



Gosforth Park First School Special Educational Needs Information

School Offer

Gosforth Park First School is situated in the Parklands ward, in Gosforth, a suburb of Newcastle approximately four miles north east of the city centre. We are part of the Gosforth Pyramid family of schools and the Gosforth Schools' Trust. The Pyramid of schools are part of the three tier system which gives a smooth transition between the learning phases. The Gosforth Schools' Trust was recently established to ensure that all of our children continually access high quality learning and life growing experiences. Gosforth Park First School is an above average-sized first school and our pupils are aged 3, if they start in our Nursery and age 4 to nine, Reception to Year 4.

Gosforth Park First School is a fully inclusive school; we nurture all pupils in order to promote their personal, social, emotional and academic development in all areas of their learning, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We have very effective partnerships with a wide range of agencies providing additional specialist support for individual pupils and their families. These partnerships have a significant impact on the well-being and progress pupils make. The strong team of staff have high expectations for all children and play a significant part in creating a climate which values pupils. All staff share the leadership's ambitions and vision for the school. The stimulating and exciting curriculum is both broad and balanced and adapted to meet the needs of all pupils. Staff are highly motivated and committed to improving outcomes for all pupils. Governors are knowledgeable and fully involved with school life and know the School.

A key word in our school vocabulary is '**Respect**'. Very harmonious relationships underpin pupils' positive attitudes. This is fully demonstrated by pupils' commitment to respecting each other and their tolerance of the beliefs and values of others.

Parental involvement and support within and out of school is excellent. We all work together to ensure that our children feel loved and that their talents are nurtured enabling them to develop a zest for learning. This impacts on their potential and understanding that they are valued as a person. Life-long learning is embedded at GPFS.

We recognise and value the need for a full range of educational and pastoral support. School has a dedicated SENCO (Special Educational Needs Co-ordinator) who is a qualified teacher and leads on SEN provision through school including Nursery. There is also a team of highly trained, skilled, caring, dedicated support staff who work alongside teachers and who work with individuals and with groups of children. This is to provide effective support which is fine tuned to meet the needs of individual children who have additional needs,

This document is intended to provide parents, guardians, carers and families with information on how we as a school support all of our children, particularly children identified with a special need or disability. We provide a full range of educational and pastoral support to all and our children with SEN make very good progress. Our practice is continually monitored and modified to meet the changing requirements of individual children's needs.

For all children at Gosforth Park First School who have an additional need we:

- Provide a happy, caring, safe, secure and stable learning environment.
- We use individual education plans (IEPs) which clearly state the child's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the child, parents or carers and key staff members in the writing, implementing and reviewing of individual education plans.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual children and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; **assess, plan, do, review**
- We ensure that there is access to teaching and learning for pupils with SEN which is monitored through the school's self-evaluation process. Lessons are as inclusive as possible with adjustments made depending on need.
- We reward successes and achievements and encourage the children to reach their potential at every step of their learning and school life journey.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We ensure that our school activities and trips, as far as possible, are accessible to all our SEN children.
- Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We have a fully qualified SENCO, SENTA and support staff who can provide advice and guidance to staff and families.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, Year 4 to the Middle School.
- We liaise closely with the feeder middle school at transition times to ensure that SEN pupil information is clearly communicated and recommendations are heard so that the move to middle school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.
- We support our families with children with SEN, formally through review meetings and informally through our "open door" approach. Families are also advised of other services and organisations which may offer further advice and support.
- We have high expectations of all children and truly believe that if an individual has people who believe in them and support them they can achieve. Our School motto is go 'Going for Gold, Reaching for the Stars'.

Specific provision is provided for the different areas of need. The table below explains the detail of this support

Types of SEN for which provision is made at Gosforth Park First School	Support/provision made at Gosforth Park First School
<p><u>Communication and Interaction</u></p> <p>This may include;</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • Visual timetables to support children to understand what will happen and when • Support during times of stress or anxiety • Social skills support through small group intervention eg. SEAL, Zippy programme, social stories to help children learn how to approach different social situations. • Use of ICT, iPads where possible to reduce barriers to learning • Use of 'Box Time', tailored activities to support individuals and small groups • Support or supervision at unstructured times of the day eg break time and lunchtime where appropriate • Resources to support pupils with speech and language difficulties eg. word banks, visual prompts • Opportunity to communicate in various ways eg. communication books, Makaton (Nursery) • Small group or one-to-one support for developing pupils speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists • Resources to reduce anxiety and promote emotional wellbeing • Use of individualised reward systems to promote learning and enhance self-esteem • We have a variety of resources available to use, depending on a child's sensory difficulties.
<p><u>Cognition and Learning Needs</u></p> <ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD) eg Dyslexia, Dyspraxia, Dysgraphia, Dyscalculia 	<ul style="list-style-type: none"> • We access the expertise and advice of the Special Educational Needs Teaching and Support Service (SENTASS) to ensure the needs of children are clearly identified. • We provide small group support with a focus on literacy or numeracy skills, depending on need. • We use intervention programmes to improve literacy or numeracy skills- e.g. Rapid Readers, Rapid Writers, Lexia, Nessy, Direct Phonics, ADDACUS, Magic Maths. • We provide resources to support children with specific needs- e.g. coloured overlays

	<p>and reading rulers to help with reading for our dyslexic children.</p> <ul style="list-style-type: none"> • We provide writing slopes and a variety of pencils to support children with their physical writing skills
<p>Social, Emotional and Mental Health Needs Mental Health Condition Social Difficulties Emotional Difficulties</p> <p>This may include;</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties 	<ul style="list-style-type: none"> • Through the proactive use of our Behaviour Management Policy our children are supported in school to develop their skills and ability to recognise the need to behave appropriately in different situations. • We provide excellent pastoral care for our children. • We run one to one sessions focusing on emotional understanding and expression. • We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe. • We provide one to one nurture sessions for vulnerable children. • We put in place short term support for a child with a specific emotional need, for example, bereavement. • We run small group sessions with a focus on social skills. • We seek the expert advice and support of outside agencies, including the School Health Advisor , CAHMs and the Children and Young People's Service (CYPS) • Kalmer Counselling run 1:1 sessions for children who have been identified as benefitting from this service. This is with parental consent • We also undertake 'Drawing and Talking' for individual children which is a therapeutic programme • The following are other activities which we undertake in school to support our children: Zippy/SEAL/Peer Massage/Roots of Empathy/Playtime Friends /Counselling
<p>Sensory and Physical Needs Hearing/Visual Impairment Physical Disabilities Multi- Sensory Impairment Medical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • We provide support and practical aids where appropriate to ensure pupils can access the curriculum. • We seek advice and guidance from school health for pupils with significant medical needs • We run intervention sessions to improve pupil skills, e.g. gross and fine motor skills in liaison with Occupational Health and Physiotherapists • We request and act upon advice and

	<p>guidance from the Newcastle Children's Vision Team and Hearing Impairment Team as required.</p> <ul style="list-style-type: none"> • When it is appropriate we use ICT to enhance pupil's access to the curriculum. • When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child. • Two entrances to school have ramps fitted to allow for accessibility. • Our school has an accessibility toilet. • Our staff understand and apply the Medicine in School Policy • We do have to support children with their intimate care needs and staff adhere to the school policy
--	--

Examples of some of our staff expertise

Our staff have undertaken training led by a range of professionals involved with children with special educational needs and disabilities in the following areas:

Speech, Language and Communication needs: Elkland Speech and Language awareness course level three accredited.

Makaton trained in the EYRS.

Autistic Spectrum Disorder: Autism awareness training, PECs, Autism accredited training

Dyslexia: OCN accredited

Behavioural support: ongoing continuous professional development, Peer Massage and SEAL.

Specific Medical needs: First aid qualified staff

Mental health issues including anxiety, stress and attachment disorder.

Bereavement Counselling accredited course

Drawing and Talking, Therapeutic Story writing

Pastoral care including friendship groups and nurture groups

Staff training is on-going, relevant to the children in the school and responds to current national developments in Special Educational and Needs Disabilities provision.

Gosforth Park First School operates its SEN provision in line with the Newcastle Local Authority's SEN and disabilities policies and procedures. If you have any concerns about your child's learning or well-being please come into school. We shall be happy to discuss things and work with you as we all seek to support your child in our school. Email Mrs Jini Sara headteacher and SENCO: jini.sara@gosforthpark.newcastle.sch.uk or telephone the school office on 0191 2852559.

Parents can also contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and / or disability. The Parent Partnership Officer in Newcastle can be contacted on 0191 2840480 or by email: Judith.lane@newcastle.gov.uk

Other useful information / contacts

Northeast Special Needs Network (Supports families with disabled children/young people from birth to 25years)

Northern Counties Site,

Tankerville Terrace,

Jesmond,

NE2 3BB

Admin: Phone & fax 0191 2812485 / Email: admin@nsnn.org.uk