Updated March 2026

Goresbrook School

SEND School Information Report

At Goresbrook School, we believe that all children have an equal right to a full and rounded education which enables them to fulfil their potential. We use our best endeavours and reasonable adaptions to secure an inclusive learning environment for all children, including those who require special educational provision. In addition, we aim for pupils with Special Educational Needs and Disabilities (SEND) to achieve outcomes that exceed expectations and, importantly, enjoy a wider programme of pastoral care and character development. Goresbrook School prides itself on being an inclusive school that puts the needs of individuals first and is committed to providing equal opportunities for all children. At Goresbrook School there are approximately 10% of children with SEND, however, this number changes with admissions and the development of the pupils themselves. This includes (but is not limited to) children with ASD diagnoses, learning difficulties, physical disabilities and communication delays. The school's highest area of need is communication and Interaction all through the school at all phases. This document reports Goresbrook School's provision for children with additional and Special Educational Needs and Disability (SEND). It also outlines the support which all schools are required to implement as stated in the SEND Code of Practice. The SEND report can be read alongside the school's SEND Policy, which is made available on the school's website and is updated annually: https://www.goresbrookschool.org.uk/

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Guidance, Legislation and Policy

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

• Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.

• The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCo) and the SEN information report.

Key Contacts:	
Class Teacher	*"Every teacher is a teacher of SEND"* The class teacher is responsible for the learning of all children including those who have SEND. Your child's class teacher may speak with you and arrange a time to discuss concerns about their development. You can also share your concerns during parent-teacher consultation evenings or at an arranged appointment.
Learning and Teaching Assistant	Learning and Teaching Assistants (LTA's) work closely with children who have additional and Special Educational Needs both in and out of the classroom.
Mr Lee Morris- All through SENDCo	Mr Lee Morris is the SENDCo (SEND Coordinator) for the entire school (Nursery to Sixth Form). He is responsible for coordinating the provision for all children with additional and Special Educational Needs. Mr Lee Morris liaises with outside agency such as CAMHS, the bought in Educational Psychologist service and Speech and language therapists as well as other services to ensure that the needs of pupils are fully understood and supported through the universal, targeted or specialist support. If you have any questions regarding SEND provision at Goresbrook School, please contact Mr Lee Morris via: Lee.morris@goresbrookschool.org.uk
Miss Leigh Moore - Primary DSL and attendance officer	Miss Moore is the DSL and ensures the school and staff are compliant with all policies in safeguarding and that children with SEND, who are particularly vulnerable, are carefully monitored and supported. Leigh.moore@goresbrookschool.org.uk
Miss Chelsea Askew- Pastoral support	Miss Askew is the Pastoral assistant who supports children's social and emotional needs through the school's Thrive programme. Chelsea.askew@goresbrookschool.org.uk
Mr Olly Tyler – DSL and Vice Principal	Mr Tyler is the Secondary and Sixth Form DSL supported by Ms Woodward who is DDSL. They safeguard all children at the school and

Ms Woodward- DDSL	ensure staff are trained and supported on appropriate Safeguarding provision. Olly.tyler@goresbrookschool.org.uk Deborah.woodward@goresbrookschool.org.uk
Ieuan Bennett - Governor	Ieuan Bennett is the Chair of Governors and SEND Link Governor. He reports to the Governing Body regarding the SEND provision at Goresbrook School. The Governing Body is responsible for ensuring the school and the local authority is carrying out its duties as it states on the SEND Code of Practice. ieuan.bennett@goresbrookschool.org.uk
Mr David Cunnely – Primary Head of School	Mr Cunnely is the Primary head of school. He is responsible for the day-to-day management to ensure provision for children with SEND. He liaises when appropriate with the SEND Coordinator in the management and operation of the school's SEND policy in the primary phase.
Ms Megan Harris – Executive Principal	Ms Harris is the Executive Principal of Goresbrook School. She is responsible for the day-to-day management to ensure provision for children with SEND. She liaises when appropriate with the SEND Coordinator in the management and operation of the school's SEND policy.
The London Borough of Barking and Dagenham (LBBD)	The Local Authority of which Goresbrook School resides, is LBBD. LBBD has a duty to support its local schools, the children and their families. They have a duty to publish their Local Offer detailing the services available for children with special education needs and their families. The Local Offer can be found using the following link: https://www.lbbd.gov.uk/local-offer

What is SEND?

Children have Special Education Needs and/or Disability if they have a learning difficulty and/or disability which requires for special educational provision to be made for them. Children have a learning difficulty if they:

1. Have a greater difficulty in learning than the majority of the children of the same age; and/or

2. Have a disability or other condition which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

Early Identification

As an all-through school, we prioritise early identification of students' needs. Meeting all learning needs is crucial to students progressing effectively. If needs are met effectively during the early years or primary phase, students will arrive in the secondary phase with an appropriate set of learning skills and knowledge to progress to enable success at GCSEs and beyond.

Identification and Assessment

At times, a child's Special Educational Needs may have been identified before they arrive at Goresbrook School. Alternatively, needs may be identified once a pupil has joined the school. We recognise that parents and carers are experts on their children and we aim to work collaboratively with families throughout the identification and support process.

Identification of SEND forms part of a continuous cycle of assessment, observation and review. Staff receive regular training on early identification and the four broad areas of need outlined in the SEND Code of Practice: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs. Training also includes guidance on recognising common traits associated with neurodiversity, including Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD) and learning difficulties. Staff are also provided with guidance and reminders to support ongoing awareness and identification of possible additional needs.

To strengthen early identification, Goresbrook School uses the Woodcock-Johnson assessment tool to support the identification of potential learning needs from the age of five. In addition, the school regularly reviews a range of information to identify pupils who may require additional support.

To help identify children who may have Special Educational Needs, the school measures children's progress by:

their performance as monitored by the teacher through ongoing observation and assessment;

the results of baseline assessments and subsequent monitoring of progress;

progress and performance against the Early Years Outcomes or National Curriculum expectations at the end of each key stage;

screening or assessments of reading, spelling and other areas using nationally recognised standardised tests; and

analysis of wider data such as attendance, behaviour and wellbeing indicators.

Where a pupil is identified as potentially having additional needs, the SENDCo may carry out further investigations including but not limited to classroom observations across a range of different lessons (minimum two), and where possible observations during less structured times such as break or lunchtime. Staff may also be asked to share their views through a structured information-gathering process to provide a fuller understanding of the pupil's experiences across the school.

Based on the evidence gathered, a parent/carer meeting will be arranged to explore the identified areas of concern and seek to collaborate on suitable next steps. If I has been deemed appropriate, then parental consent for onward referrals to external agencies such as CAMHS will be sought. While not essential, it is always preferable to work with parents around providing the right levels of support for a child, however, the school has the ability to add a child to the SEND register and offer appropriate support should it be required. Next, appropriate advice

and strategies will be shared with staff and targeted support may be implemented. This may include interventions aimed at academic development or social and emotional support, depending on the nature of the pupil's needs.

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 begin by considering the desired outcomes for the pupil, including expected progress and attainment, alongside the views and wishes of the pupil and their parents or carers. We will then determine the level of support needed and whether this can be met through adaptations to our core provision or whether additional or different support is required.

How do we know children are making progress?

Our staff are reflective practitioners and pro-actively plan-review-revisit-implement change if needed.

- Daily evaluations of sessions/lessons identify successes and areas requiring further input/support.
- Staff's knowledge, understanding and experience tell us if children are on track or falling behind.
- Termly assessments identify individuals and/or groups of children that are 'emerging', 'meeting' or 'exceeding' expectations.
- Our in-house monitoring cycle informs our formal tracking of children's attainment and rate of progress.
- Regular pupil progress meetings and SEND consultation meetings support class and cohort discussions regarding progress.
- Half-termly tracking of progress for target/specific children.
- Effective communication in weekly year group meetings supports awareness of all staff for identified children.
- The school's open-door policy means staff, including the SENDCo can enter any classroom at any time to observe the needs of the child and ensure teachers are adapting the curriculum to meet these needs as advised by the SENDCo.
- Leadership Team members are regularly in classes for drop-in sessions, partner-teaching and supporting children.
- Children have a strong pupil voice- they tell us about their learning, what they're enjoying, what's going well, what they need help in, etc. These discussions are both informal and formal, e.g. subject leader audit trails, children's interviews, pastoral team.

Planning and assessment for pupils with identified Special Educational Needs may involve the use of the following:

- Use of the Engagement Model.
- Use of pre key stage targets if pupils are working below National Curriculum levels.
- Pupil Passports with personalised targets and strategies
- Termly review of targets with parents and child
- Education Health Care Plan (EHCP)

- EHCP Annual Review

What provision can Goresbrook school offer to students with SEND?

Access to quality first teaching (QFT) is a priority for all pupils at Goresbrook school. All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make accelerated progress with their learning. Through Quality First Teaching, we ensure that the curriculum and teaching sequences are adapted to meet the individual needs of all children. We support pupils with SEND through various means:

Intervention and provision at Goresbrook School falls into the three differing waves – universal, Targeted and Specialist. In the primary phase, the provision provided is determined by the individual need and progress of a student. In most cases students will access universal and group wave interventions before they may be supported at a specialist level. Pupil's support is based on need and not diagnosis, Goresbrook does not prescribe to 1:1 support in the classroom believing that the best teaching practices come from subject specialists and 1:1 support is only offered as a last resort – this is an evidence informed approach to teaching and learning.

The school utilises the latest research in effective SEND support from the Education Endowment Foundation, which states quality subject specialist teaching is the most effective support strategy. With this research, all SEND students within Goresbrook school attend all timetabled lessons. Our training and expectations from classroom teachers ensure that all teachers are aware of students' individual needs and have the necessary tools to support students successfully. Our Teaching and Learning policy and values of Rosenshine's Principles and Doug Lemov's Teach like a champion, are incredibly well researched and proven pedagogical strategies which work in harmony with supporting students with SEND. In most cases we do not have additional adult support in class within the secondary phase, again based on recent findings which show the limited value and use of teaching assistants in secondary education and preparation for adulthood. There are a range of set timed interventions which are run by teachers and LTA's. Some interventions that are offered across the school include, but are not limited to, ELSA, counselling, literacy intervention, Social stories, touch typing, pre/post-numeracy intervention, Fresh Start, lifeline mentoring. Whether a child is identified as SEND or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review. Provision is evaluated on the progress of the student and whether it is achieving the desired outcomes. Interventions carry out an entrance and exit assessment to measure a students' progress during the dedicated sessions for that intervention. Progress within the classroom is also measured and considered to review its success. For certain students, reasonable adjustments will be made for their medical diagnosis, such as adjustments to the uniform policy or the curriculum. These adaptations will be regularly reviewed, and targets set to minimise the impact of the students need on their academic and social wellbeing.

Speech and language provision for SEN

At Goresbrook School, we place a great deal of emphasis on the development of speech and language skills amongst our students. For this reason, a Speech and Language therapist comes into the school once a week to provide support for the development of language enrichment. Those children who fail to make adequate progress are evaluated and appropriate support is provided. Whenever there are significant difficulties or where pupils fail to progress, we will ask permission to refer them to the speech and language therapist in order to obtain a fuller assessment of their needs. In order to plan and provide support for children with specific disabilities, we work in partnership with speech and language therapists. LSAs/LTAs at Goresbrook School receive additional training in these areas and work together with children whose speech and language therapists identify as having difficulties in these areas.

How we support children's physical needs.

When needed, we work with physiotherapists and occupational therapists who provide specific advice and guidance for specific children. They also provide training for staff who may be required to support a pupil with a physical need. Trained LSAs/LTAs will implement any recommendations made by these professionals and information is shared with all relevant staff. Goresbrook School has a lift access to all floors and a number of toilets with disabled access as well as a medical room. Classrooms are large and well lit. The school has an accessibility plan in place.

How we promote positive behaviour

The school behaviour policy describes the high standards of behaviour and conduct expected in school. Goresbrook currently emphasises praise and positive standards with pupils via a very public rewards-based system and reward-based trips for students who are exemplary both in-class and beyond the classroom. We make sure all staff know and understand the reasons behind a student's behaviour and how to respond appropriately. In class, the LSAs/LTAs may support targeted children to stay on task and focused on learning and student passports often target strategies that benefit in supporting pupils and reduces barriers to learning. Although we have a school wide rewards and consequences system, we recognise that some children who find good behaviour a challenge may need a more personalised approach and such children will have an individual behaviour management plan with individualised rewards and consequences. Members of the pastoral team have been trained in using an observation tool to help identify pupils with social, emotional or behavioural needs. The pastoral team support pupils who have difficulties in areas such as anger management or social skills. When problems occur, staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again. For some children we use 'social stories or comic strips' to help their understanding. At lunchtimes the pastoral team are available for children to talk through any problems or difficulties they are having.

How we support pupils with Social, Emotional and Mental Health needs

Goresbrook School has invested heavily in a comprehensive range of provision and staff trained in positive wellbeing. We are extremely proud of the social and emotional provision we provide

at Goresbrook School. In the primary phase emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. To promote positive friendships, we may use a 'buddy system' or 'circle time' involving the whole class. Those who struggle with emotionally regulating themselves are taught how to do so through the Thrive programme which is led by the pastoral team. Children in Year 6 may also receive additional transitional support as they move to secondary school. The Pastoral team are also available to help children with emotional difficulties though 1:1 sessions or through small group support in our nurture room. Children with more significant emotional difficulties may be referred to outside specialist agencies with the permission of parents/carers. The pastoral lead oversees the SEMH needs of all pupils.

In the secondary phase, students are able to participate in projects outside of school and parents are informed about these projects, encouraging their involvement. We are interested in establishing relationships with external agencies in order to increase these opportunities. In the event that a student requires support beyond what the school can provide, we are fortunate to have two full-time school councillors who are also working with the Anna Freud Project (Official Partner in the Education for Wellbeing Programme) who may be able to assist. Beyond this, professional advice external to the school can also be obtained from CAMHs (Children, Adult, Mental Health Service), the School Nursing team, Schools Police Officer or Attendance Team.

The Hive

The Hive is a structured TEACCH learning hub in primary that provides provision for pupils with more complex Special Educational Needs and Disabilities. The vision of the Hive provision is to enable students who struggle with meeting the expectations of the mainstream curriculum and thus require essential personalisation in the curriculum and a space where they can access personalised education in a supportive, caring, and safe environment that suits their presenting needs. Alongside teaching a curriculum that is developmentally appropriate, staff will provide opportunities for 1:1 specialist support, small group work, social skills intervention, and emotional support.

The Compass Room

In the secondary phase The Compass Room serves as our inclusion space and is accessible to students during break and lunch time if they require pastoral check ins. Furthermore, this space can be used by the LTA's for 1:1 or small group support as it is required.

Support for pupils with Special Educational Needs and Disabilities can include (but is not limited to):

- Quality First Teaching
- Pastoral team support
- Access to a broad and balanced curriculum, appropriately differentiated to meet with needs of individuals
- Home school communication via newsletters

- Access to a Learning Support Assistant (LSA) / Learning and Teaching Assistant (LTA) in identified lessons
- Enhanced support at break and lunchtimes, including group supervision and structured activities.
- Literacy booster group
- Numeracy booster group
- Reading interventions
- Self-esteem and self-confidence programmes (Nurture)
- Positive behaviour programmes
- Exam Access Arrangements (KS2)
- Enhanced ICT access with access to specialist software – e.g., nessy to support spelling and reading, RMeasimaths
- Adapted environment including workstation activities, attention builder sessions and access to a sensory room
- Individualised programmes, working towards independence and enhancing self-care

Families of children with SEND

Goresbrook School values your views about how to support your child to reach his or her full potential.

- We can make referrals to other professionals when needed and attend meetings with you if you would like support.
- We invite you to meetings to discuss your child's progress and allow you to share your views.
- We encourage you to take part in and consult with you in producing a programme appropriate to meet your child's needs.
- Children with special educational needs have a Pupil Passport detailing their targets and the support provided to achieve them, Passports are shared with parents and carers at least twice a year or at request.
- We invite and encourage your child to also share their views where appropriate. They will have an opportunity to assess their own learning, express their concerns and seek for support they feel is appropriate for them.
- If your child is Looked After (LAC) and has SEND needs, you can speak to the designated person for LAC.
- We can signpost you to organisations that can support you with managing your child's needs.
- We encourage families to make links with family support networks such as Barking and Dagenham Information, Advice and Support Service (IASS).

Goresbrook School delivers a SEND appropriate curriculum by:

- Providing a range of strategies and/or resources to support your child's needs.
- Differentiating teaching and learning that sets high, yet achievable expectations.
- Carefully planning curriculum to match age, ability, interests and needs of all children.

- Rearranging and modifying the learning environment to suit the needs of some or all children.
- Training support staff to be able to adapt the teacher's planning to support the needs of the children.
- Access specialist resources/expertise, e.g. sensory room and EYFS provision.
- Organise appropriate additional adult support (small group or 1:1).
- Seeking additional specialist advice to support all SEND children to access the curriculum.
- Encourage participation in additional activities funded by Pupil Premium funding.

How are parents/carers informed about how their child is doing?

Communication is a strength, our 'open-door' policy means that parents can always see a member of the Leadership team. On admission a very clear message is shared, reinforcing that effective learning for our children is a partnership between school and home. Throughout the academic year this means we have:

- Regular formal Parent Evenings and termly parent information sessions.
- Parent/carer conferences.
- Personalised Support Plans/target setting.
- Annual review meetings for those children in receipt of High Needs Funding/Education, Health and Care Plan (EHCP)
- Annual reports to parents/carers
- Regular meetings and discussions with advisory staff and therapists.
- Other more informal meetings.
- Parents and carers welcomed in school with prompt access to teachers and members of the leadership team.
- Leadership team at the gates every day at the beginning and end of the school day.

Goresbrook School ensures all children have the following access:

- A disabled toilet on each floor and one including shower and changing facilities.
- ICT hardware, laptops etc, modified equipment such as pens, pencils, scissors, etc., including for left-handed use, will be provided as required.
- Wide corridors which make our school very accessible to pupils, parents and staff who may have mobility difficulties.
- A lift with access to all floors.
- All equipment is accessible to all children regardless of need.
- All P.E lessons and sporting events are accessible for children with physical needs and considered with sensitivity.
- Extra-curricular activities and after-school clubs are accessible to children with SEND. Pupils requiring 1:1 support during clubs may need additional resources to access clubs – please see the SENDCo to enquire further.

What expertise and training do the staff that support SEND children have?

The SENDCo, Mr Lee Morris has the NASENDCo qualification. SEN is funded through the school's delegated budgets and also through use of the pupil premium grant for the appropriate pupils. Some pupils with high level needs will receive extra funding from the local authority called Top Up. This is agreed on an individual basis and applications are made for these children. As well as whole school training for staff, teachers are encouraged to undertake additional training relevant to the pupils they are supporting and this is planned into the PDR system, Line Management meetings and CPD opportunities. Several members of teaching and support staff have undertaken training in areas such as TEACCH, Makaton, Thrive, phonics and Speech and Language to name a few. All Staff receive training in the following ways:

- In-house/school-based training delivered by subject leaders and the SENDCo.
- LA training.
- Advice on strategies, etc. by Advisory staff and Therapists.
- Training from outside agencies or providers, including accredited online sessions.

How will the school prepare and support children who are transferring to secondary school?

As an all-through school we support our children in making a smooth transition to the next stage in their learning journey. Our pro-active approach ensures that all relevant staff are involved, information is shared and discussed in a timely manner, enabling the secondary phase appropriate preparation time to ensure they are ready to accept the new cohorts of Year 7 children. To further support this transition:

- Parent meetings are held throughout October to support them in completing the Secondary School application form.
- Transition meetings are held by Year 6 staff and the SENDCo detailing academic progress, barriers to learning and successful strategies used to date.
- Additional transition visits to new secondary (or alternative primary) schools are arranged for some children, especially those with more complex or significant needs.
- Transition booklets are created for particular children with more complex or significant needs with photos and information about their new school.
- Communication passports are also created for some children with more complex or significant needs. These are for receiving staff in Year 7 with information about the child, their preferred learning style and strategies that have proved useful.
- Extra advice and recommendations from advisory staff and therapists is also discussed.
- The SENDCo attends the borough's SEND secondary transition meetings in June and discuss individual children, highlighting particular requests, e.g. around friendship, etc. to support transition.
- Year 6 Annual Review meetings include our secondary colleagues if the pupil is to remain at Goresbrook for the secondary education.
- PHSCE lessons and circle time activities encourage discussion re. any concerns, anxieties, etc.
- Our Pastoral team organises social groups, individual sessions, drop-in time, etc.
- Our participation in the Educational Psychology Service's Resilience Project to develop children's 'coping' mechanisms in times of stress and change.

Admissions for children with an EHCP:

Students with special educational needs and disabilities will apply to Goresbrook School in the usual admissions process, as outlined in our Admissions policy. Primary aged pupils with an EHCP will apply during their Annual Review process for secondary aged pupils they will apply to the school through the transfer phase during year 6. This request will be in conjunction with guidance from the Goresbrook School SEND team and the Local Authority EHCP team.

Consultation with Goresbrook School will take place based on the paperwork provided to Goresbrook School. Goresbrook School is open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure the Goresbrook School is the most suitable environment and offers the most appropriate provision for the young person to succeed and meet their potential. At Goresbrook School we pride ourselves on being an inclusive setting where students feel safe and thrive to meet their potential, we welcome open and honest dialogue with any parent and student with medical needs who wishes to potentially attend Goresbrook School.

Please follow this link to gain more information on the Local Authority's Admissions Policy: https://www.lbbd.gov.uk/school-admissions

Admissions for children with additional needs and SEND

If your child has additional needs or has SEND but no EHCP, please apply via the local authority route's normal admissions procedure. We still strongly encourage you to visit the school to have the appropriate discussions about your child's needs and help you determine the suitability of the school to support your child.

When things have not worked out as you hoped

- Please speak to your child's class teacher in the first instance, we find this is the most effective approach as your child's class teacher knows your child best.
- If things have not been resolved or you feel that you need additional assistance, please make an appointment with the SENDCo; then the Principal can also be involved at a later meeting if appropriate.
- If you are still unhappy with the outcome, please refer to the school's complaints policy and procedures as set out by the Governing Body, which can be found on the school's website.

Admissions and complaints procedures

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority).

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and the relevant phase lead, then, if unresolved, by the Assistant Principal and finally Principal. The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

The local authority local offer

Our local authority's local offer is published on our school website www goresbrookschool.org.uk or at https://www.lbbd.gov.uk/local-offer