

MERTON EDUCATION PARTNERSHIP

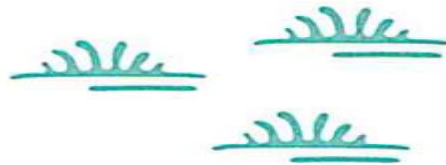
Children and Families Act 2014

The Local Offer from Gorringe Park Primary School

SEND Information Report

September 2026

*Gorringe Park
Primary School*



Headteacher: Mrs Pearl Harris-Coke
Safeguarding Lead: Ms Lucy Gawthorp

Deputy Head for Inclusion: Ms Lucy Gawthorp
SEND Governor: Mrs Tessa Strampfer-Kinsey

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Introduction to Special Educational Needs

The Special Educational Needs Code of Practice 2015 states that a child or young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs are broadly defined by the following four areas of need:

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

At Gorrington Park Primary school, we strive to provide support and remove barriers to learning to enable all pupils to achieve equitably and participate fully at school.

1. How does Gorrington Park Primary School know if a child/young person needs extra help?	At Gorrington Park class teachers monitor the progress of all pupils regularly to review their progress. The progress and well-being of all pupils are discussed in half termly pupil progress meetings which involve teachers and senior leadership. In addition to statutory assessments to monitor progress such as the Early Years Profile, Year 1 phonics check, the Year 4 times table check and SATs in Year 6, teachers regularly update Gorrington Park's internal assessment records using standardised tests to inform their teacher judgement. We know that pupils need extra help if: • A child is significantly below age-related expectations • Limited/no progress is being made (and usually the child is slipping behind age-expected attainment) • Concerns are raised by parents/carers, teachers or the child themselves • There is a significant change in the pupil's social and emotional well-being, behaviour or achievement. Not all children who need extra help in school have Special Education Needs. If a pupil has a need for some additional support related to basic number and literacy skills (e.g. spelling, handwriting, phonics, place value, number facts, times tables), then the pupil will take part in an intervention to boost them in the identified area. The class teacher will discuss, explain and agree any such short term intervention with the parent and child. Often, extra focused support at home will be part of the agreed catch-up programme. At this stage, the intervention is intended to be a focused and time-limited action to close a specific gap. Despite targeted teaching some pupils may make insufficient progress at some points in their school careers. For these pupils, an appropriate individualised intervention programme may be suggested. Children have Special Educational Needs if they have a learning difficulty or impairment, which calls for longer term special educational provision to be made for
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	them (i.e. over several terms). We know 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 the school. If the school believes that a child may have SEND, the school will ask to meet parents to discuss their observations and plan appropriate next steps - for example additional support, a referral to more specialist advice, or to make a request for assessment by the local authority to put in place an Education, Health and Care Plan.
2. What should I do if I think my child/young person may have SEND?	Your first point of contact should always be your child's teacher as they are responsible for: • The progress and welfare of your child. This will involve identifying, planning and delivering any additional help your child may need. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. If additional intervention is needed, you should then liaise with the Inclusion Manager or SENCO. The Inclusion Manager is responsible for ensuring barriers to learning are addressed for individuals and/or groups. This includes, for example, Pupil Premium, English as an additional language (EAL), gender, SEND, ethnicity, attendance and other trends that may emerge at the school. The Inclusion Manager agrees ways forward to the removal of identified barriers in consultation with the senior leadership team and subject leaders.

	Your child's class teacher is assisted by the SENCO who is responsible for: • Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs. • Liaising with and advising class teachers and learning support staff on SEND and inclusion matters • Supporting the assessment processes which identify children in need of additional support or with SEND • Overseeing the records of all children with SEND • Liaising with parents of children with SEND • Co-ordinating and delivering the training for staff, around SEND • Writing, alongside parents and teachers, applications for Education, Health and Care Plans
3. How will I know how Gorringe Park Primary School supports my child/young person?	Appropriate support will be planned according to each child's needs. If additional in-class support is provided, the aim of this provision will be to: • Increase access, participation and success in the curriculum. • Increase your child's social and academic independence. If your child has additional needs, you will be invited to a termly meeting with your child's class teacher to discuss the support being provided for your child. At this meeting, the teacher will share your child's Support Plan with you, and ask for your views.

	If your child requires outside agency support, we will discuss it fully with you and parental permission will be sought. Once these agencies have worked with your child, you will receive copies of any reports and recommendations, they provide.
4. How will the curriculum be matched to my child/young person's needs?	Whole class teaching is always adapted to meet the needs of all pupils and this is achieved through: • Planning – tasks are adapted to enable pupils to understand or participate in lessons. • Delivery – teachers use a range of inclusive strategies. • Support – teachers will plan how pupils are grouped and the need for any additional support, as appropriate. • Marking – the school uses a marking system that informs, supports and involves pupils in evaluating and developing their learning. • Resources – equipment and prompts will be provided for particular lessons to enable pupils to participate and access the curriculum.
5. How will the school know how well my child/young person is doing?	Academic achievement is measured (and communicated to parents) at several key points during a child's time at primary school • Early Years Foundation Stage Profile Score • Year 1 Phonics Screening Check • Year 4 Times Table Check • Attainment in Grammar, Spelling and Punctuation, Reading, Writing and Maths at the end of Year 6 (Key Stage 2 SATs) Academic progress is monitored carefully throughout a child's time in school using: • Baseline assessments on entry to the school (typically Nursery or Reception, but could be at any time) • Regular formal assessment of reading, writing and maths, using standardised tests • Day to day observations

	• Marking of work Social and emotional wellbeing may be measured through: • Day to day observations (in class, intervention groups and around school) • Discussions with pupils • Monitoring of playground interactions and behaviour by teachers, teaching assistants and midday meal supervisors • In some cases, appropriate assessments may be used (e.g. Boxall profile) The impact of interventions is assessed by examining the child's progress since the entry level at the start of the intervention. We always use the cycle of Assess – Plan – Do – Review. We have termly meetings to review progress and reallocate provision. These meetings also inform staff training needs.
6. How will I know how well my child/young person is doing?	Parents are welcome to make appointments with either the class teacher or the SENCO at any point in the school year, to discuss their child's progress and targets. In addition all parents of pupils at Gorrington Park School are invited to discuss the progress of their children with their child's teacher on three occasions during the year. Parents of children with statements or EHC plans are also invited in for their annual reviews. Children receive a written report once a year.
7. How will you help me support my child/young person's learning?	• The class teacher may suggest strategies that can be used at home and inform you of your child's next steps. • The SENCO may meet with you to discuss additional strategies.

	• If outside agencies or an educational psychologist have been involved, often their suggestions recommendations and strategies that can be used at home • There may be a special home-school communication book between some parents and teachers according to need.
8. What support will there be for my child/young person's overall wellbeing? How will my child/young person's personal or medical needs be met?	We strongly acknowledge the impact of social and emotional difficulties on children's happiness and on their learning. We take considerable time in lessons, assemblies and around school to promote positive behaviour and support children in making good behaviour choices. All children are encouraged to discuss any concerns with any trusted adult in the school community (typically their class teacher, teaching assistant or a member of the pastoral team). There are a variety of specific support structures for pupils who are encountering emotional difficulties, including: • Behaviour charts • Circle time • ELSA groups • Jigsaw4U talk therapy • Mentoring If a pupil has a medical need, then a detailed Healthcare Plan is compiled by the parents with support from the school nurse. These are then shared with all the staff involved in supporting the pupil. Staff receive all the necessary training to support children with medical needs (e.g. EpiPen training, paediatric first aid, responding to epilepsy, diabetes care) We also have a specialist professional who can meet with parents to discuss difficulties they may be experiencing with their children or events that may be causing stress within the family. (TaMHS worker) The TaMHS worker is a clinical specialist, who can also support families to access CAMHS services.

	Attendance is monitored daily by the Attendance Lead and administrative staff and persistent absence is referred on to the school's Education Welfare Officer (EWO).
9. How will my child/young person be able to contribute their views on how things are going?	We are a Rights Respecting School and have a school council who meet regularly to discuss concerns raised from class council meetings and the action they will take. Children are encouraged to reflect on and respond to feedback from school staff for example, responding to the teacher's marking, reflecting on targets. Children are asked to complete questionnaires regarding various aspects of school life and Pupil Voice is sought to inform many decisions in school. In all the above cases children's views inform academic, social/emotional and other provision. For those children with identified special educational needs, they are part of the review process of their SEND support plan and may be involved in assessing their progress, setting new targets or suggesting strategies that help them in and out of class. For those children with an EHC plan, they may be involved in the annual review, where appropriate.
10. What specialist services and expertise are available at or accessed by the school?	There are many services the school accesses in order to meet the varying needs of our pupils. They are drawn from a range of education, health and social care professionals.

	These include: • Jigsaw4U • Educational Psychology Service • Speech and Language Therapy service • Occupational Therapy • School Nurse • Child and Adolescent Mental Health Services (CAMHS) • Targeted Mental Health in Schools (TaMHS) • Sensory Team (hearing and visually impaired service) • Early Years Inclusion Team • Merton Autism Outreach Service (MAOS) • Merton SEND Support and Inclusion Service (MSSIS) • Virtual Behaviour Service (VBS) In some cases the school will apply to the Local Authority for an Education, Health and Care Plan. This will provide a high level of funding for additional learning support for a very small number of children with a high level of need.
11. What training have the staff supporting children and young people with SEND had or are having?	All teachers and teaching support staff attend weekly professional development training sessions, which often have an SEND focus. The training foci for supporting children with SEND includes: • Ordinarily Available Provision • Specific literacy intervention programmes (e.g. Inference training, Spelling and dyslexia) • Specific maths intervention programmes (e.g. Numicon, precision teaching) • Language interventions (ELKLAN, Story Champs, Lego Therapy and assessing children's language needs) • How to support pupils with SEMH (e.g. Positive techniques, Emotion Coaching) • How to support pupils with ASD (e.g. TEACCH training, Earlybird)

	• Supporting pupils with medical needs (including diabetes management, EpiPen training) • Safeguarding awareness • Child protection
12. How will my child/young person be included in activities outside the classroom including school trips?	Activities that take place outside the classroom are planned for by class teachers and are available to all pupils. We will provide the necessary support and make reasonable adjustments to ensure that activities are accessible for all children. • Risk assessments are completed by the group leader, following a pre-visit to the site. If a child has significant SEND or medical needs, the school would consult with the parents at these planning stages to ensure that mitigations are put in place for all to participate. • If required, 1:1 support will be provided, or alternatively a parent may choose to accompany their child during the activity.
13. How accessible is the school environment?	The school continually reviews the accessibility of the school environment in light of the needs of the children. We are also happy to discuss individual access needs of new pupils joining the school. An accessibility action plan (available on the school website) is reviewed regularly and outlines key targets for additional improvements. Aims include: • To ensure that school entry and exit points are accessible for all • To ensure that all classrooms and learning spaces are optimally laid out to meet the needs of learners • To ensure that all staff, children and visitors with sensory needs are able to use the school building safely

	• To ensure that all classrooms and learning spaces are suitably equipped and arranged for children with sensory impairment • To engage with members of the school community to further develop accessibility for all • To develop appropriate use of specialised equipment to benefit individual pupils • To ensure there are accessible toilets available and medicines are stored securely. • To increase the use of technology in classrooms to support children with physical difficulties, poor fine motor skills and dyslexia with written work. • To provide written materials for all members of the school community in an accessible format, dependent on need.
14. How will the school prepare and support my child/young person when joining Gorrington Park Primary School, transferring to a new school or planning for the next stage of their education, employment or training?	We understand that we are one part of a much larger life journey for any child who is with us and we need to ensure that we provide a secure transition for them as they move between different phases in their lives. When a child joins our school we aim to make the transition as smooth as possible by ensuring we have up to date and relevant information from previous school/nursery and the parents. For children joining at the usual points of entry there are information meetings for parents. Families joining at other times of the year will meet with the Head Teacher or Deputy Head Teacher for a tour of the school and to discuss educational history and any ongoing additional needs. When a child leaves our school, we ensure that all relevant information is passed on. This is usually through a direct meeting with the Secondary School. Children moving to secondary will be invited to transfer days at their new school. For children who have particular anxieties around change, we also have a transition programme between school years. We use a range of strategies to make any transition as smooth as possible. These include: • Social stories. • Visiting new teacher/classroom.

	• Transition booklets made with and tailored to the individual child • Handover 'Meet the teacher' morning at the end of the academic year. • Structured closure activities for children working closely with our Jigsaw4U worker, or in ELSA groups. • End of year staff handover meeting.
15. How are the school's resources allocated and matched to child/young person's special educational needs?	The allocation of additional resources is determined by the needs of the children and the most effective way of supporting them. Each pupil's needs are assessed by the class teacher and/or Inclusion Manager. Resources are then allocated accordingly and may include universal, targeted and specialist support. • Universal provision is the high quality teaching and assessment available to all pupils. • Targeted provision is the assessment and support chosen or designed to meet a particular area (Catch up/booster) or special educational need. • Specialist provision is a level of provision that requires specialist input for an individual pupil. The assessment and support is chosen or designed to meet a pupil's identified special educational need. This can include a range of resources, including: 1:1 adult support; small group work; purchase and use of specific equipment; specialist advice. If we are unable to meet your child's needs with delegated funding, we would consider requesting a statutory assessment to provide additional funds to support that child. The Senior Leadership Team and Governors monitor and evaluate the impact of any provision and use of resources, regularly.
16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?	• For all pupils who do not have an EHCP, decisions are made jointly by the Senior Leadership Team and Inclusion Manager in consultation with the class teachers, and are based on allocating available resources appropriately to support all additional needs across the school. • Typically, an intervention programme may be delivered by a teacher or a trained teaching assistant for a short period of time (6 weeks to one term).

	• The class teacher, often together with the Inclusion Manager, will discuss, explain and agree any additional support with the parents and child. • Where a child has identified special education needs, a more detailed SEND Support Plan is drawn up and agreed and shared with parents • We will enter a cycle of planning, action and reviewing when a child has SEND support • The support plan will identify achievable targets and detail the strategies and interventions needed to help your child achieve them. • The effectiveness of the support provided is reviewed half termly and updated The school invites parents to be involved in a variety of ways, such as: • Parent meetings. • Support Plan meetings • Annual reviews • Team Around the Child (TAC) meetings • Parent consultation when an outside agency is involved • Parent questionnaires
17. How will I be involved in discussions about and planning for my child/young person's education?	As a parent of a child with SEND, you will be invited to three extended parents' meetings, during the course of the year, to discuss your child's education, progress and provision. There are also opportunities for informal conversations. Please make an appointment with the relevant staff.
18. How can I be involved in the school more generally?	Gorrington Park is a friendly and inclusive school and values support from parents in a wide range of capacities.

	There are many ways to be a part of the school, for example: • Becoming a Parent Governor. • By running and attending clubs • By becoming a member of 'Friends of Gorringe Park' • Supporting with fundraising initiatives We welcome parents to take part in our social and educational life by volunteering to read and work with the children, to talk to children on a subject related to the class topic, sharing a skill e.g. drumming in Arts Week, or by participating in our school events e.g. sports day, family discos and our annual fairs. We also have our website that give access to a variety of information such as newsletters and up and coming events.
19. Who can I contact for further information?	If you have any queries or concerns, your first point of contact is your child's class teacher. If you have further concerns, regarding SEND then please contact Ms Lucy Gawthorp (Deputy Head Teacher/Inclusion Manager) In addition, you can also contact the school office, who will direct your questions to an appropriate member of the school team.
20. What should I do if I am considering whether this is the right school for my child/young person?	We would advise all prospective parents of children with SEND to visit the school and meet with the Inclusion Manager/SENCO. You can contact the school on: Telephone: 0208 648 1451

	Email: office@gorringepark.merton.sch.uk If there is an aspect of your child's education about which you have concerns or need clarification, please do not hesitate to contact a member of staff. The first point of contact should be your child's class teacher. Other members of staff that you could talk to are: • Inclusion Manager – Lucy Gawthorp • Headteacher – Pearl Harris-Coke Please refer to the school's complaints policy for further information. This can be accessed via the school website or a copy can be provided by the school office. There is a Local Authority SEND Information, Advice and Support Service (MIASS) to support parents in matters relating to complex decisions or advice with SEND. Please contact the school for details, if you wish to access this service.
Merton Local Offer	For further information regarding the Merton Local Offer, available to children and young people with special educational needs and disabilities, please visit: www.merton.gov.uk/localoffer

GLOSSARY OF TERMS

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary of the most used terms and acronyms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CP	Child Protection
DBS	Disclosure and Barring Service - helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB)
EAL	English as an Additional Language
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
EWO	Education Welfare Officer - This is a person employed by the local authority to provide support in relation to attendance.
EHCP	Education and Health Care Plan, the new SEND plan replacing a statement of special educational needs
FSM	Free School Meals
HI	Hearing Impairment
LAC	Looked After Child
LSA	Learning Support Assistant, working 1:1 with a child with an EHCP
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
SEMH	Social, emotional and mental health
SENDCO	Special Educational Needs Coordinator
SEN/SEND	Special Educational Needs/and Disability
SLT/SaLT	Speech & Language Therapy
SpLD	Specific Learning Difficulty
TaMHS	Targeted Mental Health in Schools
TA	Teaching Assistant
VI	Visual Impairment

