



GOLDTHORN PARK
Primary School

SEN Information Report

Updated September 2025

Approved by Trustees

Goldthorn Park Primary School is committed to inclusion. We are dedicated to providing an appropriate and high quality education to all the children living in our local area. At Goldthorn Park Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different.

Our SEN information report is part of the Wolverhampton Local Offer for Learners with special needs. The Wolverhampton Local Offer can be found at the following web address:

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

The four areas of need that we provide for include:

Communication and Interaction – children who have speech, language and communication needs and have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and Learning - support for those pupils learning at a slower rate than their peers even when they are supported or work is differentiated for them.

Social, Emotional and Mental Health difficulties - these difficulties may manifest themselves in many ways including becoming isolated or through challenging and disruptive behaviour.

Sensory and Physical needs - some children require special provision because of a specific disability including visual, hearing and physical needs.

How do we identify children's needs?

All children starting our Nursery or Reception will have a meeting or a home visit whereby information from parents can be shared regarding their child's needs and education.

All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Children who join us from other schools are supported using information obtained from their previous school. We then use this information to ensure they are placed in appropriate groups.

Our graduated approach

Class teachers identify if pupils require further support with their learning through a Notice of Concern (NOC) and share their concerns with parents. At this point, the SENDCo and class teacher specifically identifies areas of need and pupils are given appropriate support within the classroom in small groups through 'Quality First Teaching.'

If the class teacher feels that more support is required, then pupils will be placed onto our SEN register at SEN Support. This means that they will have an individual learning support plan (ILSP), where targets will be identified and set, according to the needs of the pupils. At this point, parents will be invited in to school for an initial meeting with the class teacher to discuss targets. Pupils will have interventions throughout the week working either 1:1 or in small groups to support these targets.

If further concerns are raised by class teachers or parents, then the SENDCo will complete referral forms to external agencies such as our specialist teacher, Educational Psychologist or the Outreach Service in order to offer specialist advice. These agencies can also offer support and advice to teaching staff.

Pupils that have more complex learning needs may require more comprehensive provision and assessment. These pupils will be supported by an Education Health and Care Plan (EHCP). This plan provides key targets and actions for all professionals involved in the pupil's education. EHC plans will be reviewed annually.

How are children's special educational needs assessed? How is children's progress measured?

All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils' work and responses.

From years 1 to 6 all pupils are assessed in reading, writing, mathematics and science on a termly basis. This is an on-going process to indicate the achievement of pupils in lessons. If a pupil is not making planned progress, then interventions are planned and implemented.

In year one, a formal assessment of pupil's phonic ability is made and any pupils not achieving expected levels are re-tested in year 2.

In addition, pupils with SEND who are on the register at SEN Support are assessed against their Individual Learning Support Plan (ILSP) targets. Targets are reviewed and set on a termly basis. Learning is broken down into smaller steps, allowing key concepts to be re-visited on a regular basis. All pupils on the SEND register receive support for their areas of need.

Meeting children's needs and reviewing progress

At Goldthorn Park School, we encourage an 'Assess - Plan – Do – Review' process. Pupils' specific areas of need are supported through interventions e.g small group withdrawal sessions, or in class support. Targets are set prior to intervention and progress and achievement is monitored throughout.

All interventions are planned for and delivered across the school. Progress is monitored throughout the interventions and the impact of the intervention is evaluated.

All Staff are familiar with the ILSP targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil achieves their success criteria, new targets are then set.

During a review session with parents/carers, teachers will share a copy of the ILSP which outlines strategies to support their child and will give suggestions of extra activities they can do at home and where necessary possible resources that can be used.

ILSP targets and reviews are monitored by the SENDCO and regular monitoring of ILSP target work is also completed.

Goldthorn Park Primary School Provision

Pupils' specific areas of need are supported through interventions e.g small group withdrawal sessions, or in-class support delivered by the class teacher or teaching assistants. Targets are set prior to intervention and progress and achievement is monitored throughout.

All interventions are planned and delivered across the school. Progress is monitored throughout the interventions and the impact of the intervention is evaluated.

During the review session with parents/carers, teachers will give a copy of the ILSP which outlines strategies to support their child and will give suggestions of extra activities they can do at home and where necessary resources that can be used.

How do we meet the needs of pupils with physical disabilities?

See our [accessibility plan](#).

Promoting outstanding behaviour

See our [behaviour policy](#).

Specialist Services

Once the school has identified the needs of SEND pupils, the SENDCO and Head teacher decide what resources/training and support is needed. School Provision includes:

- Wide range of English and maths small group interventions delivered by TAs and designated teachers
- Phonic intervention groups
- Additional reading support including daily readers
- Speech and Language support including ELKLAN
- Additional 1-1 learning sessions
- Cool kids programme
- Cool Characters programme
- Makaton
- Sensory Integration
- EAL Assessment
- Emotional and well-being
- Precision teaching
- Colourful semantics

Local Authority provision available:

- Outreach support from Tettenhall Wood School
- Educational Psychology Service
- Specialist Teacher Service
- Special Needs Early Years Service
- Wolverhampton Sensory Inclusion Service

Health Provision available:

- School nurse
- Physiotherapy
- CAMHS/MHST

- Social and emotional support
- Speech and Language Therapy (SALT)
- Base 25

Staff expertise and professional development/training

The SENDCO keeps updated on a regular basis through Network meetings and training. This information is then shared with all staff during Staff Meetings. The SENDCO has completed the National Award for the Coordination of Special Educational Needs.

All new members of staff receive in-house training with regards to SEND Policy and procedures during their induction. Staff are also trained in the following areas: Cool Characters, Cool Kids, ELKLAN, Rainbow Arc, colourful semantics, emotion coaching and Precision Teaching.

In addition to this all staff receive annual PREVENT – Counter Terrorism Training and Safeguarding Level 1 Training

Educational Visits and Visitors in School

The School Curriculum and out-of-school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required.

Educational visits, or visitors in, are organised termly and link with the year group topic. All pupils are expected to attend and additional support is organised if needed.

Pupils with SEN have full access to the after-school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.

How do we keep our pupils safe?

Pupils' safety at Goldthorn Park Primary School is paramount, therefore we have a number of systems and procedures in school to ensure this. They include:

A computerised signing-in system, which signs staff and visitors in and out of school.

All visitors to the school will be presented with a badge that **must** be worn around school.

All visitors working in school have an enhanced DBS check.

Outside agencies who work within school have full ID check and covering letters from authorities.

Staff wear ID badges throughout the day.

A 'Safe person' in school is identified through posters and reminders in assemblies.

Single central record is kept of all visitors.

Confidential files are locked away in the main offices.

Triangle system is used across school to ensure that all pupils and staff are safe when in classrooms or intervention rooms throughout school.

Personal Emergency Evacuation Plans (PEEPs) are in place for pupils who require extra support during evacuations, to ensure that they are safe through fire drills.

How do we support pupils' health and well-being?

Children's Emotional Well-being

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Behaviour, emotional learning support mentor
- Lunch time and play time support
- Peer ambassadors in place during break times and lunch times
- Individualised programmes of work including activities to complete at home
- Access to external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class, the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to parents.

Any pupils with additional medical needs are well catered for at Goldthorn Park Primary School. All medical requirements are requested from parents prior

to admission (or as soon as possible after a place allocation) and these are added to the school medical needs folder. Health Care Plans are drawn up in conjunction with school nurses and parents. All medicines are kept in a locked cupboard accessible to appropriate members of staff. (See Medicines in school policy)

Training is delivered with regards to asthma, epi-pens, epilepsy, and any other medical needs related to the pupils in the school. Many of our staff have received Paediatric First Aid Training and regular refresher training courses are attended.

Transition Procedures

Induction to nursery – New nursery pupils have home visits from the early years team in school. They have taster sessions before they first come into school. Throughout the transition period, parents and carers are provided with opportunity to stay and play. These sessions are run throughout each half term.

Induction to Reception - All children starting our Reception will be invited to a meeting or receive a home visit whereby information from parents can be shared regarding their child's needs and education. Concerns about particular needs will be brought to the attention of the SENDCO. Where necessary the SENDCO, will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required, the SENDCO will telephone the previous setting to discuss individual pupil's needs.

Year 6 Transition

Pupils with an Education, Health and Care Plan will discuss the options of Secondary School at their Annual review which is held during the summer term of year 5.

Visits to prospective new schools are arranged in liaison with the senior schools. Transition meetings are held between the Year 6 team and new secondary schools during the Summer Term.

A transition plan is organised throughout the school by each year group to allow children to visit and get to know their new year group and staff.

How can parents and carers raise their concerns?

Class teachers are available to parents and carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion can be made if needed at the school office. Parents and carers evenings are held on a termly basis.

All staff can be contacted on the school number: 01902 558730

For your information, key staff have been identified:

Chief Executive Officer: Mr G Hawkins

Headteacher: Mrs R Purshouse

Safeguarding Designated Lead: Mrs R Purshouse

SENDCO: Miss H Morgan

Learning and Behaviour Lead: Mrs L Yeomans

School attendance officer: Miss C Tolley

Any questions?

If you need any further information, contact us directly on 01902 558730 or visit the school website on: www.goldthornpark.org.uk