Haylands Way, Bedford MK41 9BX
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Principal: Mr. Francis Galbraith BSc (Hons), NPQH, MBA

SEND Information Report 2026-27

Goldington Academy is an inclusive mainstream secondary school that provides quality education for all pupils including those with Special Educational Needs and Disabilities (SEND). This includes pupils with Specific Learning Difficulties, Speech Language and Communication Needs, Autistic Spectrum Disorder, Social, Emotional and Mental Health difficulties and Sensory and Physical individual needs. All pupils are supported within the mainstream school and not in a separate SEND provision or SEND base.

The following information from the SEND Code of Practice (2015) underpins our rationale for students who have SEND.

According to the Code of Practice, "a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

- Teachers are responsible for every pupil including those with SEND.
- Teachers are responsible for the progress and development of every pupil in their class, including those who get extra support from teaching assistants or specialist staff.
- The first step in supporting all pupils, including those with SEND, is high-quality teaching, differentiated for individual pupils.
- Some pupils may need additional help to access the curriculum or make expected progress. These pupils may have SEND.

Not every pupil making slower progress has SEND. Some pupils may make slower progress for a reason unrelated to SEND, such gaps in their learning.

Teachers regularly assess the progress of all pupils and work with the SENDCo to identify whether a student has SEND.

Some factors to consider are the following:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the student's previous rate of progress
- Failing to close the attainment gap between the student and their peers
- Widening the attainment gap
- A difference between student's verbal contributions and written response

What does SEND provision look like at Goldington Academy?

The graduated response (assess, plan, do, review) is the protocol of provision at Goldington Academy where Quality First Teaching (QFT) forms the first course of action for SEND provision.

If, despite departmental interventions being implemented, there are still concerns over progress, staff may refer a pupil to the SENDCo who will gather information from staff regarding the student and their difficulties. Parents will then be consulted and a questionnaire may be sent to them to complete in order to contribute to the information gathering process. As part of the student-centred approach, the pupil will also be asked for information on how they view their learning and any concerns they may feel.

Referral to outside agencies such as Educational Psychology, Child Development Centre, CAMHS, CHUMS and Early Help may be made if it is felt that this support would benefit the pupil.

Parents will be kept informed of these assessments and expected/encouraged to attend meetings to discuss the results, their child's progress, possible interventions and further next steps.

Who are the SEND team?

The SEND department consists of the following members of staff:

- **SENDCo:**
  Miss Claire Johnstone **johnstonec@goldington.beds.sch.uk**
- **Deputy SENDCo**
  Mrs Eleanor Brunning (Y7/8 Lead) **brunninge@goldington.beds.sch.uk**
- **Assistant SENDCos:**
  Mrs Helen White **whiteh@goldington.beds.sch.uk**
  Mrs Alex Cassan **cassana@goldington.beds.sch.uk**
- **Learning Support Assistants:**
  A dedicated team of learning support assistants form the wider SEND team.

Parents may contact the SENDCo by email, phone or attend the regular bookable meetings to discuss any concerns they have over their child's progress in school.

Who is the Governor for SEND?

The SEND Governor is Miss Sharp and she is available to be contacted by parents if needed. Miss Sharp and the SENDCo meet termly to monitor and evaluate the SEND Department. The Governor can be contacted through the school office.

What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

At Goldington Academy, we encourage and welcome parents to be fully involved in their child's education. When it is identified that a child will benefit from SEND Support, the parent/carer is informed and invited to meet with the SENDCo to discuss their child's progress and the outcomes that are planned. Parents are expected to support their child's education with homework or additional planned interventions at home and to contribute to review meetings.

There are termly bookable SEND appointments available with both Miss Johnstone and Mrs Brunning, to discuss pupil's progress and support in school.

Parents are welcome to ring the school or email the school to make an appointment at a mutually convenient time if the bookable appointments available are not suitable.

In addition, there are Parent Consultation evenings for each year group, when the SENDCo is available for appointments and a review of pupil progress and individual needs can be discussed.

How are young people with SEND consulted about their provision?

Pupils will be at the centre of their education provision, be involved in the planning of outcomes and encouraged to share their views as far as is possible. Pupils will be expected to take responsibility for working towards the agreed outcomes and take part in the review process as far as is possible.

Pupils with Education Health and Care Plans complete their views prior to the review of their plan and are fully involved in the review process.

In addition, 'student voice' is actively encouraged and we facilitate this through the student discussions and the Student Voice Council. The Student Voice Council meets regularly and members include representatives from each class in all year groups.

Student discussions are embedded in our school monitoring process (through SLT, Curriculum Lead interviews, Head of Year and SEND department student voice discussions) and pupils may have a frank and free discussion about their learning.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

Following assessment and identification of a Special Educational Need, planned outcomes with a specific timeframe are put in place. Review of the agreed outcomes will then take place with parents and the pupil involved in the discussion and review. The SENDCo/Deputy SENDCOs/Assistant SENDCOs are available to meet with parents in addition to these set reviews by appointment or at the bookable appointment slots.

Progress made towards the agreed objectives will be reviewed and depending on the outcomes the objectives may change or different strategies put in place. Another review meeting at an agreed date will be set.

Pupil progress is reviewed termly. If an intervention has been put in place for a pupil, it will be reviewed following the intervention. Progress towards a pupil's target is measured at this time and a decision to maintain, alter or change an intervention is made depending on the impact the intervention has had. This follows the 'Assess, Plan, Do, Review' guidance as per the SEND Code of Practice 2014.

What are the arrangements for interventions and extra support?

Dependent on levels of need, some interventions are undertaken outside the main classroom in a one-to-one or small group situation. Other interventions are organised and carried out within the classroom by the teacher or support teacher during the lesson. The impact is measured by the class teacher and the SENDCo.

Interventions are varied and are matched to the pupils need. They may include activities such as:

- Individual/small group daily reading
- Individual/group Literacy interventions
- Individual/group Maths interventions
- Reading comprehension
- Phonics
- Mentor sessions
- Study skills
- Subject-specific interventions
- Coursework drop-in/support
- Social skills
- Emotional regulation

What are Pupil Passports and how are they used to support students?

All pupils identified with SEND have a Pupil Passport with details of their individual needs and strategies for teachers to support them. The Pupil Passports are live documents stored on the "Provision Map" website for all teaching staff to securely access. These are also accessible to staff via a student's profile page on Bromcom. Pupil Passports are electronically sent to parents when collaboratively updated or requested.

Curriculum descriptors of the topics to be taught in each subject are sent home to parents at the beginning of the year and are available on the school website.

https://www.goldington.beds.sch.uk/curriculum

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

Prior to admission to Goldington Academy (GA) the SENDCo liaises with feeder schools to obtain transfer information regarding pupils identified as having SEND. This includes a pupil's SEND needs, progress and attainment levels, interventions, details of assessments and in-house and external agency involvement and reports, as well as discussion with the SENDCo/class teacher.

Information from the SENDCo at primary schools is passed onto Goldington Academy during the summer term prior to transfer. The pupils attend a transition day during Year 6 where they come and spend the day with their new class teacher. Some pupils may be feeling anxious about the transition, and to help allay these worries extra visits can be arranged. Extra transition sessions and meetings are considered for those students who need it.

Pupils are assessed in their first half term in reading, spelling, writing and numeracy. Pupils also take the Cognitive Assessment Tests (CATs) in Year 7. If a child is found to be significantly behind their peers, the SENDCo or another trained member of staff, may carry out further assessments in order to obtain a clear picture of the child's abilities. These assessments may include an individual diagnostic reading assessment, a test to assess a pupil's ability to process information and/or a numeracy assessment.

As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

In years 9-11, career interviews with an external Careers Advisor takes place with students being given impartial, bespoke advice about their next steps in their learning. These meetings map out their career pathways and application processes for Post 16 options. SEND students are prioritised for these careers' advice meetings and parents of SEND students are invited to attend these.

An Options Evening in year 9 supports students and parents with information on subject choices. The SENDCo is available during this evening and beyond to support with options and further information.

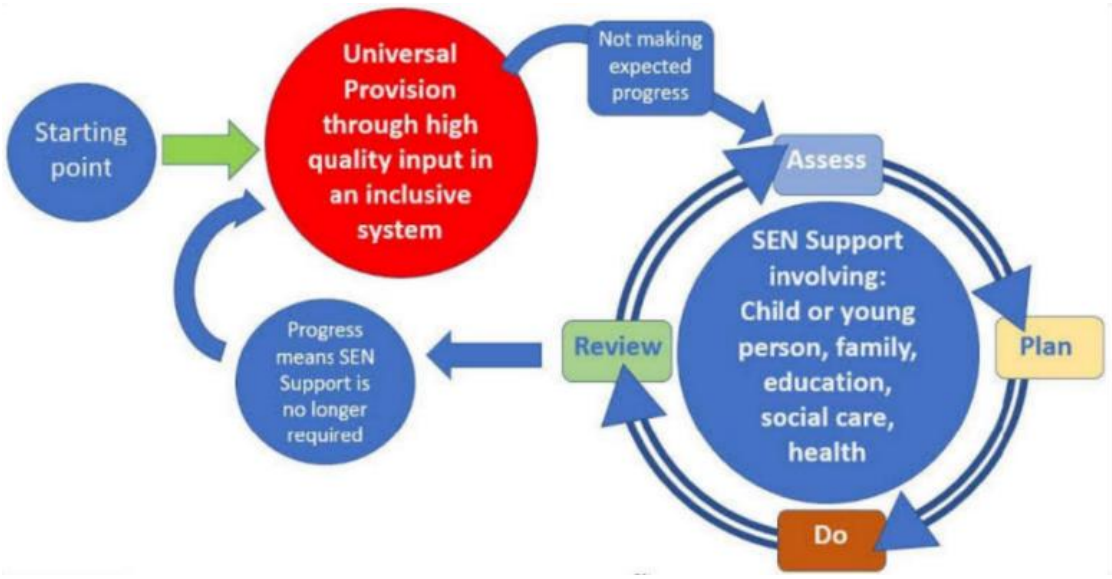
Additionally, mentor sessions with the SEND team take place for year 11 students to ensure that they are suitably prepared for their GCSEs and Post 16 progression. Year 11 EHCP students' review meetings are attended by a Post 16 SEND Officer from Bedford Borough.

What is the Academy's approach to teaching children and young people with SEND?

Goldington Academy endeavours to provide quality teaching to all its students and recognises that this is the most important factor in pupils' education. In the first instance, pupils with SEND are supported through scaffolding and personalisation of the curriculum on a Quality First Teaching (QFT) basis by the teacher in the classroom.

All teachers have knowledge of the pupils in their classes, their expected progress towards targets and information regarding SEND and strategies to support progress and, where necessary, social-emotional well-being.

At school we follow the SEND Code of Practice (2015) focusing on a "Graduated Response' approach. This places the child at the centre of the learning process and the class teacher as having the responsibility for planning and delivering lessons to best suit the pupils learning to ensure they make progress. This is overseen and managed by the SENDCo, Senior Leadership Team and Curriculum Leaders.



Work is scaffolded to match the pupil's needs and parents are encouraged to contact subject/form teachers to discuss their child's learning. This can be done at Parent Consultation Evenings or throughout the year at a mutually convenient time. All teachers can be contacted directly by email which are available via the school website.

https://www.goldington.beds.sch.uk/about-us/staff-list

If pupils are making slow progress towards their targets, after QFT teacher intervention and SEND assessments, an intervention will be planned and implemented. Where classroom interventions are put in place, these are planned by the teacher with support

from the SENDCo. Interventions are carried out within a time frame and pupil progress towards the agreed outcome is monitored half termly.

Where a pupil is identified as needing SEND support, classroom strategies and interventions are planned and delivered within the class by the class teacher or Learning Support Assistant, with advice and guidance from the SENDCo.

It may be decided that external professional advice is needed; in this case the SENDCo or Heads of Year will refer to the appropriate/agreed agency. Parents and the pupil are involved in the decision-making process when referral to an outside agency is implemented.

Following the report from the external agency, pupil provision will be tailored to include the advice with a clear time frame for review of effectiveness.

Pupils are involved in their own educational objectives and views are listened to and considered carefully. Parents are fully involved in the setting of objectives for their children and are expected to support them at home towards the set objectives. In addition to the support offered in the Student Support Hub and from the form and subject teachers, Heads of Year and SEND team, pupils with SEND are central to the review of their learning and take part in review /consultation meetings as far as is possible. If they do not wish to attend, their views are sought and are shared in their absence.

Mental Health Needs

We consider very carefully the social, emotional and mental health needs of students and to this extent, we gather feedback from students through surveys, anecdotes, referrals and staff feedback about the mental health of students. Support (where necessary) is triaged via our Mental Health Lead (Mrs Cassan) at various levels to the in-house mental health interventions, Mental Health Support Team (MHST) or CAMH. Parents are informed of these interventions via a consent-based approach.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

In line with Section 69 of the Children and Families Act 2014 and the Equality Act 2010, our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

Aims to improve disability provision	How this is achieved:
Increase access to the curriculum for pupils with a disability	Lift access for staff and/or students who are unable to access 1st and 2nd floor classrooms or activities. If the lift is not accessible for use, alteration of room timetables for staff and/or students will be enabled or the student will be placed in a supervised venue with access to the curriculum
	Full range of access arrangements provision is identified and implemented by the SEND and examinations teams e.g. laptops, readers, extra time, coloured paper/overlay, scribes, enlarged lesson material, medical support, etc.
	Curriculum provision ensures success for all. Adaptations to the curriculum to support pupils learning are made through scaffolding, modelling, and adaptive resources. Teaching resources that provide support and structure are used within the class with the intention of building pupil independence. Visual support is provided in classrooms with interactive audio-visual panels.
	Teacher training and CPD to ensure understanding of needs and maximise support.
	All children, regardless of disability are able to attend all clubs/social events. All trips are suitable for all children to attend. A risk assessment takes place prior to trips and parents are consulted.

	Parent-consultation evenings – consideration given to location to ensure good access and online meetings available.
	We have a Student Services department where medical, injury and other student-based pastoral needs are supported.
	We have a Student Support Hub with a highly qualified support teacher. Social skills groups, behaviour support, self-esteem and friendship groups as well as individual support all take place here. The aim is to support all pupils with a wide variety of social, emotional and mental health issues.
	There are two break times at our school. One is twenty-five minutes in the morning and the second is lunch, which is one hour long. There are a wide and varied range of extra-curricular clubs and activities of all kinds that all pupils are encouraged to attend. There are clubs that run at lunchtime, including various sports clubs, Art Club, Computer Club and Board Games Club. The library is open from 8.15 am, throughout break, lunchtime and after school until 4.30 pm (Monday – Thursday) for quiet reading or study. Please consult the school website for updated extra-curricular clubs: https://www.goldington.beds.sch.uk/school-life/extra-curricular-activities
	A “Fun Friends Club” takes place at lunch every day to allow students who might be affected by social, emotional, mental health issues or anyone else to attend and engage in fun, social type activities.
	The Goldington Academy canteen is open from 8.15 am for pupils to purchase a range of breakfast items or a drink.
Improve and maintain access to the physical environment	Ground floor access to all buildings is accessible to wheelchairs. The academy has wheelchair ramps into the main reception and the Arts Centre to support flexible access to external doors which may have a step.
	Reception entrance accessible through automatic doors and reception counter lowered on one side to support disabled visitors in wheelchairs.

	Lift access for staff and/or students who are unable to access 1st and 2nd floor classrooms or activities. If the lift is not accessible for use, alteration of room timetables for staff and/or students will be enabled or the student will be placed in a supervised venue with access to the curriculum
	The school has disabled toilets situated around the site. One of these is also a wet room.
	The lighting on the staircases and all classrooms have been updated.
	All stairwells have safety handrails.
	Routine checks in place to ensure that corridors / stairwells and classrooms are clear of clutter and obstacles posing a trip hazard.
	Safety warning signs are in place in Science, Art and D&T.
	Black-out blinds in use in all classrooms.
	Signage on main gate with contact details for school reception.
	Signage in place on most room doors for identification of rooms.
	All emergency escape routes are kept in a sterile state and monitored throughout the day. Cleaning / litter picking in place after break and lunchtime in communal areas to minimize risk of slips / trips.
	There are carpets in most classrooms to improve sound quality.
	At Goldington Academy we are fortunate to have extensive grounds for the pupils to enjoy. There are two play areas, one is a smaller environment where pupils may sit, play games or chat to friends. We have a garden area with seating and picnic tables which students can use. During the summer, students may use our large field which has an additional play area and shaded sections. We also have an all-weather Multi-use Games Area (MUGA), which can be used at break and lunch times under supervision.

What is the expertise and training of staff to support children and young people with SEND?

The SENDCo works closely with the Senior Leadership Team who has been qualified through the NPQ SENDCo qualification. She works with staff to set and review objectives and targets for pupils and develops strategies to ensure they are achieved. The SENDCo also works with a Deputy SENDCo, who has completed their NPQ SENDCo qualification.

She is ably supported by two Assistant SENDCos, who lead on areas such as mental health and access arrangements, who also provide student support in the classroom. We have a team of Learning Support Assistants (LSAs) who work with pupils in and out of lessons. The range of expertise in the team is wide and includes qualifications in behaviour support, teaching pupils with dyslexia, autistic spectrum disorders, social and emotional health conditions and mentoring.

If we feel that a pupil warrants expertise/input from outside agencies, the SENDCo will refer to the agency with the parent's involvement and permission.

The School Nurse can be consulted for advice and support on a referral basis.

The school is registered with National College to encourage independent Continuing Professional Development (CPD). All staff take part in CPD and there are professional development opportunities in school. Thursday morning teaching and learning briefings focus on quality first teaching strategies, such as metacognition and retention-based approaches with students. These strategies are linked back to SEND provision in a half termly review, delivered by the SEND team. During INSET and twilight sessions, the SENDCo delivers staff training on SEND and strategies are shared with staff. LSAs take part in all main staff training and also undertake additional training specific to their support role.

What provision is in place for improving social, emotional and mental health development?

Form teachers play an important part in providing support for the children in their classes and are in the best position to build trust and positive relationships with pupils.

In addition to daily guidance and pastoral support there is a Student Support Hub where different support groups are run. These include behaviour support, social skills, friendship groups as well as one-to-one support e.g. social stories and anxiety strategies.

We have a trained ELSA who supports students with a range of social, emotional and mental health needs. The ELSA can provide individual and small-group interventions to help develop confidence, emotional regulation, resilience, friendship skills and wellbeing, enabling students to access learning more successfully.

As relevant to the individual pupil, a variety of support can be put in place: for example some pupils might benefit from a Time Out card and a place to go if they need further support through the day. We aim to support our pupils in ways that work for the individual and the types of help are often unique. We aim for our pupils to be happy and to enjoy their learning at Goldington Academy.

There are weekly year group assemblies when the Head of Year or external visitors address pupils in their year groups or awards may be presented.

We have a Student Voice School Council with representatives for every class in the school. This is a positive way to instil responsibility in our pupils and an opportunity for them to represent their peers.

We have a strict approach to anti-bullying and work hard with all pupils to guide them in ways to avoid this. Bullying is “usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

We actively encourage pupils to tell a teacher or adult in school if they feel there are bullying issues and each case is dealt with pro-actively and individually. The first contact for parents would be the form teacher if there were concerns regarding this. There is an anti-bullying box in each form room, so students can report concerns this way, if they feel unable to speak to a member of staff directly.

What are the arrangements for pupils who need medication?

Pupils who need medication during the school day have their medicine stored in the Student Services office. With the exception of pupils with inhalers, who are able to keep these with them, if necessary, the trained first aider in the office issues medicines according to parental instructions. Further information is available in the Medical Need policy.

How is attendance monitored?

Heads of Year monitor attendance and if pupil attendance is considered a cause for concern, parents are contacted in the first instance and invited in for discussions on how the situation can be improved. The SENDCo is consulted with regards to provision, support and needs for students. The school has an Education Welfare Officer who can be referred to for involvement if needed.

How do we keep students safe?

Goldington Academy considers pupil safety its top priority. There are safeguarding and security measures for any visitor entering the school and we expect all visitors to abide by our code of conduct. There are daily reminders of our school's safeguarding measures in the daily bulletin, that is read by all students during registration time.

If a pupil feels unsafe in any way, we encourage them to tell a trusted adult and any such disclosures are immediately referred to our Designated Safeguarding Lead. Details about safeguarding protocols and arrangements are available on the school website:

https://www.goldington.beds.sch.uk/information/policies-procedures

How does Goldington Academy involve external agencies to help SEND pupils and their families?

We work closely with parents and carers and, if educational referral is needed following discussions, this is made through the SENDCo/Heads of Year. It may involve the Educational Psychology, SEND Department at Bedford Borough, Sensory and Communication Team, Early Help Team or other services linked with schools and SEND. Medical referrals can be made however this may also be arranged by visiting the pupil's General Practitioner.

The SENDCo can direct families to different services that can offer support and complete necessary forms together with the parent/carer to ensure the best support can be put in place. Each family is different, so assessment of need would be a collaborative process followed by the consideration of possible options available.

We subscribe to the Bedford Borough Local Offer which offers a variety of services for young people. See link for the services offered:

https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page

Who else can I contact for SEND advice?

Should impartial advice be needed, the Bedford Borough Parent Carer Forum is available for support or SENDIASS. Please click on links: Home | Bedford Borough Parent Carer Forum (bbpcf.co.uk) or SENDIASS - Support | Bedford Local Offer.

What is our contribution to Bedford Borough Local Offer?

https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page

Name of Service	Goldington Academy
Description	Goldington Academy is a very welcoming, inclusive, mainstream secondary school with a pupil population of around 950. Coming from varying background, pupils, “from the youngest to the eldest, work together with respect for one another and the staff [and] achieve well”. Our school is committed to providing pupils with a high-quality education whatever their health needs, disability or individual circumstances. We provide quality education for all pupils including those with Special Educational Needs. This includes pupils with Specific Learning Difficulties, Speech Language and Communication Needs, Autistic Spectrum Disorder, Social, Emotional and Mental Health difficulties and Sensory and Physical individual needs. All pupils are supported within the mainstream school. We promote inclusion and will make all reasonable adjustments to ensure that children and young people with a disability, health need or SEND are not discriminated against or treated less favourably than other pupils. Further information about our SEND provision is available here: https://www.goldington.beds.sch.uk/information/send
Age Range	**11-16**
Venue	Goldington Academy
Venue Address	Haylands Way
	Bedford
	Bedfordshire
Venue Post code	MK41 9BX

Date or Day of week of service	As per the academy's term dates (Monday – Friday) See website for details: https://www.goldington.beds.sch.uk/school-life/term-dates
Time	8:50am – 3:40pm
Session Information	It is the school's policy that all the children have full access to the whole curriculum, and that every child is encouraged to achieve the best possible standards. We aim to ensure that our schemes of work, teaching methods, learning opportunities and learning materials are sufficiently extensive and varied to meet the range and complexity of individual needs. This includes appropriate ICT software, and new individualised computer learning programs for certain pupils. Referral to outside agencies such as Educational Psychology, Child Development Centre, CAMHS, CHUMs and Early Help can be made if it is felt that this support would benefit the pupil. Parents may contact the SENDCo by email, phone or attend the regular drop-in sessions to discuss any concerns they have over their child's progress in school.

Contact Name	Claire Johnstone
Position	*SENDCo*
Telephone	*01234 261516*
Email	*johnstonec@goldington.beds.sch.uk*
Website	https://www.goldington.beds.sch.uk/
Accessibility	Wheelchair accessible? Y / N Changing facilities for children & Young People? Y / N Adapted toilet? Y / N Hearing Loop? Y / N Hoist? Y / N Minicom? Y / N 1:1 staff ratios if needed? Y / N

Other services are available through Bedford Borough's Local Offer.

Please click on link for access to Bedford Borough's Local Offer:
https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page

What are the arrangements for handling complaints?

At Goldington Academy we know the education of your child happens most effectively when teachers and parents work together. We encourage parents/carers to contact school with any concerns as early as possible and we endeavour to address these anxieties to ensure a mutually agreed outcome.

The form teacher is the first point of call for parents and all email contact details are available on the school website: https://www.goldington.beds.sch.uk/about-us/staff-list

With any issues regarding pupils' SEND needs, the SENDCo, Miss Johnstone, can be contacted either by phone, in person or by email johnstonec@goldington.beds.sch.uk

Written by Miss C Johnstone, SENDCo

September 2026