



Goose Green Primary and Nursery School

SEND Information Report 2025/26

Goose Green Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need and is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

In our school, we cater for the needs of pupils requiring additional support due to: specific learning difficulties (SPLD), moderate learning difficulties (MLD), speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD); social, emotional and mental health difficulties (SEMH); vision impairment (VI); hearing impairment (HI); and physical disabilities (PD).

Who should I contact to discuss the concerns or needs of my child?

Class Teacher



Head Teacher & SENCO (Miss Louise Partridge)



SEND School Governor (Mrs Tara Whitehorn)

How will the needs of my child be identified?

Pupils may be identified as having SEND through:

- Termly 'Pupil Progress Meetings' where teachers discuss the pupils in their class with senior leaders
- Parent/carer and teacher discussions and sharing of potential concerns
- Information gathered through academic performance and data
- Transition information from a previous setting
- Information or assessments provided by outside agencies
- School staff identifying and monitoring areas of need and the making a referral to the SENCo
- SENCo observations
- Joint meetings involving school staff and parents/carers

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning considers individual pupil's needs and requirements. Adaptations are approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Goose Green utilises academic research to incorporate into best practice including the EEF's 'Five-a-day' to improve SEND outcomes and their five recommendations on special education needs in mainstream schools.

It is Goose Green's priority that our children with SEND can access the same broad and balanced curriculum as the children without SEND. They should not be disadvantaged and receive a more limited offer whilst at school.

Most adaptations will be via good quality teaching strategies within the classroom setting, however, there may also be additional support through discrete interventions and/or provision through outside agencies. Additional support is evaluated and revised at least termly to assess effectiveness and to inform next steps.



What are the examples of intervention or adaptations my child might receive?

- Access to additional adult support
- Tailored adult-led intervention programmes within the school day
- Access to published and/or computer-based interventions e.g. Nessy
- Access to resources to support literacy skills e.g.
 - Writing slope
 - Voice buttons
 - Handwriting pen
 - frames
 - Word banks
 - Sentence stems
 - Colour tinted reading rulers
 - Tinted overlays
- Access to resources to support numeracy e.g.
 - Manipulatives appropriate to the learning
 - Resources to support accessibility to new learning e.g., times tables grid
 - Pre-prepared frames e.g. tables and graphs
- Access to adapted text e.g.
 - Larger font
 - Audio books
- Strategies to support learning e.g.
 - Breaking instructions and/or tasks into more manageable steps
 - Repeating instructions
- Using visuals alongside verbal teaching
- Offering alternative ways of recording
- Utilising resources to support attention and focus
- Visual timetables and now/next boards

Implementing strategies and intervention programmes devised by professionals and outside agencies

What provision would be available to support wellbeing and behaviour?

- Strategies to support the development of social skills and enhance self-esteem e.g.
 - A variety of school clubs
 - Celebration assemblies
 - Social skills groups
 - Mixed age group playtimes
 - Leadership opportunities
 - Peer Mentors
- Mentoring
 - Peer mentors
 - Learning mentor
 - Kids Network
- Strategies to promote wellbeing e.g.
 - Transition support, visits and events
 - Modified timetable where appropriate
 - Social stories
 - Transition books
 - Regular liaison between home and school
 - Art therapy
 - Learning mentor support
- Strategies to support behaviour
 - Sanctions and rewards as set out in the school policy
 - Learning Mentor support
 - Reward charts
 - Analysing behaviour patterns to identify key triggers.

- Provision for unstructured times
- Regular check-in with trusted adults where required

How will provision and resources be organised?

- Pupils identified with SEND and on the school SEND register at Wave 2 and 3 have an Inclusion Support Plan in place
- This Inclusion Support Plan will detail the strategies and support planned for your child
- The school welcomes input and feedback from parents and carers to support the home and school partnership and foster consistency
- Part of the Inclusion Support Plan includes areas to ensure we capture pupil voice e.g. “what I enjoy” and “what helps me”.
- Referrals to outside agencies will be organised, as appropriate, providing there is agreement from parent and carers
- Provision will generally be provided out of the school budget as the majority of pupils will be supported at the “Wave 2” stage
- For pupils who have been identified as having significant and complex needs above “Wave 2” or if additional funding is required, there may be consideration for applying for SENDIF (if they are Nursery age child) or an Education, Health and Care Plan (EHCP).

What provision is there for children with medical needs or physical disabilities?

- Personal and medical care support can include:
 - High level first aid trained staff
 - Care plans for pupils with medical needs
 - Systems in place for the administration of medication
 - Assisting pupils with personal care as specified by clinical plans
 - Staff training and liaison with the school nurse service
 - Relevant policy and procedures
 - Identification of allergies and procedures to support lunchtimes
 - School inhalers and Epi-pens for emergency use
- Access to strategies/programmes to support occupational /physiotherapy needs
 - Advice of professionals disseminated and followed
 - Use of any recommended equipment
- Access to modified equipment and IT (enlarged text; magnifiers)
 - Specialist equipment as required on an individual basis to access the curriculum and site
 - Software to support learning
- Referrals to relevant healthcare agencies

Please also see the school ‘Accessibility Plan’ for more information.

What outside agencies or professionals work with the school?

We work in partnership with multiple external agencies to seek advice and support to ensure that the needs of our pupils are understood.

These include:

- **Autism Support Team**
Advice and support for school and families on supporting pupils with social communication needs or a diagnosis of Autism
- **Southwark Educational Psychologist team**
A specialist on how children and young people develop and learn. He offers assessment, advice and support to parents and teachers where there is a concern about the development, learning or behaviour of children.
- **Jenni Evans - Speech and Language Therapist**
A specialist who could be asked to support or assess a child who has difficulties understanding or using language.
- **Verity Blakeman – Art Therapist**
Encourages self-expression through art therapy techniques, promoting mental health and healing.
- **Southwark Education, Learning and Achievement School Improvement Advisory Team**
SEND advisory service for schools
- **School Nurse**
- **Sunshine House – Children and Young People’s Development Centre**
Offers assessment and support from a multiagency team of professionals which includes Occupational Therapists, Speech and Language Therapists and Paediatricians
- **Southwark Hearing Support Service**
Support for children with a hearing impairment
- **Southwark Child and Adolescent Mental Health Service (CAMHS)** (<https://slam.nhs.uk/southwark-camhs>)
- **Southwark Virtual School** – support for looked after children

For more information on the Southwark Local Offer visit <https://localoffer.southwark.gov.uk/>

What other support services are available to parents and carers?

SIAS: Southwark Information Advice and Support Team

sias@southwark.gov.uk - 0207 525 3104

- every Tuesday 9.30am to 1.30pm these are virtual sessions and can be booked by viewing the [Calendly website](#)
- every Thursday 2pm to 5pm at Sunshine House, Ground floor, 27 Peckham Road, London, SE5 8UH

Offering impartial, confidential information advice and support for parents/carers of children with SEN

Southwark Virtual School

LACeducation@southwark.gov.uk

The education of looked after children is the responsibility of the Southwark Virtual School. The team provides support to schools, foster carers and young people, it monitors and reviews the quality of provision in schools to ensure that individual looked after children have equal access to educational opportunities.

The National Autistic Society http://www.autism.org.uk/enquiry 0808 800 4104	Seeks to support and offer advice to Autistic people and their families in the UK.
Southwark Carers https://www.southwarkcarers.org.uk/ 020 7708 4497	Aims to provide Carers with more choice and control over the support they need and enabling them to tackle the issues that cause them the greatest stress in their caring role.

How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school:

We will contact the school SENCo and share information about special arrangements and support that has been made to help your child achieve their learning goals. All records will also be passed on to the new school as soon as possible.

When moving classes in school:

An information sharing meeting will take place between the current and new teacher. There will be opportunities to visit the new class and a transition book will be created (if appropriate) and sent home. Additional visits to the classroom or to see the new teacher can also be organised if beneficial. In some cases, a transition meeting will be arranged between the school and parents/carers.

For secondary transition:

- The SENCo makes contact directly with the Inclusion Team at the new school and arranges to meet and discuss transition and a plan of additional support. This varies school to school
- All important documents will be sent to the secondary school via secure email and a SEND pupil transition form will be completed where required. Additional transition forms are also completed by the Year 6 class teacher.
- In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.
- A supporting transition intervention is run for targeted children during Summer term. This is delivered by the Learning Mentor.
- If you are concerned about your child coping with a transition, please highlight this to your class teacher.

How skilled are staff in meeting the needs of my child?

- An ongoing programme of training and continuous professional development (CPD) is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.
- Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national policy to support pupils with SEND.
- We utilise training through Southwark School Hub: Inclusion of SEND in the mainstream Classroom, which offers CPD on all areas of SEND led by local specialist leads. Cherry Garden School and The Autism Support Team.
- Quality CPD is sourced through local providers, independent advisors, and accredited online training platforms.
- INSET is delivered by the specialist services funded by school.

Who do I talk to if I am unhappy with my child's support or progress?

The first point of contact would be your child's class teacher. From there our SENCo may be notified and included in the discussions. If you have spoken to your child's class teacher and the SENCo/Headteacher and you still feel unhappy, please see our Complaints Procedure for details on how to escalate a concern.