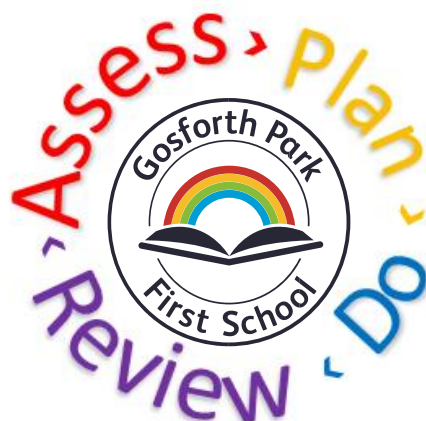




# Gosforth Park First School

## Special Educational Needs and Disabilities (SEND) Information Report

This **SEND Information Report** should be read in consultation with the **Accessibility Plan**, **Annual SEND Report** and the **SEND Policy**. 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](mailto: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



## Our School

Gosforth Park First School is a popular school in the heart of Gosforth, well supported by parents and the local community. We serve a changing population and strive to ensure that the needs of all pupils are met, both socially and academically. Our school community has high aspirations and expectations for the children we serve. We are committed to encouraging children's understanding and acceptance of other faiths, beliefs and cultures while supporting them to develop their own place in the community, both locally and globally.

*Pupils at Gosforth Park First School are exceptional ambassadors for their school. They greet staff and visitors with warmth and enthusiasm. Pupils exemplify the school's inclusive 'no outsiders' ethos. A carefully crafted approach to pupils' wider development gives pupils every opportunity to develop deep and meaningful relationships with staff and with one another. As a result, pupils of all ages embody the school's motto of 'together we make a difference'. Pupils discuss what this means with eloquence and understanding... The support for pupils with special educational needs and/or disabilities (SEND) is a significant strength of the school. Staff swiftly and accurately identify pupils' needs. The provision for these pupils has notable impact on their academic and personal development. Parents are very complimentary about the school's provision for pupils with SEND. This is wholly deserved. (Ofsted Inspection Report, 2025)*

**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 deliver **high quality teaching** to all pupils.
- We use **Newcastle SEND Mainstream Guidance** to support provision.
- We follow the cycle recommended for SEND of; **Assess, Plan, Do and Review**.
- We produce **SEND Support Plans** to support the needs of all children on the SEND register. We involve the child, the parents and all the relevant staff to ensure a collaborative and individualised approach.
- We arrange three **collaborative review meetings** per year in order to discuss provision and targets for our pupils with SEND.
- We **adapt** the curriculum and resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from outside agencies, such as; **Special Educational Needs and Disabilities Outreach Service (SENDOS)**, **School Improvement Service for SEND (SEND SIS)** and **Educational Psychology Service (EPS)** to ensure any barriers to success are fully identified and responded to.
- We ensure there is access to **quality first teaching** and **additional and different support** 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](http://www.newcastle.gov.uk/localoffer)).
- We offer **first school to middle school support** for pupils and parents, as well as robust **transition arrangements** for each year group.



| Types of Special Educational Need or Disability                                                                                                         | Support/Provision at Gosforth Park First School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Communication and Interaction</b></p> <p>This may include:<br/>Autistic Spectrum Disorders (ASD)<br/>Speech, Language and Communication needs</p> | <div data-bbox="544 472 1214 629"> </div> <ul style="list-style-type: none"> <li>• We use visual timetables</li> <li>• We offer support and supervision at unstructured times of the day e.g. break and lunchtime.</li> <li>• We offer social skills programmes/support including strategies to enhance self-esteem.</li> <li>• We use ICT where possible to reduce barriers to learning</li> <li>• Targeted intervention programmes are delivered to pupils to improve skills</li> <li>• 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).</li> <li>• We prepare learners for changes of activity or lesson.</li> <li>• We use LEGO-based therapy.</li> <li>• We use social stories</li> <li>• We give clear and simple explanations and instructions.</li> <li>• We give children extra processing time.</li> <li>• We chunk instructions.</li> <li>• We deliver individual speech and language therapy programmes and follow advice given (provided by Speech and Language Therapy Services).</li> <li>• We pre-teach specific vocabulary and key words.</li> <li>• We use multi-sensory teaching methods.</li> </ul> <div data-bbox="560 1648 1054 1928"> </div> |



| Types of Special Educational Need or Disability                                                                                                                                      | Support/Provision at Gosforth Park First School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Cognition and Learning Needs</b></p> <p>This may include:<br/>Learning difficulties (Moderate – MLD)<br/>Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)</p> |  <ul style="list-style-type: none"> <li>• We support access to the curriculum and to develop the skills for independent learning through differentiation, scaffolding and modelling.</li> <li>• We use strategies to promote and develop literacy and numeracy including the use of concrete and manipulative resources.</li> <li>• 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</li> <li>• We use ICT where possible to reduce barriers to learning e.g. interactive whiteboards, computer programmes, ipads.</li> <li>• We use strategies and resources to support specific learning difficulties such as Little Wandle SEND Programme and Lexia.</li> <li>• We use visual prompts to support learners within the classroom (e.g. key topic vocabulary displayed)</li> <li>• We use repetition and reinforcement of skills including worked examples</li> <li>• We use alternative methods of recording work e.g. mind mapping, drama, use of video recording.</li> <li>• We teach memory strategies</li> <li>• We use multi-sensory teaching methods.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> |



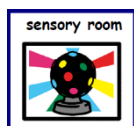
| Types of Special Educational Need or Disability                                                                                                                                | Support/Provision at Gosforth Park First School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Social, emotional and mental health difficulties (SEMH)</b></p> <p>This may include:<br/>Social difficulties<br/>Mental health conditions<br/>Emotional difficulties</p> | <div data-bbox="539 465 970 600"> </div> <ul style="list-style-type: none"> <li>• We have a clear whole-school behaviour policy, which includes a phased response to behaviour as is used consistently by all staff.</li> <li>• We use rewards and give additional responsibilities</li> <li>• We make reasonable adjustments to differentiate our response to behaviour for children with social, emotional and mental health difficulties.</li> <li>• We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities.</li> <li>• We use small-group and 1:1 targeted programmes to improve social skills and emotional resilience.</li> <li>• We use The Incredible 5 Point Scale.</li> <li>• We use LEGO based therapy.</li> <li>• We offer access to a child counselling service.</li> <li>• We use restorative practice</li> <li>• We use environmental adaptations where necessary e.g. quiet areas within the classroom.</li> <li>• We provide additional pastoral care for pupils and families if required e.g. Early Help.</li> <li>• We provide a range of opportunities for social and emotional development e.g. buddy systems, playground friends</li> <li>• We have staff trained in de-escalation and positive handling techniques</li> <li>• We seek support and advice from outside agencies such as Children and Young People's Service (CYPS)</li> <li>• We use Individual Behaviour Plans to differentiate responses to behaviour which also include individualised reward systems</li> <li>• We communicate more frequently with parents and carers.</li> </ul> <div data-bbox="1121 918 1372 1238"> </div> |



| Types of Special Educational Need or Disability                                                                                                                                                                                                                                    | Support/Provision at Gosforth Park First School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Sensory and/or Physical Needs</b></p> <p>These may include:</p> <ul style="list-style-type: none"> <li>Hearing/visual impairment</li> <li>Multi-Sensory impairment</li> <li>Physical disabilities</li> <li>Medical needs</li> <li>Motor coordination difficulties</li> </ul> | <ul style="list-style-type: none"> <li>• We use multiagency involvement and collaboration e.g. Physiotherapy, Occupational Therapy, Audiology, Educational Psychology</li> <li>• We provide support and aids to ensure access to the curriculum and development of independent learning.</li> <li>• We seek and act on advice and guidance for pupils who have significant medical needs.</li> <li>• 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.</li> <li>• We provide support with personal and intimate care if and when needed.</li> <li>• We evaluate accessibility to our building and have an Accessibility Plan. We make every effort to be as accessible as possible.</li> <li>• We relocate classrooms in order to facilitate ease of access for pupils with sensory or physical needs.</li> <li>• We offer inclusive sports and extra-curricular activities.</li> <li>• Targeted intervention programmes to improve fine and/or gross motor skills.</li> <li>• We have designated first aid trained staff assigned to each Key Phase.</li> <li>• We ensure parents/carers are able to work in partnership with us to support their children.</li> <li>• We provide an uncluttered and well organised learning environment with good lighting.</li> <li>• We offer support to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</li> <li>• We provide training for staff to provide medical support e.g. epipens, gastric feeding tubes, specific medication needs.</li> <li>• We ensure that all staff are aware of pupils with additional sensory and/or physical needs.</li> <li>• We use ICT to increase access to the curriculum e.g. through typing or voice dictation.</li> <li>• We modify resources e.g. larger text/clearer font</li> <li>• We ensure preferential seating arrangements and teacher positioning</li> <li>• We use pencil grips and writing slopes</li> </ul> |



## Enhanced Provision Spaces at Gosforth Park First School



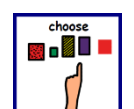
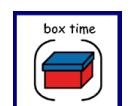
### Sensory Room

*This multi-sensory environment offers benefits such as stress reduction, support for sensory integration, enhanced emotional regulation and can be used for tailored interventions or as a calm retreat for self-regulation.*



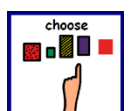
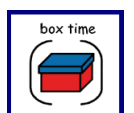
### Counselling Room

*Our child-focused counselling room is a confidential, accessible, and comfortable space including soft furnishings and child-appropriate furniture and toys. This dedicated space allows for play therapy and creative expression, fostering healthy social and emotional development.*



### Rainbow Room

*The Rainbow Room is an inviting, low-demand, play-based provision based upon the Early Years Foundation Stage and designed to support pupils working below National Curriculum expectations within KS1 and KS2 (engagement model)*



### Intervention Rooms

*At Gosforth Park, we are lucky to have two breakout spaces within KS2. These intervention rooms can be used for individual or small group work as well as providing a quiet, low-stimulation working environment for learning or emotional regulation.*



### Useful Contacts:

#### **Special Educational Needs Coordinator (SENCO)**

Mr. James Hindess

#### **Head Teacher**

Mrs. Leanne Lamb

#### **Link Governor**

Mr. Eric Ferguson

**Phone:** 0191 2852559

**Email:** [admin@gosforthpark.newcastle.sch.uk](mailto:admin@gosforthpark.newcastle.sch.uk)

**SENCO Email:** [james.hindess@gosforthpark.newcastle.sch.uk](mailto:james.hindess@gosforthpark.newcastle.sch.uk)

### Other useful Information and Contacts:

#### **Special Educational Needs Information, Advice and Support Service (SENDIASS)**

(Gives impartial information, advice and support to parents and carers)

*Woodlands Children's Centre*

*Newton Place*

*High Heaton*

*Newcastle Upon Tyne*

*NE7 7HD*

Tel: 0191 211 6255 (9am – 5pm)

Email: [SENDIASSadmin@newcastle.gov.uk](mailto:SENDIASSadmin@newcastle.gov.uk)

#### **Skills for People (formally Northeast Special Needs Network)**

(Supports families with disabled children/young people from birth to 25 years)

*4 Glendale Terrace*

*Byker*

*Newcastle upon Tyne*

*NE6 1PB*

Tel: 0191 281 8737

Email: [information@skillsforpeople.org.uk](mailto:information@skillsforpeople.org.uk)

#### **Newcastle SEND Local Offer (online)**

(All of the information, advice and support for children with SEN and their families)

Website: [www.newcastle.gov.uk/localoffer](http://www.newcastle.gov.uk/localoffer)

Email: [localoffer@newcastle.gov.uk](mailto:localoffer@newcastle.gov.uk)