a half days of transition sessions take place which include morning, lunch and afternoon routines which may be different.

Between schools (In Year Transfer)

- For pupils with very specific needs, the SENCo will speak to the previous school and arrange to meet with their SENco.
- Meetings will take place with parents/carers, teachers and any support staff involved with the child.
- Relevant outside agencies will be contacted and information disseminated.
- 'Taster sessions' can take place but if a definite decision has been made this may mislead to imply 'choice.'

Between phases (Primary to secondary)

Pupils will be prepared for the transition by:

- All Year 6 pupils have the opportunity to experience "taster days" at their preferred high school.
- For children with SEND, the SENCo liaises with the high school SENCos and ensures all relevant information and documentation are passed on.
- If required, the SENCo will arrange a separate meeting for parents/carers and the high school SENCo to discuss particular needs and transition into Year 7.
- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Lisa Taylor is the designated teacher for looked-after children and previously looked-after children at our school. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher / SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.
To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.
If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:
https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

https://www.herefordshire.gov.uk/local-offer/about-send/3

SEND Governor – Miss Vicky Tansley

Contact details for the above 01600 890422 or admin@goodrich.hereford.sch.uk

More information about services available through Herefordshire Council can be found in their 'Local Offer' at
https://www.herefordshire.gov.uk/localoffer

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Herefordrshire's local offer
https://www.herefordshire.gov.uk/local-offer

or Gloucestershire

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are

- Link to all local SENDIASS organisations
- SENDIASS Gloucestershire
- SENDIASS Herefordshire and Worcestershire

Local charities that offer information and support to families of children with SEND are:

- Herefordshire and Worcestershire Dyslexia Association
- Herefordshire Mind
- NHS Mental Health
- National Autistic Society – Herefordshire branch
- Herefordshire Safeguarding Board Neurodiversity and Disabilities

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages