



Gosforth Park First School

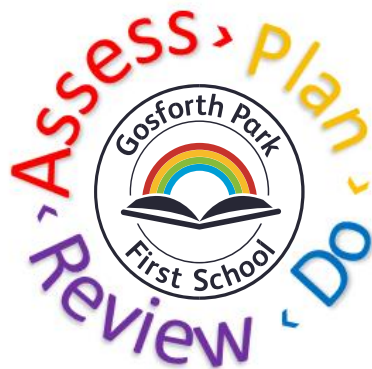
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Document	Version	Date	Author	Change Description
GP-GB-PO-028	07	08/09/2025	James Hindess	Reviewed 04/09/25 - No changes required
GP-GB-PO-028	07	30/09/2024	James Hindess	Added; Appendix 1 (SEND Support Plan), Appendix 2 (Pupil Profile), Appendix 3 (LA Graduated Response pyramid)
GP-GB-PO-028	06	29/09/2023	James Hindess	Formatting only
GP-GB-PO-028	05	13/09/2022	James Hindess	Additional Information included on front page relating to linked policies and SENCO contact details. Admission Arrangements added. Allocation of resources updated to include the nationally prescribed threshold (£6000). Updated monitoring and evaluating the success of provision.
GP-GB-PO-028	04	06/10/2021	James Hindess	Changed IEP process to SEN Support Plans
GP-GB-PO-028	03	16/11/2020	James Hindess	Formatting
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Special Educational Needs and Disability (SEND) Policy

The **SEND policy** should be read in consultation with the **Accessibility Plan**, **Annual SEND Report** and the **Parents/Carers' SEND Information Guide**. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

(Children and Families Act 2014, Part 3)

Special Needs Coordinator (SENCO): Mr James Hindess

Contact Details: james.hindess@gosforthpark.newcastle.sch.uk

Tel: 0191 285 2559

The SENCO is the advocate for Special Educational Needs on the Senior Leadership Team and has been in post for 8 years. Mr Hindess is also the Deputy Headteacher and achieved the accredited National Award for Special Educational Needs Coordination (NASENCO)

SEN Link Governor: Mr Eric Ferguson

Rationale:

At Gosforth Park First School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equality Policy, Parents/Carers' SEND Information Guide, SEND Policy, Annual SEND Report.

Gosforth Park First School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.



Objectives:

- To ensure equality of provision for pupils with Special Educational Needs or Disabilities (SEND)
- To take into account legislation related to SEND and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2022, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

Admission Arrangements:

Please refer to the information contained in school's Admissions Policy, which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

Roles and Responsibilities:

The Special Educational Needs and Disability Coordinator (SENCO):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEND
- liaising with the Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date



Roles and Responsibilities:

The class/subject teacher:

- set high expectations which inspire, motivate and challenge pupils
- promote good progress and outcomes for pupils
- plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- work closely with support staff in the planning and monitoring of interventions
- make accurate and productive use of assessment to inform the four-part cycle
- manage behaviour effectively to ensure a good and safe learning environment
- fulfil wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice
- communicate effectively with parents with regard to pupils' achievements and pupils well-being

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

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

Allocation of Resources:

The head teacher and SENCO are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum:

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our Parents/Carer' SEND Information Guide and Annual SEND Report provides a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:

Gosforth Park First School follows the graduated approach of Assess, Plan, Do and Review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEND support and is updated each term.



There are 4 broad areas of need:

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

The following are **not** SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium (PP)
- Being a Looked After Child (LAC)
- Being a child of service personnel

SEND Support – four-part cycle:

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Assess

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified by the SENCO. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system. Individual targets and provision will be outlined in SEN Support Plans and updated by class teachers at least three times per academic year. SEND Mainstream Guidance is used to support planning

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, School Effectiveness SEN team, SEND Outreach Service (SENDOS) and, when appropriate, Social Services and Virtual School.



Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEND can be found in the Parents/Carers' SEN Information Guide

Parents/Carers' SEN Information Guide:

This guide, and the Annual SEN Report, can be found on the school website. These outline the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEND.

Transition Arrangements:

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school. Parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

Partnership with Parents/Carers:

Gosforth Park First School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)**. This service provides information, advice and support at any stage of a child or young person's education and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Gosforth Park First School is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help (formally known as Common Assessment Framework -CAF) is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed with the SENCO on a termly basis. Pupils in key stage 2 can be invited to attend their termly review meeting, if this is deemed appropriate.



Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Regular observation of teaching by the senior leadership team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time – e.g. Little Wandle, SCART Assessment Tool
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils. Questionnaire for parents of pupils with SEND, pupil views of additional and different provision they receive.
- Regular meetings between SENCO and head teacher
- LA SEN Review to externally validate provision and outcomes for pupils with SEN

Staff Development:

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver the training. Early career teachers (ECT) are offered support and in-school training by the SENCO. This support can include modelled lessons and coaching to staff as part of their CPD. See Annual SEN Information Report for details.

Medical Conditions:

Gosforth Park First School will follow the recommendations of *Supporting Pupils at School with Medical Conditions (2017)* with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. (See Medicines in Schools Policy) Mrs Elaine Hall is the member of staff with overall responsibility for medicines.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and/or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer. (See Complaints procedure)

This SEN and Disability policy will be reviewed, amended and agreed upon annually by the governing body



Appendix One: Anonymised Example SEND Support Plan



My SEN Support Plan



Name:

Date of Birth: |

Year group:

Area(s) of need:

Outside professionals involved:

Start date of plan:



PUPIL PHOTO

Things I want you to know about me:

Sometimes I like to play video games and sometimes I like to make up my own games.

I like going to the cinema with mum or grandma but I don't really like to go on hikes.

I like to watch gamers playing games on YouTube.

At school I like making things in Art and DT.

My family say about me:

I would hope that they would say I'm really good at things!

It helps me if you:

Help me to work things out in maths.

Help me with my writing when we have to think of our own ideas.

Sit sensible people at my table.

I find it hard when:

I am learning things I haven't done before.

I have to work things out.

We do maths and spellings.

Term	What I can do now (Assess)	What I will be able to do (Plan)	Who and what will help me (Do)	How did I get on (Review)
Term 3	Reading: Y3 Secure Writing: Y3 Developing Maths: Y3 Developing PUPIL NAME has made steady progress towards his social and academic targets this year. His reading is a strength which enables him to access learning across a range of subjects. PUPIL NAME has specific interests in Science, Computing and History. He has enjoyed these lessons and can demonstrate a good understanding of the taught content. PUPIL NAME can be nervous in new situations. He takes a long time to feel comfortable to ask for help from his teachers. PUPIL NAME often needs directions and instructions to be issued to him directly after whole-class instructions have been given. PUPIL NAME benefits from teachers quickly targeting and checking in with him after input has been given. He still should be encouraged to orally rehearse sentences to an adult, but he is getting more confident composing these independently.	- PUPIL NAME will orally rehearse and write a phonetically plausible attempt at a sentence 10 words in length and demonstrate this on 10 separate occasions. - PUPIL NAME will discuss his ideas with a talk partner, when instructed to do so, on at least 20 separate occasions - PUPIL NAME will be able to maintain concentration during whole-class teaching input for approximately 15 minutes. He will demonstrate this by explaining his task/learning to his teacher during a check-in.	Daily support from his class teacher and teaching assistant (TA) to concentrate and engage in whole class teaching input. All adults engaged with PUPIL NAME will support him with his concentration, encourage him to share his ideas and orally rehearse his sentences. Daily support from his class teacher and teaching assistant (TA) to access the Year 3 curriculum, as required. - Use of a daily visual timetable including regulation breaks - Additional small-group interventions, such as post-lesson boosters, as required - Additional movement breaks throughout the school day - Complete tests/assessments in a low stress environment 1:1 or small group with no timers. - Use of task-plans to break learning into smaller chunks - Additional opportunities to practice 'fluency' tasks - Additional processing time before being required to respond to verbal questions	PUPIL NAME has made steady progress towards his social and academic targets this year. His reading is a strength which enables him to access learning across a range of subjects. PUPIL NAME does not always follow instructions that are directed to the whole class, such as writing his date and title. He benefits from adults issuing instructions to him individually. When PUPIL NAME is given some time to process questions given by the teacher he can produce some good responses and demonstrate his understanding.]



Appendix Two: Anonymised Example SEND Pupil Profile



SEND Pupil Profile:

PUPIL NAME



PUPIL PHOTO

Name	Year Group	Class	CoP Stage
PUPIL NAME	Year 4	Miss Jones	SEND Support

Primary Need
Communication and Interaction (Autism)

Outside Agencies
Toby Henderson Trust, Sarah Brook (EP), Christie Johnson (SENDOS)

I learn best when:

I sit near the front of the classroom, on a **teacher target table**, so that adults can **check my understanding** of tasks before I start.

I use a **fidget tool** during teacher input to help aid my concentration.

I get anxious about changes to school, especially on special days (e.g. dress up days) and need some **extra warning about these changes**.

I need to **know who my 'trusted adults' are** and be given opportunities to talk to these adults so that they can ensure that I am not feeling worried or overwhelmed about anything. I have a '**check-in**' system.

I benefit from **additional movement breaks** built into my daily timetable and used when teachers notice that I am seeking movement

				
Target Table	Fidget	Extra Warning	Trusted Adult	Movement

*Always check my most current **SEND Support Plan** for more specific information about my barriers to learning, interventions and targets*



Appendix Three: Newcastle Local Authority Graduated Response Pyramid

Newcastle's Graduated Response November 2023

