



The Gem Federation



SEND Information Report

Goodrich, Bessemer and Keyworth Primary Schools

Our Commitment to Inclusion

At Goodrich, Bessemer and Keyworth Primary Schools, we believe that every child has the right to participate, belong and succeed. Inclusive practice is central to our ethos and is a shared responsibility between staff, pupils and parents/carers.

We aim to equip all children with the skills, confidence and independence they need to become successful, inquisitive learners both in and beyond the classroom.

We believe that the best way to support individual learning needs is through **high-quality, adaptive classroom teaching**. We identify barriers to learning and respond through appropriate adaptations to teaching, resources, routines and the classroom and wider school environment.

Wherever possible, children with additional needs learn alongside their peers. Rather than routinely removing pupils from lessons for separate interventions, we aim to provide support within everyday classroom practice. Targeted interventions and specialist support are used where appropriate to supplement, rather than replace, excellent everyday teaching.

As the Education Endowment Foundation highlights, **excellent classroom practice is at the core of inclusive teaching**.

What is an SEN Information Report?

The **SEN Information Report** explains how our schools identify, assess and support children and young people with Special Educational Needs (SEN) and disabilities (SEND).

It provides parents, carers and pupils with information about:

- how we identify additional needs;
- the provision and support available;
- how teaching is adapted;
- how we work with children, families and professionals;
- how we monitor progress and review support;
- how children with SEND are included in the wider life of the school;
- how families can access further advice and support.

Schools are required to publish an SEN Information Report, update it annually and update significant changes during the year.

What does SEN mean?

Special Educational Needs (SEN) describes a child or young person who has a learning difficulty or disability that requires special educational provision to be made for them.

A child may have SEN where they:

- have significantly greater difficulty learning than most children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities generally available to children of the same age; or
- require special educational provision that is additional to or different from that normally available to children of the same age.

SEN may relate to one or more areas:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

A child does **not** need to have a medical diagnosis to have SEN, and having a diagnosis does not automatically mean that a child will require the same support as another child with the same diagnosis.

We focus on understanding the individual child: their strengths, needs, interests, experiences and barriers to learning.

Who should I talk to about SEN?

We encourage parents and carers to talk to us as early as possible. **You do not need to wait for a diagnosis before speaking to school.**

1. Class Teacher – your first point of contact

The **class teacher should normally be the first person you speak to** if you have concerns about your child's learning, progress, communication, behaviour, emotional wellbeing or development.

The class teacher:

- knows your child and their learning best;
- monitors progress and identifies possible barriers;
- provides high-quality, adaptive teaching;
- discusses concerns and strengths with parents/carers;
- implements agreed classroom strategies and adaptations;
- monitors the impact of support;
- works with the SENCO when additional advice or provision is required.

2. SENCO – Special Educational Needs Coordinator

The **SENCO** has responsibility for coordinating SEN provision across the school.

The SENCO:

- oversees the identification and assessment of pupils with SEN;
- coordinates SEN Support;

- supports the **Assess, Plan, Do, Review** process;
- advises teachers on inclusive teaching and appropriate adaptations;
- coordinates specialist advice and involvement where appropriate;
- monitors the quality and impact of SEN provision;
- supports staff training and professional development;
- works with pupils, parents/carers and external professionals;
- supports the assessment and review of pupils with Education, Health and Care Plans (EHCPs).

Our SENCOs are:

Goodrich: Anna Olds

Bessemer: Susanne Gosney

Keyworth: Ellie Barton

3. Federation Deputy Headteacher for Inclusion

The **Federation Deputy Headteacher for Inclusion, Lori Knight** provides strategic leadership for inclusion across the school.

They work with the SENCOs and wider leadership team to:

- develop an inclusive whole-school culture;
- ensure barriers to learning are identified and addressed;
- oversee inclusion across teaching, behaviour, attendance and pastoral provision;
- support staff in developing inclusive practice;
- monitor the impact of inclusion strategies;
- work with families and external agencies where appropriate.

4. Headteacher and Executive Headteacher

The **Headteachers (Ray Capper – Keyworth and Elizabeth Whitehead – Bessemer) and Executive Headteacher (Sarah Beard)** have overall responsibility for ensuring that pupils with SEND receive appropriate provision and are fully included in school life.

They:

- provide strategic leadership for SEND and inclusion;
- ensure statutory responsibilities are met;
- ensure appropriate staffing, training and resources;
- monitor the effectiveness of SEND provision;
- promote high expectations and positive outcomes;
- work with governors, families and external professionals.

5. SEN/SEND Link Governor

The **SEN/SEND Link Governor, Kojo Odiasempa** provides strategic oversight and challenge on behalf of the governing body.

They:

- develop an understanding of SEND provision;
- meet with the SENCO and school leaders;
- monitor the effectiveness of provision;
- ask questions about outcomes and inclusion;
- ensure governors understand their responsibilities;
- report relevant SEND matters to the governing body.

How do we identify children with SEN?

We use a range of information to identify children who may require additional support, including:

- teacher observations and professional judgement;
- assessment and progress information;
- discussions with pupils and families;
- information from previous schools or settings;
- attendance and pastoral information;
- observations of communication, behaviour and learning;
- information from health or other professionals;
- the child's own views, strengths and aspirations.

Identification is an ongoing process. We do not rely solely on a diagnosis or test.

Where a child is identified as having additional needs, we work with the child and their parents/carers to understand the barriers they are experiencing and identify appropriate support.

Our Graduated Approach: Assess, Plan, Do, Review

We follow a graduated approach to SEN Support.

Assess

We gather information about the child's strengths, needs, progress and barriers to learning.

Plan

We agree appropriate outcomes and provision with the child, parents/carers and relevant staff.

Do

The agreed strategies and support are implemented, primarily through high-quality classroom teaching.

Review

We review progress and the impact of provision. Where support is not having the intended impact, we adapt our approach and consider whether further advice or specialist support is required.

This approach reflects Southwark's graduated model, which begins with **universal and ordinarily available provision** before moving towards targeted and specialist support where necessary.

What does inclusive teaching look like?

Inclusive teaching is about helping **every child to participate and succeed**.

Myth 1: Inclusive teaching is only about what we do differently for pupils with additional needs.

Not true. Inclusive teaching includes support that is additional or different where required, but it also means ensuring that universal classroom provision benefits all pupils, particularly those with additional needs.

Myth 2: The more adaptations teachers make, the more pupils will learn.

Not necessarily. Adaptations need to be purposeful and effective. An adaptation can support learning, have no impact or even create a barrier. Teachers therefore monitor the impact of adaptations carefully.

Myth 3: Interventions are the most important way to support pupils with additional needs.

Not usually. Targeted interventions can be valuable, but they are most effective when they supplement strong everyday teaching rather than replace it.

Myth 4: A diagnosis automatically tells us how best to support a pupil.

No. A diagnosis can provide useful information, but children with the same diagnosis may have very different strengths and needs. Our provision is informed by ongoing assessment and monitoring of impact.

Myth 5: Teachers need specialist expertise before they can support pupils with additional needs.

No. Inclusive teaching starts with strong universal provision. Teachers develop their knowledge and seek specialist advice where appropriate.

Southwark Ordinarily Available Provision

Our approach is aligned with **Southwark's Ordinarily Available Provision (OAP)** guidance: <https://education.southwark.gov.uk/send/processes-guidance-and-panels/ordinarily-available-provision>

OAP describes the inclusive provision that should ordinarily be available in mainstream settings and supports schools to identify and remove barriers to learning.

Southwark's 2026 guidance describes a graduated offer beginning with universal, ordinarily available provision and moving towards targeted and specialist support where required. Southwark Schools

This means that our first response to additional needs is to consider how we can strengthen everyday teaching, the learning environment and classroom provision.

Working with Parents, Carers and Pupils

Parents and carers are important partners in identifying needs, planning provision and reviewing progress.

We will:

- listen to parents and carers;
- value their knowledge and understanding of their child;
- involve children in decisions about their support;
- communicate regularly about progress;
- review support and its impact;
- work collaboratively with external professionals where appropriate.

We encourage pupils to develop an understanding of their strengths, needs and strategies that help them learn, supporting their independence and self-advocacy.

What support do we have for you as a parent or carer of a child with SEND?

At The Gem Federation, we recognise that parents and carers know their children best. We value working in partnership with families and believe that regular, open communication helps us to understand each child's strengths, needs and what works well for them.

We provide a range of opportunities for parents and carers to be involved in their child's education and to access information and support, including:

- **Termly IEP meetings** for children with an Education, Health and Care Plan (EHCP), providing an opportunity to review progress, discuss provision and agree next steps.

- **Pupil Passports** for children identified as having additional needs. These provide key information about a child's strengths, needs, successful strategies and reasonable adjustments, helping staff to understand and support each child consistently. Pupil Passports are available to families through our Edukey link platform.
- **SEND forums, coffee mornings and workshops**, providing opportunities for families to meet with staff, share experiences, ask questions and learn more about supporting children with SEND.
- **A SEND parents' WhatsApp group**, supported by a member of the Inclusion Team, providing a further opportunity for parents to receive information, share relevant updates and connect with other SEND families.
- **Regular information through the school newsletter**, including practical SEND tips, local SEND events, workshops, services and useful links for families.
- **Opportunities to meet with members of the Inclusion Team** where further discussion or support is needed.

We aim to make communication with families accessible, respectful and purposeful. We welcome parents' views and encourage families to contact us whenever they have a concern, question or piece of information that may help us better understand and support their child.

Southwark SEND Local Offer

The **Southwark SEND Local Offer** provides information about services, support and opportunities for children and young people aged 0–25 with SEND and their families.

Families can find information about:

- education;
- health;
- social care;
- specialist services;
- activities and opportunities;
- support for parents and carers;
- Education, Health and Care Plans;
- preparing for adulthood.

Families can access the **Southwark SEND Local Offer** through the Southwark Council website.

[Southwark SEND Local Offer](#)

Working with Specialist Services

Where a child's needs require further advice or specialist support, we may work with services such as:

- Educational Psychology;
- SEND Inclusion Practitioners;
- Autism and specialist inclusion services;
- Speech and Language Therapy;

- Occupational Therapy;
- Physiotherapy;
- school nursing and health services;
- Child and Adolescent Mental Health Services, where appropriate;
- social care and other relevant professionals.

Specialist involvement is considered as part of the graduated approach and is informed by assessment and evidence of need.

Parents/carers will be involved in decisions about specialist involvement wherever appropriate.

How do we support children with SEND in the classroom?

Our teachers use a range of inclusive strategies according to individual need. These may include:

- clear routines and expectations;
- explicit teaching and modelling;
- breaking learning into manageable steps;
- visual supports;
- opportunities for repetition and retrieval;
- appropriate scaffolding;
- carefully considered seating and classroom environments;
- alternative ways of recording or demonstrating learning;
- communication-supportive approaches;
- sensory and environmental adaptations;
- additional adult support where appropriate;
- pre-teaching and overlearning;
- appropriate use of technology.

The purpose of an adaptation is always to **remove a barrier to learning while maintaining high expectations.**

Curriculum, Enrichment and Wider School Life

Children with SEN are entitled to access a broad, balanced and ambitious curriculum.

We make reasonable adjustments and provide appropriate support so that pupils with SEND can participate in:

- lessons;
- educational visits;
- trips and residential experiences;
- assemblies and performances;
- sports and physical activities;
- school events;
- leadership and pupil voice opportunities.

We consider accessibility and individual needs when planning activities and visits.

Supporting Social, Emotional and Mental Health

We recognise that children's emotional wellbeing can affect their ability to learn.

Our inclusive approach includes:

- positive relationships;
- predictable routines;
- pastoral support;
- opportunities for pupils to express their views;
- support with emotional regulation;
- appropriate adjustments to the learning environment;
- close communication with families;
- specialist support where required.

Where a child's emotional or mental health needs are affecting their education, we work with families and relevant professionals to identify appropriate support.

Our Specialist Provision - The Hub

The Hub is a targeted alternative provision within Bessemer and Keyworth Primary Schools, designed to provide specialist support for children with long-term special educational needs, specifically those with a primary diagnosis (or pending diagnosis) of Autism or Social Communication and Interaction Difficulties. The Hubs provide a supportive and flexible environment where provision is tailored to each child's needs, abilities and stage of development, while maintaining high expectations.

Children in the Hub follow a highly adapted version of the school's enquiry-led curriculum, carefully tailored to support individual developmental and learning needs. Our provision is grounded in the key principles of Exploration, Realisation, Anticipation, Persistence, and Initiation, fostering curiosity, resilience, and independence. Learning experiences are designed to support communication development and attention and listening skills through immersive and engaging activities.

Traditional stories and books which are visually engaging, are used as key vehicles to build language, understanding, and interaction. These core texts also link closely with the themes and objectives being explored in the mainstream base classrooms, ensuring meaningful inclusion and continuity.

Children access a rich mix of:

- Specialist environments that promote emotional regulation and readiness to learn.
- Targeted interventions such as Sensory Circuits, Bucket Time, Colourful Semantics, and Musical Interaction, integrated alongside structured sensory breaks to maintain regulation and engagement.

- Academic skill development through TEACCH strategies; 1:1 and small group adult-led sessions, incorporating English and maths activities, fine motor development, and emotional regulation work.
- Close collaboration with families and relevant professionals to ensure that approaches and strategies are consistent across settings and effectively support each child's individual needs.
- Children's progress is assessed from their individual starting points, with provision regularly reviewed and adapted as their needs change. Our approach follows an assess, plan, do and review cycle, ensuring support remains purposeful and responsive.

Where appropriate, children access learning, experiences and social opportunities alongside their peers, helping them develop a sense of belonging within the wider school community. We work closely with families and relevant professionals to ensure approaches are consistent.

Accessibility and Disability

We are committed to ensuring that disabled pupils are not treated less favourably and can participate fully in school life.

We make reasonable adjustments to support access to:

- the physical environment;
- the curriculum;
- communication and information;
- activities and wider school life.

All of our school buildings are accessible.

Keyworth: One building is a three storey Victorian building; however the ground floor is easily accessible with wheelchair ramps. The newer building is a two storey modern facility with a lift and disabled toilet facilities.

Goodrich: Consists of three buildings. One building is a three-storey Victorian building; however the ground floor is easily accessible with wheelchair ramps. Two buildings have 2 levels and a wheelchair ramp. All buildings have disabled toilet facilities.

Bessemer: Both buildings have 2 levels with wheelchair ramps, a lift, and disabled toilet facilities.

Further information is available in our **Accessibility Plan** and relevant school policies.

Education, Health and Care Plans

Some children with significant and/or complex needs may require an **Education, Health and Care Plan (EHCP)**.

An EHCP identifies a child's special educational needs and the outcomes and provision required to support them across education, health and social care where appropriate.

Having an EHCP does not replace high-quality classroom teaching. The provision identified in the plan is incorporated into the child's wider educational provision and reviewed regularly.

Where a child has an EHCP, we work with parents/carers, the child and relevant professionals to monitor progress and participate in annual reviews.

Transition

We recognise that transitions can be particularly important for pupils with SEND.

We provide appropriate support for transitions:

- into school;
- between year groups;
- between phases;
- between schools;
- into secondary education.

This may include additional visits, information sharing, transition meetings, pupil passports or individual transition plans where appropriate.

Staff Training and Expertise

We believe that all staff have a role in creating an inclusive school.

Staff receive appropriate professional development in areas of SEND and inclusion. Training is informed by the needs of our pupils and may include areas such as:

- inclusive classroom practice;
- communication and interaction;
- autism;
- cognition and learning;
- social, emotional and mental health;
- sensory and physical needs;
- adaptive teaching;
- supporting independence;
- behaviour and regulation.

We also draw on advice and training from Southwark and specialist professionals.

Supporting Children with Medical Needs

Where children have medical needs that affect their education, we work with families and health professionals to ensure that appropriate arrangements are in place.

Relevant medical needs are managed in accordance with our **Supporting Pupils with Medical Conditions Policy** and individual healthcare plans where required.

Bullying, Safeguarding and SEND

Children with SEND may be more vulnerable to bullying or other forms of harm. We have clear safeguarding and behaviour procedures and monitor the wellbeing and participation of pupils with additional needs.

Any concerns about bullying, discrimination or safeguarding should be reported to a member of the school's safeguarding or senior leadership team.

Admissions for Children with SEND

Children with SEND **without an EHCP** apply for a school place through the usual admissions process. Reception applications are managed by Southwark Council, while in-year applications are managed by the school or Southwark, depending on where the child is transferring from.

We encourage families considering a place at our schools to contact the **SENCO** to discuss their child's needs and how we can support them.

For children **with an EHCP**, your child's EHCP coordinator oversees the admissions process, including gathering parental preferences and consulting with schools. Families are also offered information about the transition process at key points, including transfer to primary and secondary school.

Complaints and Resolving Concerns

We encourage parents and carers to raise concerns as early as possible so that we can work together to resolve them.

The usual route is:

Class Teacher → SENCO → Deputy Headteacher for Inclusion/Headteacher → Executive Headteacher/Governing Body, in accordance with the school's complaints procedure.

Parents and carers can also seek independent SEND information, advice and support through **Southwark Information, Advice and Support (SIAS)**. SIAS provides advice on SEND, disagreements, mediation and tribunal appeals. Southwark Schools

Independent Advice and Support

Parents and carers can access independent information and advice through:

Southwark Information, Advice and Support (SIAS)

Email: sias@southwark.gov.uk

Telephone: 020 7525 3104

SIAS provides impartial information, advice and support relating to SEND, including disagreements, mediation and tribunal appeals. Southwark Schools.

Our Commitment

Our aim is not simply to provide additional support. It is to **remove barriers, develop independence and ensure that every child can access, participate in and succeed in their education.**

We believe that inclusion is most effective when it is embedded throughout the school day and is supported by strong relationships, high expectations, excellent teaching, thoughtful adaptations and effective partnership with families.

Every child. Every classroom. Every day.