



Gosford Hill School SEND Policy



Last Reviewed:	December 2025
Reviewed by (SLT Lead):	Assistant Headteacher with responsibility for SEND
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Displayed:	Website / HR & Personnel Handbook / Staff Handbook / Learning & Teaching Handbook
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Mission statement:

At Gosford Hill School we have an inclusive policy towards students with SEND, rooted in our firm belief that the best place for our students to learn is in their lessons delivered by their teachers. We therefore work tirelessly to break down any barriers faced by our students with SEND so they can achieve, succeed and 'be the best they can be'.

1. INTRODUCTION

This document sets out the policy for supporting students with SEND at Gosford Hill School. It includes information on ways that we will identify, support, and monitor students with SEND. The policy shows how the school aims to comply with the SEN Code of Practice (2015), the Equality Act (2010) and the Children and Families Act (2014). The school's special educational needs co-ordinator (SENCO) is responsible for implementing the policy, which has been approved by the school governors.

2. PRINCIPLES

We are dedicated as a school to ensuring that all students participate as fully as they are able in all areas of school life, and enjoy a stimulating, safe and educationally challenging environment.

We are committed to:

- Ensuring that all students realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need or academic ability.
- Ensuring that all students with special educational needs and / or disabilities are identified and adequately supported.

We aim to ensure that:

- Gosford Hill School's statutory duties are met for students with Education Health and Care Plans (EHCPs)
- Every child achieves his or her potential regardless of special educational needs and/or disabilities
- Students are enabled to become independent, resourceful and resilient learners

- There is ongoing communication with parents about their child's progress, support and changing needs
- The views of the individual student are considered when determining the nature of provision made
- Parents are fully included in reviewing and supporting their child's educational progress
- Students are offered full access to a broad, balanced and relevant education, including an appropriately rigorous and challenging curriculum
- Teachers and teaching assistants receive adequate training and information to enable them to support the learning of the students in their classes
- The SEN Code of Practice is given due regard and is cross referenced against the government's guidance on inclusion and The Disability Rights Code of Practice for Schools.
 - [SEND code of practice: 0 to 25 years - GOV.UK](#)

3. DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them, i.e. provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2015). Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4. SPECIAL EDUCATIONAL NEEDS PROVISION AT GOSFORD HILL SCHOOL

4.1. SEND COORDINATION

The Assistant Headteacher (SENCO) has oversight of the SEND practice at Gosford Hill School and line-manages the Inclusion Pathway Lead and the SEND Administrator.

Responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with and advising teachers in effective strategies for quality first teaching and holding them to account for outcomes of students with SEND in their lessons
- Liaising with subject leaders to ensure that subjects curriculums are accessible and suitably scaffolded for students with SEND
- Liaising with pastoral teams including phase leaders and phase leaders to support the provision of high quality pastoral care for students with SEND
- Managing the SEND team including teaching assistants (TAs) and higher level teaching assistants (HLTAs)
- Coordinating provision for students with special educational needs
- Overseeing the records on all students with special educational needs
- Ensuring good communication with the parents / carers of students with special educational needs

- Liaising with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies
- Ensuring the school complies with JCQ regulations for exam access arrangements

3.3. SUPPORT

We have a team of teaching assistants (TAs) who support students with the highest levels of need to access the curriculum and to support teachers with quality first teaching. The TAs will work with groups of students within the class, always aiming to ensure the students are working as independently as possible. Some students are allocated a key worker to further support them with their wider needs. The SEND team has a dedicated inclusion base, used for the following activities:

- Teaching of the 'Fresh Start' programme. This group is designed to enable students with significantly delayed literacy and complex needs to make accelerated progress in Year 7 and help them to access the literacy and numeracy required for mainstream lessons. The group's provision is overseen by the Inclusion Pathway Lead, supported by an HLTA or TA where necessary.
- 1:1 and small group support
- Soft start
- Break time and lunchtime club
- Social and emotional support for students experiencing emotional, mental health or behavioural difficulties
- English, Maths and Science interventions
- Social, Emotional and Mental Health (SEMH) support interventions
- English as an additional language (EAL) targeted support

The SEND team also has Chromebooks available to lend to students for use in the inclusion base.

5. IDENTIFICATION AND REVIEW OF STUDENTS' NEEDS

Students' needs are moderated using the OCC SEN Guidance.

- This is published on the website here:
<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/guidance-and-policies>
- The current Oxfordshire Guidance for Special Educational Needs (SEN) Support (September 2020) can be found here:
https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf

Using this moderation tool, students are placed on the SEND register in category 'K' (school support). All students with an EHCP will be registered as category 'E'.

School Support

All students identified as 'School Support' will have a student profile written to ensure all adults working with the student are aware of their needs and strategies to support them in class. The learning needs of these students are met by the classroom teacher, who follows the advice given on the student profile. Additional support may be given outside the classroom and students' progress is monitored through data captures and through SEND review meetings. Further meetings occur at parents evenings and information evenings.

EHCP

All students with an EHCP will have a student profile written to ensure all adults working with the student are aware of their needs and strategies to support them in lessons. It is also likely that additional support from external agencies will be given outside the classroom to ensure their needs are met. These interventions are monitored at annual review meetings. At annual review meetings, the views of parents and students are sought, the student's academic progress is discussed, and further steps to help their development are agreed. Details of the student's provision and any intervention they have received, and its impact are also provided. Progress against the objectives in the student's EHCP is evaluated, and agreed adjustments are recommended to the relevant Local Authority.

Year 7 students

Students coming into year 7 with SEND are initially identified by a member of the SEND team during the transfer process from primary schools. Transition work for students with complex SEND will include extra transition visits to Gosford Hill School in terms 5 and 6, representation from Gosford Hill School at year 6 annual review meetings where requested and additional meetings with the SEND team as necessary.

Students in years 7 to 13 are identified by:

- Computer-based testing to assess reading ability
- Referrals from year teams
- Referrals from teachers
- Assessment and progress data
- Concerns raised by parents.

Parents are encouraged to contact the SEND team at any time if they have concerns or questions.

6. EXTERNAL ADVISORY SERVICES

We have close partnerships with external advisors to support the school in meeting the needs of individuals. Referrals to these services are made via the SEND team, supported by parents. Colleagues from these agencies include, SENSS advisory teachers, educational psychologists and speech and language therapists. Once referrals have been made, students and parents will be informed of any follow-up work or recommendations made to improve support. Support is then monitored and reviewed at SEND review meetings.

7. CURRICULUM ARRANGEMENTS

All students with SEND are taught almost without exception in mainstream classes and are sometimes supported by a teaching assistant (TA) where necessary to support learning and enable access to the curriculum. Our aim is to encourage students to be as independent as possible, to build the knowledge and skills that they will need in later life.

Students with SEND sometimes take part in short-term interventions led by a SEND teacher or HLTA. Parents will be informed when an intervention takes place. Literacy and/or

numeracy skills and achievement may be addressed by appropriate, personalised programmes overseen by the SENCO. Other interventions include emotional literacy work and social communication practice.

All students with SEND take part in Gosford Hill School's standard curriculum.

8. STAFF TRAINING

Classroom teachers are dedicated to ensuring that all students' needs are met in their lessons and relevant training is provided both by faculties and collectively. Please see the school's Teaching and Learning Policy for further details. Training will be delivered to teachers and TAs in response to individual student needs. Training in other areas of SEND is delivered at staff meetings and briefings where relevant teachers and TAs obtain in-depth knowledge of individual students.

9. THE ROLE OF PARENTS

Gosford Hill School endeavours to build positive relationships with the parents of all students.

Parents are encouraged to support their child's progress by:

- Attending parents' consultation evenings and information evenings
- Using the data capture (DC) reports, which are issued three times a year, to monitor their child's progress and attitude to learning
- Attending meetings organised by the school to support individual progress
- Talking to their child about what they are learning
- Encouraging their child to complete 30 minutes' reading each day
- Supporting their child with their homework, which is set via Google Classroom
- Contacting the school, initially via the student's form tutor if they have any concerns.

Contact details

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SEND Administrator:

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School Governor with oversight of SEND:

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