Gosforth Park First School

Special Educational Needs and Disabilities Information



Gosforth Park First School is an average sized first school serving Gosforth's three-tier education system. Gosforth Park is a local authority maintained school and is also part of the Gosforth Schools' Trust- a partnership of ten schools and one school partner from the North East sector or Newcastle upon Tyne.

As a school we are proud to celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity. We have very high expectations and strive to achieve excellence for all. Ours is a happy school where children feel safe and secure. We value our relationships with parents, carers and the wider community and hope that, by working together, all of the children in our school will reach their full potential.

2019/20

This Information Document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils and particularly those pupils identified with a Special Educational Need or Disability (SEND). Our practice is continuously monitored and modified to meet the changing requirements of individual pupils' needs.

For all pupils who have an additional need:

- We follow the cycle recommended for SEND of; **Assess, Plan, Do and Review.**
- We produce **Individual Educational Plans** (IEPs) to support the needs of all children on the SEN register. We involve the child, the parents and all the relevant staff to ensure a collaborative and individualised approach.
- We **differentiate** the curriculum and resources to promote pupil progress.
- We seek support and advice from **outside agencies** to ensure any barriers to success are fully identified and responded to.
- We seek support and advice from **Special Educational Needs Teaching and Support Service** (SENTASS), **School Improvement Service for SEND** (SEND SIS) and **Educational Psychology Service** (EP) to ensure any barriers to success are fully identified and responded to.
- We ensure there is access to **quality first teaching** and learning for pupils with SEND, monitored through the school's self-evaluation process.
- Teaching curriculum/resources are routinely evaluated to ensure they are accessible to all pupils.
- We use **ICT** to increase access to the curriculum where possible.
- Behaviour and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon pupils with SEND.
- **Support staff** are deployed throughout school to add value to teaching, foster independent study skills and deliver high quality, time-limited interventions when necessary.
- We employ a fully qualified **Special Educational Needs Coordinator** (SENCO) who is responsible for overseeing the day-to-day operation of the school's SEND policy and co-ordinating provision for children with SEND.
- All staff complete **on-going training** in relation to meeting pupils' needs in the classroom.
- **Support is offered to families** and they are signposted to services and organisations which may offer appropriate support or advice e.g. via the Local Offer (Found online at www.newcastle.gov.uk/localoffer).
- We offer first school to middle school support for pupils and parents, as well as **transition arrangements** for each year group.

Types of Special Educational Need or Disability for which provision is made at Gosforth Park First School	Support/provision at Gosforth Park First School
Communication and Interaction This may include: Autistic Spectrum Disorders (ASD) Speech, Language and Communication needs	• We use visual timetables • We offer support and supervision at unstructured times of the day e.g. break and lunchtime. • We offer social skills programmes/support including strategies to enhance self-esteem. • We use ICT where possible to reduce barriers to learning • Targeted intervention programmes are delivered to pupils to improve skills e.g. speech therapy programmes • We offer support during times of stress or anxiety, including resources to reduce anxiety and promote wellbeing such as fiddle toys (self-regulation tools to help with focus and calming). • We prepare learners for changes of activity or lesson. • We use LEGO based therapy. • We use social stories • We give clear and simple explanations and instructions. • We give children extra processing time. • We chunk instructions. • We deliver individual speech and language therapy programmes and follow advice given (provided by Speech and Language Therapy Services). • We pre-teach specific vocabulary and key words. • We use multi-sensory teaching methods.
Cognition and Learning Needs This may include: Learning difficulties (processing speed and memory problems, moderate learning difficulties) Specific Learning Difficulties (Dyslexia, Dyscalculia)	• We support access to the curriculum and to develop the skills for independent learning through differentiation. • We use strategies to promote and develop literacy and numeracy including the use of concrete and manipulative resources. • We targeted intervention programmes, delivered to pupils to improve skills in a variety of areas including pre/post boosting (additional input before or after whole-class teaching) where appropriate • We use ICT where possible to reduce barriers to learning e.g. interactive whiteboards, computer programmes, ipads.

	• We use strategies and resources to support specific learning difficulties such as Toe by Toe and Lexia. • We use visual prompts to support learners within the classroom (e.g. key topic vocabulary displayed) • We use repetition and reinforcement of skills including worked examples • We use alternative methods of recording work e.g. mind mapping, drama, use of video recording. • We teach memory strategies • We use multi-sensory teaching methods and avoid rote learning.
Social, emotional and mental health difficulties This may include: Social difficulties Mental health conditions Emotional difficulties	• We have a clear whole-school behaviour for learning policy which is used consistently by all staff. • We make reasonable adjustments to differentiate our response to behaviour for children with social, emotional and mental health difficulties. • We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities. • We use small-group and 1:1 targeted programmes to improve social skills and emotional resilience. • We offer access to a child counselling service. • We use restorative practice • We use environmental adaptations where necessary e.g. quiet areas within the classroom. • We provide additional pastoral care for pupils and families if required e.g. Early Help. • We provide a range of opportunities for social and emotional development e.g. buddy systems, playground friends • We have staff trained in de-escalation and positive handling techniques • We seek support and advice from outside agencies such as Children and Young People's Service (CYPS) • We use Individual Behaviour Plans to differentiate responses to behaviour which also include individualised reward systems • We communicate more frequently with parents and carers.

Sensory and/or Physical Needs These may include: Hearing/visual impairment Multi-Sensory impairment Physical disabilities Medical needs Motor coordination difficulties	• We use multiagency involvement and collaboration e.g. Physiotherapy, Occupational Therapy, Audiology, Educational Psychology • We provide support and aids to ensure access to the curriculum and development of independent learning. • We seek and act on advice and guidance for pupils who have significant medical needs. • We provide access to medical interventions and we seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed. • We provide support with personal and intimate care if and when needed. • We evaluate accessibility to our building and have an Accessibility Plan. We make every effort to be as accessible as possible. • We relocate classrooms in order to facilitate ease of access for pupils with sensory or physical needs. • We offer inclusive sports and extra-curricular activities. • Targeted intervention programmes to improve fine and/or gross motor skills. • We have designated first aid trained staff assigned to each Key Phase. • We ensure parents/carers are able to work in partnership with us to support their children. • We provide an uncluttered and well organised learning environment with good lighting. • We offer support to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • We provide training for staff to provide medical support e.g. epipens, gastric feeding tubes, specific medication needs. • We ensure that all staff are aware of pupils with additional sensory and/or physical needs. • We use ICT to increase access to the curriculum e.g. through typing or voice dictation. • We modify resources e.g. larger text/clearer font • We ensure preferential seating arrangements and teacher positioning • We use pencil grips and writing slopes

Useful Contacts:

Special Educational Needs Coordinator
Mr. James Hindess

Head Teacher
Mrs. Leanne Lamb

Link Governor
Mr. Eric Ferguson

Phone: 0191 2852559
Email: admin@gosforthpark.newcastle.sch.uk
SENCO Email: james.hindess@gosforthpark.newcastle.sch.uk

Other useful information and contacts

Northeast Special Needs Network
(Supports families with disabled children/young people from birth to 25 years)
Northeast Special Needs Network
Key House
Tankerville Place
Newcastle Upon Tyne
NE2 3AT
0191 2812485
Email: admin@nsnn.org.uk

Special Educational Needs Information, Advice and Support Service (SENDIASS)
(Gives impartial information, advice and support to parents and carers)
The Dene Centre
Castle Farm Road
Gosforth
Newcastle upon Tyne
Tyne and Wear
NE3 1PH
0191 284 0480
Email: SENDIASSadmin@newcastle.gov.uk

Newcastle SEND Local Offer (online)
(All of the information, advice and support for children with SEN and their families)
www.newcastle.gov.uk/localoffer
Email: localoffer@newcastle.gov.uk

Common Special Educational Needs and Disabilities Abbreviations

ASD Autistic Spectrum Disorder

BESD Behavioural, Emotional and Social Difficulties

EP Educational Psychologist

EWO Education Welfare Officer

HI Hearing Impairment

MDA Multi-Disciplinary Assessment

MLD Moderate Learning Difficulties

MSI Multi-Sensory Impairment

PD Physical Disability

PMLD Profound and Multiple Learning Difficulties

SLCN Speech, Language and Communication Needs

SPLD Specific Learning Difficulties

SLD Severe Learning Difficulties

VI Visual Impairment

TA Teaching Assistant

LSA Learning Support Assistant

ARP/ARC Additionally Resourced Provision/Additionally Resourced Centre

CYPS Children's and Young Peoples Service (previously known as CAMHS)

SENTASS The Special Educational Needs Teaching and Support Service

SIS SEND School Improvement Service for pupils with Special Educational Needs or Disabilities

EHCP Education, Health and Care Plan