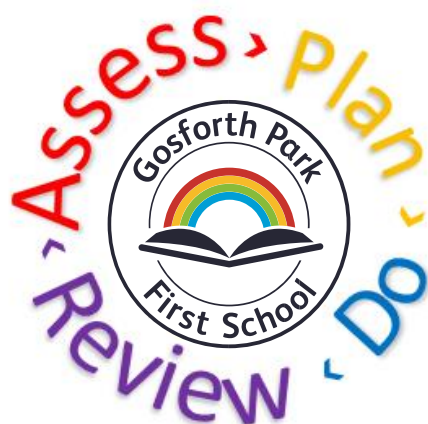




Gosforth Park First School

Annual SEND Report 2024-25

This **Annual SEND Report 2024-25** should be read in consultation with the **Accessibility Plan**, **SEND Information 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

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



This report reflects how Gosforth Park First School has used the allocated Special Educational Needs funding to meet pupils' needs

Context:

Gosforth Park is an average sized first school. The school is located to the North East of the City of Newcastle upon Tyne in the Parklands ward. The proportion of pupils eligible for pupil premium is below average and has decreased from 12.4% in 2019 to 7.8% in 2023. The majority of pupils are from a white British heritage (72%) and the remaining 28% of the school population is made up out of 11 of the 17 ethnic groups, the highest being *Any other White background*, 7.31%. The proportion of disabled pupils and those who have Special Educational Needs (SEND) in 2024-25 was below the national average at **8.9%**

Pupils with SEND	Number of Pupils	Percentage of school	Percentage nationally (Jan 2024)
School Population (Nursery-Y4)	290		
SEND total	26	8.9%	19.5%
SEND support	22	7.6%	14.2%
SEND support with additional funding	0	0%	
Education Health and Care Plan (EHCP)	4	1.4%	5.3%
SEND + Pupil Premium	5		

Types of SEND	Number	% of SEN	% of school
Communication and Interaction			
Speech and Language	4	15.4%	1.4%
Autistic Spectrum Disorder	8	30.8%	2.8%
Cognition and Learning			
Specific Learning Difficulty	0	0%	0%
Moderate Learning Difficulty	5	19.2%	1.75%
Social, Emotional and Mental Health	6	23.1%	2.1%
Sensory Difficulties			
Hearing	0	0%	0%
Physical	3	11.5%	1.05%

In 2024-25 there were **26** learners at Gosforth Park First School who had identified Special Educational Needs and Disabilities (SEND). The population of learners with SEND at Gosforth Park is below the National Average for Primary Schools. The population of learners at Gosforth Park with SEND is broadly in line with schools in Newcastle with a similar demographic and/or catchment area. **Communication and Interaction** is our most common category of learner with SEND and this is reflected in our learning environment and additional and different support.



Impact and Achievements 2024-25

	<u>Inclusion Quality Framework Award</u> In March 2025, Gosforth Park First School achieved the IQF award. The process involved a thorough self-evaluation and visit from external partners from the local authority. We achieved established status and the report highlights many strengths, including: • Leadership • School Ethos • ‘No Outsiders’ • Provision for learners with SEND • Staff CPD • Governance • Parental engagement and community • Attendance for all groups • Wraparound provision • Wellbeing and Mental Health
	<u>OFSTED Inspection</u> On 13-14th May 2025, Gosforth Park received a graded OFSTED inspection. The school was graded as follows: Quality of Education: Outstanding Behaviour and Attitudes: Outstanding Personal Development: Outstanding Leadership and Management: Outstanding Early Years Provision: Outstanding The inspection report highlights key strengths across all areas of the school, including provision for learners with SEND: <i>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, 2025)</i>



Enhanced Provision Spaces at Gosforth Park First School 2024-25



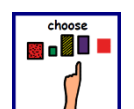
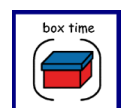
Sensory Room

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.



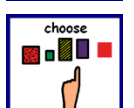
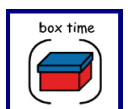
Counselling Room

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.



Absence Data

For all pupils of statutory school age attending Gosforth Park First School

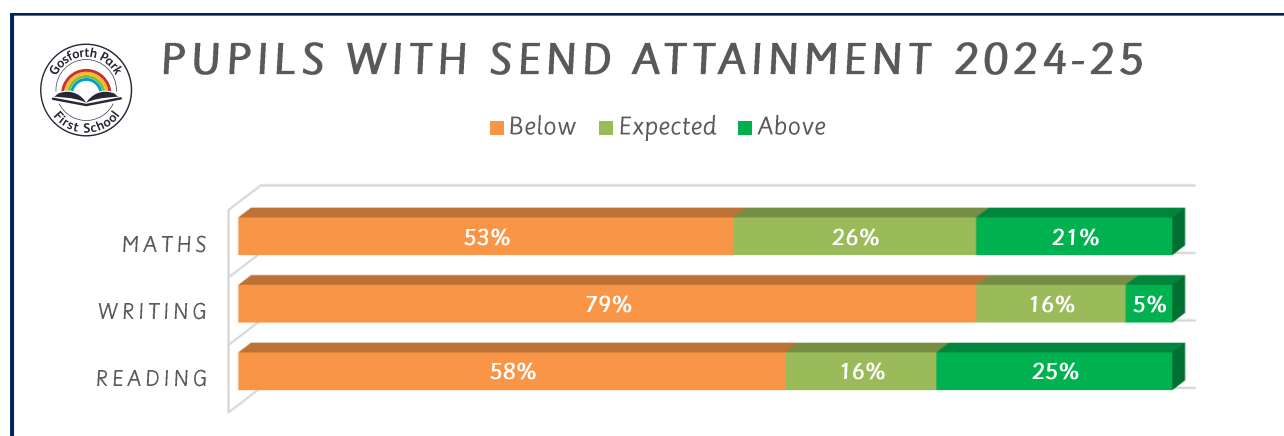
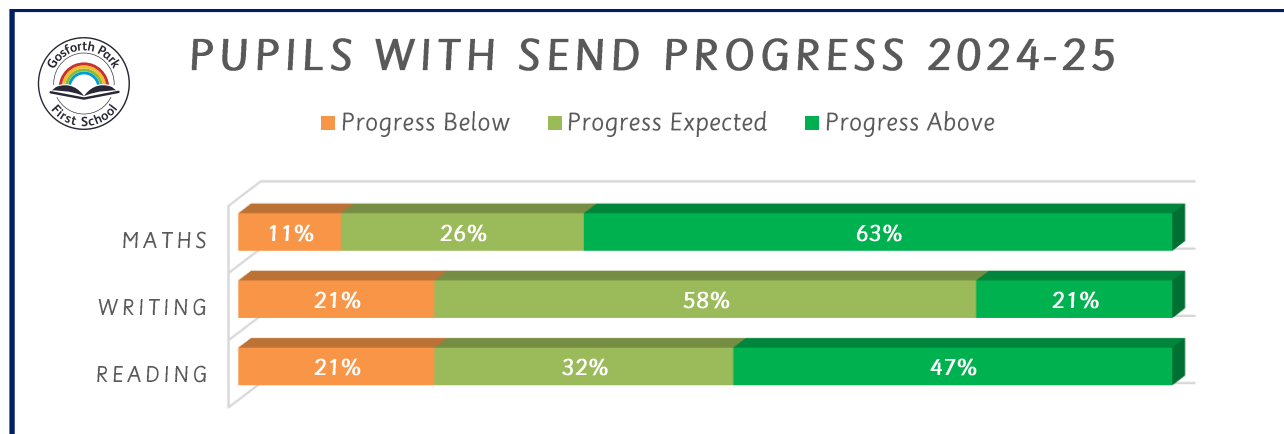
Absence 2024/25				
	Sessions Attended		Persistent Absence	
	School %	2024 National %	School %	2024 National %
SEND	95.5%	94.8%	14.8%	23.8%
No SEND	96.9%	94.8%	4.1%	18.7%

Pupils with SEND and pupils with no SEND are both outperforming national averages.

Exclusion Data

- Across the whole school, there were **no suspensions** in 2024-25
- There were **no permanent exclusions** in the whole school in 2024-25

SEND Progress and Attainment 2024-25





Working with Outside Agencies:

During the 2024-25 academic year Gosforth Park First School bought into the following *traded* services:

- **Educational Psychology** (Ask Psychology- *Sarah Brook*): Ask Psychology offers input in relation to a wide range of issues that impact on children's learning and progress, including specific and general learning difficulties, language and communication skills, SEMH and physical/sensory difficulties.
- **SEND School Improvement Service** (*Jill Tough, Sue Alexander*): Gosforth Park First School has bought into this service at a Silver level agreement. Newcastle SIS offers support and advice to Special Educational Needs Coordinator
- **Chameleon Connections Counselling Service**: Gosforth Park First School provided counselling support from a specialist psychotherapeutic counsellor to support children with SEMH difficulties.
- **Kalmer Counselling Service**: Ongoing collaboration with Kalmer Counselling service provided support for children with a range of social, emotional and attachment needs.

Gosforth Park First School also referred to and worked collaboratively with the following *non-traded* services:

- **Newcastle SEND Outreach Service – Early Years Team** (*Helen Matthews, Victoria Almond, Suzanne Dixon*)
- **Newcastle SEND Outreach Service – Cognition and Learning Needs** (*Alex Rayner, Nadia Motie – Hadrian Outreach*)
- **Newcastle SEND Outreach Service – Speech, Language and Communication Needs** (*Tracy Hawdon*)
- **Newcastle SEND Outreach Service – Communication and Interaction Needs** (*David McLeod, Christie Johnson, Suzanne Dixon*)
- **Newcastle SEND Outreach Service – Specific Learning Difficulties** (*Nicola Cook*)
- **Newcastle SEND Outreach Service – SEMH** (*Karl Elliott – Trinity Outreach*)
- **NHS Occupational Therapy**
- **NHS Speech and Language Therapy**
- **The Children's Speech and Language Clinic** (Newcastle University)
- **Newcastle and Gateshead Children and Young People's Service (CYPS)**
- **School Health Services**
- **Children Northeast Counselling Service**
- **RISE Children's Mental Health**
- **Newcastle SEMH Team** (*Helen Cowan, Amanda Barrass*)

We also work closely with our colleagues within *Gosforth Schools Trust*, including regular peer-to-peer support within our schools, to further develop our provision for pupils with SEND.



Staff Training and Expertise:

At Gosforth Park First School, the Continuous Professional Development (CPD) of staff is regularly reviewed to ensure that expertise is having the greatest impact for all of our pupils, including those with SEND.

During the 2024-25 academic year, the following CPD relating to learners with SEND has been undertaken by staff:

- **Safeguarding – KCSIE 2025**
- **Making Sense of Autism** (Christie Johnson)
- **Attention Autism** (Christie Johnson)
- **Downs Syndrome Training** (Hadrian School)
- **Little Wandle Phonics** (including 'Keep-up' interventions)
- **Mastering Number** (EYFS and KS1)
- **1st Class @ Number** (KS1)
- **OPAL** (Outdoor Play and Learning)
- **SEND Processes and Adaptive Teaching Strategies**
- **GPFS Behaviour Management Training** (Restorative Approach)
- **Positive Handling Training**
- **Trauma Informed Behaviour Training**
- **Makaton Training** (EYFS)
- **Incredible 5-Point Scale** (SENCO)
- **SEND Descriptors of Need** (SENCO)
- The SENCO is trained to deliver **LEGO-Based Therapy**; a tool for supporting social and communication needs. The SENCO has also trained other staff to deliver this intervention.
- Staff are **updated with SEND information** on a regular basis in staff training, with additional training and support delivered to ECTs



The school receives yearly support from the Local Authority School Improvement Service. They monitor procedure and practice, provide advice and training and support in the assessment and support of SEND pupils across the school.

During the 2024-25 academic year, the SENCO:

- Attended the annual **SEND conference** and termly **Network Meetings**.
- Attended termly **Gosforth Schools Trust (GST)** Network Meetings which provided peer-to-peer support and challenge from other colleagues.
- Began National Professional Qualification for Headship (**NPQH**)
- Completed work and additional training as a contracted **Ofsted Inspector**



Pupil Views:

Pupil views are collected regularly as part of the Assess, Plan, Do, Review process. These are recorded and shared with parents using the SEN Support Plan document. Where appropriate, children are invited to attend their own review meetings.



Parents/Carers' Views:

Parent views are collected at least 3 times per year through the SEN Support Plan review process. Parents are encouraged to email the school SENCO directly if they have any questions. The following comments were gathered through the 'Quality Inclusion Framework' award in March 2025

'The school is extremely proactive at supporting families and making both children feel included and families too. Mrs Lamb and Mr Hindess and all the teachers take a really positive and supportive approach to supporting children and families with SEN children, it's clear they care and that they are passionate about making GPFS inclusive to all which has made such a positive difference to us as a family with SEN children.'

'Gosforth Park is a wonderfully inclusive school. We can see the commitment that is made by all staff to give our children the very best educational offer, alongside providing the love and nurture they need to thrive. We have such a strong and inclusive school community and it is one that I am very proud to be a part of.'



External Professional Views:

The Head and SENDCO are reflective and responsive to the changing needs of the community and in child development and are keen to work in different ways. The staff are positive and engaging when working with professionals - bringing a reflection and honesty in consultations as well as openness to implementing new practice based on identification of needs. As a visitor to the school, you feel welcomed and supported.

(Sarah Brook – ASK Psychology)

Staff at GPFS appear passionate about inclusion and creating bespoke educational experiences for children with more complex needs, supporting pupils to spend time in class with their peers and access tailored learning and regulation experiences.

(Christie Johnson – SEND Outreach Service)



What Ofsted says...

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)



Next Steps

In 2023, Gosforth Park First School has been identified by Newcastle Educational Psychology Service (EPS), in consultation with the SENDOS Early Years Team, as having a 'Complex Intake of Reception Children.'

These children are now making the transition from EYFS to KS1, an important transitional milestone in their school careers. As such, there will be a strong focus in 2025-26 on **upgrading provision** and **upskilling staff** to ensure that learners with high-needs SEND are given the very best education at GPFS.

1. Working with professionals and outside agencies to ensure provision for children with high-needs SEND in KS1 is of the highest quality.

Date of Report: October 2025

Date of Next Review: Autumn 2026

Link to Newcastle Local Offer:

<https://www.newcastlesupportdirectory.org.uk/what-local-offer>

