



Golden Valley Primary School **SEND Information 2026-2027**

At Golden Valley Primary School we embrace the understanding that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs.

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Golden Valley staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist).

Golden Valley Primary School is a mainstream school. We are an inclusive school and have a number of children within the school who have additional needs supported by an Education and Health Care Plan (EHCP).

What kinds of needs do we support at Golden Valley?

The DfE broadly identifies four different areas of need. Our school currently provides additional and/ or different provision for a range of needs including:

- Communication and Interaction (Speech language and communication difficulties, including Autism)
- Cognition and Learning (Specific learning difficulties, including Dyslexia)
- Sensory and Physical difficulties/ disabilities (Hearing and Vision)
- Social, emotional and mental health difficulties (ADHD)

At Golden Valley Primary School children are identified as having SEND through a variety of ways including:-

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stage, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify:

- Children performing significantly below age expected levels and interventions have not had impact
- Concerns raised by parent
- Concerns raised by teachers, for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies or health professionals i.e. physical, speech, paediatricians
- Liaison with nursery school/previous school

Teachers will discuss any concerns with parents, and what can be done to assist children in getting back on track.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How will school support my child? Who will oversee, plan, work with my child and how often?

- Our SENDCO oversees the support and progress of any child requiring additional support across the school. The SENDCO (Special Educational Needs Co-ordinator) for our school is **Mr Jack Hamilton** and can be contacted on sendco@goldenvalleyschool.co.uk or by telephone on (01275 853077)
- Mr Hamilton is responsible for the strategic leadership of SEND provision for pupils with special educational needs and disability at the school and updating the SEND register, a system for ensuring all the SEND needs of pupils in school are known. The SENDCO works closely with the Head teacher, Governors', Senior Leadership Team (SLT), Learning Mentor, class teachers and fellow support staff.
- The class teacher has responsibility for the children with SEND in their classroom and will oversee, plan, work with and assess each child to ensure that progress in every area is made.

How do we assess the effectiveness of our SEND provision?

- The Governor with responsibility for SEND is **Mrs Katherine Armstrong**.
- The Governor with responsibility for SEND meets regularly with the SENDCO to discuss the needs of the children in school and to evaluate the provision. They also report to the Governors.
- The SENDCO meets regularly with the Head teacher to monitor provision and progress in place for children with SEND as well as assessing the impact of provision and next steps.

What expertise and training do our staff have to support children with SEND?

- As a school we are passionate about CPD for all staff. This includes training through INSET training, Lesson study and instructional coaching.
- This year's training for Teachers, Teaching Assistants and Learning Support Assistants is:
 - Specialist training from EPS
 - Nurture UK
 - Provision Map training
 - Team Teach and de-escalation strategies
 - Social Stories and comic strip conversation
 - ULS intervention training
 - LSP Trust SEND staff meetings
 - Boxall Profile training
 - Trauma informed training
 - Speech, Language and communication training
 - Talk boost training
 - Zones of Regulation
 - Use of visuals in the classroom training- Widgit online
 - Training for support staff on how to deliver the intervention menu
 - Training around the Graduated response
 - Talkabout for Children
 - Lego Therapy for some staff

What is our approach to the teaching and monitoring of children with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality adaptive teaching is our first step in responding to pupils who have SEND. This will be differentiated and personalised for individual pupils.

High quality adaptive teaching in a whole class, including:

- Small group work with teachers or support staff to meet the needs of individual children e.g. daily reading, phonics interventions
- Small group intervention work led by teachers or support staff to fill specific gaps in children's learning e.g. guided groups, pre-teaching, post-teaching,
- Longer term interventions led by the Learning Mentor and support staff e.g. emotional literacy development, social communication groups etc...

If your child requires further support, additional to the above, where they require the support of a Learning support assistant (LSA) and may require support for usually more than 20 hours, you or the school may feel that would like to request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which you can find out more from the Local Authorities 'Local Offer' (or speak to your SENDCO). After the school has sent in a lot of information about your child, including some from you, they will then decide if the child's needs are complex enough to carry out a full assessment. If so, more information/reports will be gathered from various professionals (which would usually already be involved with the child's needs). The authority will then review the case again and decide if an EHCP (Educational, Health, Care Plan) needs to be written.

- The EHCP will outline the support your child will receive from the LA (local authority) and how that support should be used and what strategies must be put in place. It will have long and short term goals for your child.
- If a child has an EHCP they will put through a funding matrix by the local authority and they will be assigned a funding band.
- If required, the child may also attend support off school site at a specialist unit or be part of a dual placement with a Special School.

What specialist services and expertise are available at or accessed by the school?

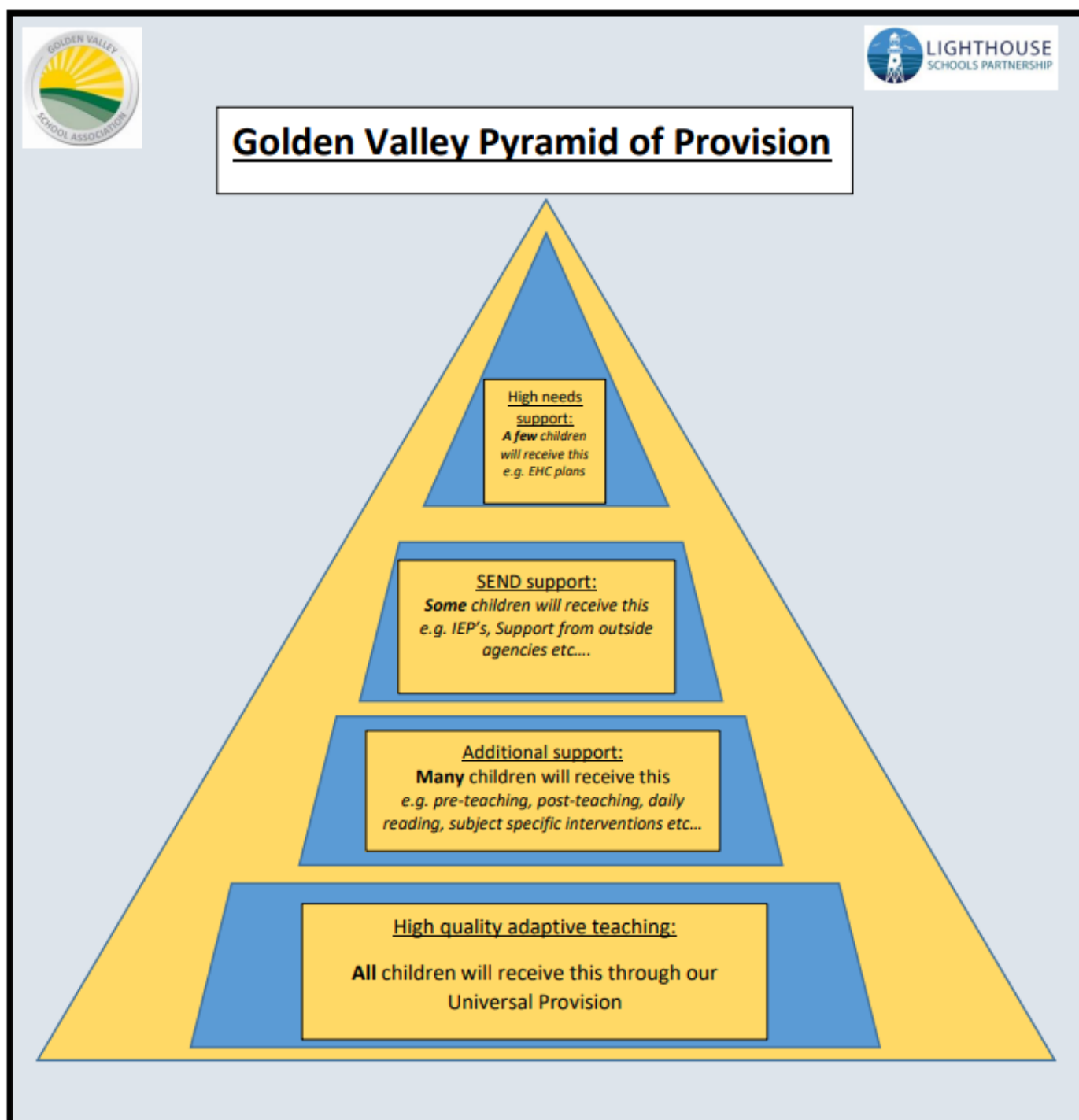
- Learning Support Assistants work with children in class to access the curriculum. When appropriate they may work out of class and in small groups for specific intervention.
- We work with a wide range of health professionals including Speech and Language, CAMHS, School nursing team, Occupational Therapists and Paediatricians.
- The school also has access to Traded Services such as: Advisory Teachers from LSP, Speech and Language Therapy and Educational Psychologists when a child's needs require greater support.

Where specialist support is required, the professional will work with your child to assess your child's needs and will make recommendations, which may include:

- Making changes to the provision they need
- Set targets which will include their specific needs
- Suggest group or individual programmes under the guidance of the professional

How will I know how well my child is doing and how will you help me support my child's learning? What opportunities will there be for me to discuss my child's progress?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. In addition to the normal reporting systems e.g. parents evening, share a tray, end of year reports.
- If your child is on the SEND register, their teacher will set individual targets on a 'Learning Plan', stored on Provision Map, which are monitored termly by the SENDCO as well as being monitored using the school's assessment system. Teachers are required to meet with senior leaders three times a year to discuss the progress of all children. The targets within a child's Learning Plan are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) and it is expected that they will be met by the time they are reviewed.
- Parents are invited to a meeting (three times a year) to discuss the progress that their child has made.

How is extra support allocated to children and how do they move between the different categories in the Code of Practice?

- The school budget, received from North Somerset Council, includes money for supporting children with SEND.
- The head teacher decides on the budget for special education needs in consultation with the school governors, on the basis on needs within the school.
- The head teacher and the SENDCO discuss all the information they have about SEND in the school including children who need or are getting support and children which are not making expected progress. They then decide what resources/training are needed. This is reviewed regularly.

It will also depend on your child's level of need and how they manage in school. Also, strategies, interventions will be monitored for their impact and effectiveness. We may need to refer to get outside support and their perspective on how best to meet your child's needs and how to help them reach their full potential. For some higher level of needs, additional funding will be needed due to extra costs involved in supporting your child.

What support will there be for my child's overall wellbeing?

We will support the overall wellbeing of your child by:

- Involving all children in 'Jigsaw' lessons which bring together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development programme.
- If your child has medical needs, they may have a health care plan. This plan may include administration of medication or medical techniques if these are an on-going need.
- A limited number of children will work with the Learning Mentor, **Mrs Watkins**.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Where your child is supported by a 1:1 LSA, they will continue to have this support whilst out of school on a trip or working outside the classroom.

- Where appropriate, social stories can be written to prepare your child for a change in routine, an out of school activity or a trip.

How accessible is the school environment?

- Our school is accessible for anyone with physical difficulties or disabilities. We are wheelchair accessible with ramps providing access to buildings and our disabled toilet is easily accessible.
- Specialist equipment can be adapted or purchased for individual pupils if required.
- We liaise with EAL Support Services who assist us in supporting our families with English as an additional language.
- Our Accessibility Plan is available on our website and contains further detail and information.

How will the school prepare and support my child to join the school, transfer to a new school?

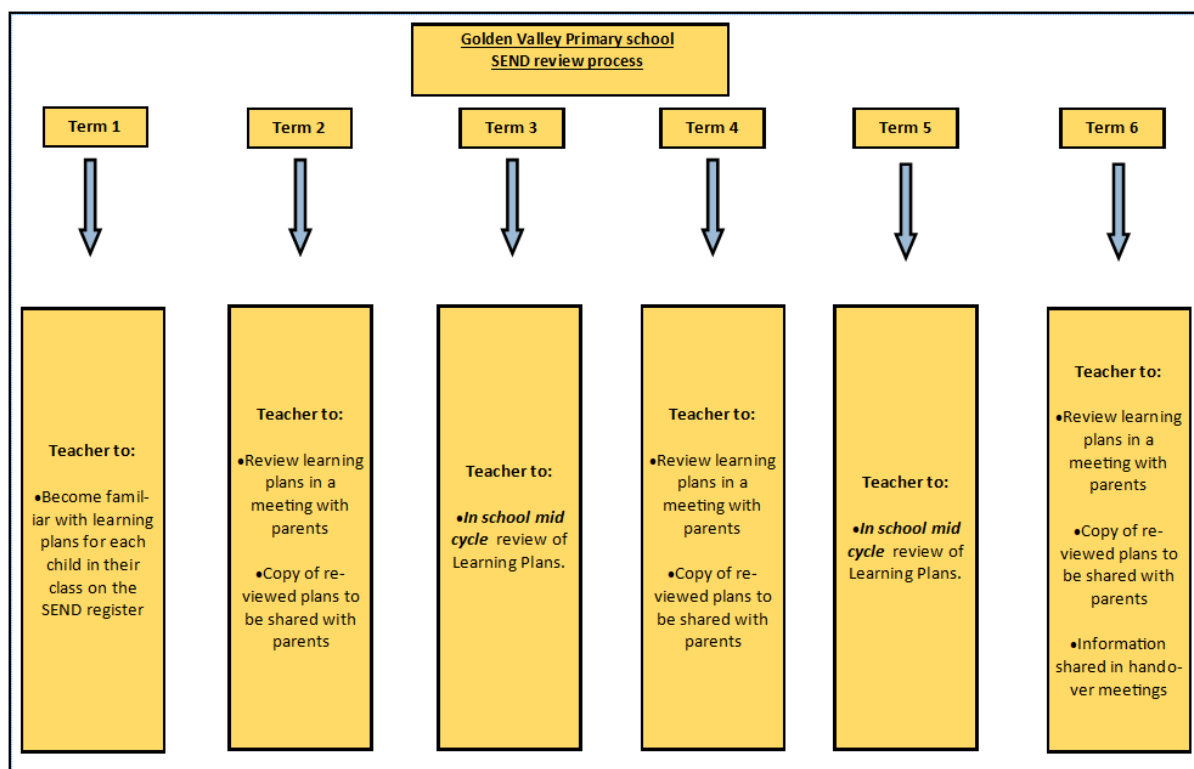
- We encourage all new children to visit the school prior to starting when they will meet their new Class Teacher and to be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life.
- Children who have SEND Outcomes will review their learning termly with their Class Teacher/TA or LSA.
- If your child has an EHC Plan their views will be sought before any review meetings.

How are parents involved in the school? How can I be involved?

- Parents are invited to attend SEND Outcome reviews (three times per year) and our Wellbeing coffee mornings. These meetings will be for any parents to attend, not just those with children who have SEND – we take into account parents' concerns.
- Where a child has an EHC Plan their views will be sought before attending any review meetings.
- We have an active GVSA that arrange many events throughout the year to build community and raise funds for the school.



Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet **Mr Jack Hamilton** (SENDSCO)
- Look at the SEND policy on our website

How will I raise concerns if I need to?

Educating your child is about developing strong relationships, which need to be honest and as open as possible. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

The best person to share your concerns with initially is your child's class teacher. At some point, you or your child's teacher may wish to involve the SENDCO or Phase leader.

If you are still concerned, as a parent or carer you have the right to use the school's complaint process.

Who should I contact if I am considering my child joining the school?

Contact the school Admin office (01275 853077) to arrange to meet the Head teacher **Mr Richard Riordan** who will be willingly to discuss how the school could meet your child's needs.

Who can I contact for additional support?

- North Somerset Supportive Parents - <http://www.supportiveparents.org.uk/services-in-n-somerset/>
- National Autistic Society – North Somerset Branch - www.nas-northsomerset.co.uk
- Click on link below to view North Somerset's Local Offer for Special Educational Needs and Disability.
<http://northsomersetonlinedirectory.nsomerset.gov.uk/kb5/northsomerset/directory/family.page?familychannel=5000>
- I can (communication) <https://ican.org.uk/>

- Dyspraxia Foundation - <https://dyspraxiafoundation.org.uk/dyspraxia-children/parents-family/>
- BDA – British Dyslexia Association - <https://www.bdadyslexia.org.uk/advice/children>

Produced: September 2025

Reviewed and updated by JH and RR: September 2025

Approved by the LGB: September 2025

To be reviewed and updated annually – 31/12/2026.

Golden Valley Primary School
Universal Provision 2026-2027

High quality adaptive teaching

- Children are provided with a broad and balanced curriculum in an environment that allows every child to flourish
- Learning is delivered through unambiguous instruction with clear explanations and high-quality modelling to ensure that children are ready to learn independently
- Teaching and learning in the school is carefully planned and delivered to ensure that children's cognitive load is managed
- Teachers use subject expertise and a strong understanding of pedagogy to ensure learning is pacy and challenging
- Teachers / support staff model metacognition strategies e.g., shared writing, mathematical calculation process, reading aloud
- Teaching strategies that consider difficulties with language and communication needs as well as social understanding
- Support is provided for children whose learning needs to be scaffolded. e.g., number lines, GPC cards, word banks etc. enabling them to gain the skills to become confident independent learners
- Flexible groups within the class are created in response to AFL so that the teacher can pitch learning for each pupil.
- Technology is used to support pupils, where needed to learn well e.g. use of a laptop for recording learning.
- Carefully planned support - Where appropriate the teacher / TAs use supportive strategies for pupils with poor executive function.
- Visuals support learning e.g., checklists, now and next tasks, chunking/ blocking of information
- Discussion through talk partners used effectively so all pupils are supported
- Up to date, strong and appropriate CPD provided to all staff

Classroom Environment

- Careful seating plans taking into account the needs of all children specific to the classroom environment.
- A learning environment that is decluttered and inviting for children
- Use of visual timetables are embedded across classrooms
- Use of Widgeit to support learning and reduce cognitive load

Behaviour and Wellbeing

- All staff have the highest quality relationships with pupils built on mutual respect
- A clear awareness and culture for supporting and promoting positive mental health and wellbeing
- All staff demonstrate the six principles of nurture in every interaction with children.
- Clear whole school behaviour policy
- Consistent use of rewards and sanctions
- A range of opportunities for social and emotional development E.g., social support groups, buddy bench, Talkabout for Children
- Learning Mentor Support
- Staff effectively use social stories and comic strip conversations to support children's understanding of past and future social situations.
- Lunch clubs e.g. gardening club, chill zone, board games
- Enhanced transition opportunities
- Use PACE as a trauma informed approach for supporting pupils