# North Gosforth Academy
# SEND School Information Report

## 1. SEND information report

### 1.0 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The following tables give more information regarding strategies and resources used to support these areas of need:

| What is the nature of the child's need? | Support Available within School |
|---|---|
| Communication & Interaction Needs<br><br>E.g. Autistic Spectrum Disorders<br><br>Speech, Language & Communication Needs<br><br>Social Communication Difficulties | **All of our students have access to:**<br>• Quality First teaching with appropriate differentiation (including best SEN practice).<br>• Visual aids to support key vocabulary, concepts and themes.<br>• ICT is used to reduce barriers to learning where possible<br>• Access to homework support clubs<br>• Access to assessment for identification of significant needs.<br>• Dedicated and caring staff who value all students regardless of ability.<br><br>**Support may include:**<br>• Assessment and identification of language need and feedback to parents/carers and staff.<br>• Referral to the Language and Communication Team or Speech and Language Therapy<br>• Small group intervention programmes include: vocabulary, inference and deduction and language building blocks.<br>• Pre and post intervention skills assessment and results.<br>• Post intervention feedback to student, parents/carers and staff.<br>• In-class support in some lessons. |

- Progress Group.
- Social skills programme / support including strategies to enhance self-esteem
- Strategies to reduce anxiety / promote emotional wellbeing, including time out systems.

**Targeted individual support may include:**
- 1:1 sessions with a Speech and Language Therapist.
- 1:1 or small group sessions with Language and Communication Team.
- Individual support in some lessons.
- Group activities using programmes such as Talkabout
- On-going monitoring and regular feedback to parents/carers and students (at least termly and including the Annual Review).
- Exam access arrangements.
- Post 16 transition support.

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| **Cognition and Learning Needs**<br><br>E.g. Moderate Learning Difficulties Specific Learning Difficulties (SpLD – Dyslexia, Dyscalculia, Dyspraxia) | **All of our students have access to:**<br>• Quality First teaching with appropriate differentiation (including best SEN practice).<br>• Visual aids to support key vocabulary, concepts and themes.<br>• ICT is used to reduce barriers to learning where possible<br>• Access to homework support clubs<br>• Access to assessment for identification of significant needs.<br>• Dedicated and caring staff who value all students regardless of ability.<br><br>**Support for students may include:**<br>• Blocks of 1:1 small group lessons that focus on a range of needs such as literacy, comprehension and spelling in the Learning Centre.<br>• Where needed, help from an external agency (e.g. Educational Psychologist).<br>• Teaching Assistant support in some lessons.<br><br>**Targeted individual support may include:**<br>• On-going tailor made 1:1 tuition in the Learning Support Department, led by a suitably qualified member of staff<br>• Where needed, help from an external agency (e.g. Educational Psychologist).<br>• Termly testing for students with literacy difficulties to review and plan.<br>• Small group work targeting needs such as dyslexia and dyscalculia |

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| | - Reduced timetable and involvement of alternative provision<br>- External agency advice where needed.<br>- Exam Access Arrangements.<br>- Post 16 Transition support.<br>- Work with students, parents and carers, and staff to develop and review plans based on the need of the pupil.<br>- Alternative educational provision at GCSE includes applied studies. Work placements are also organised for some students. |
| Social, Mental & Emotional Health<br><br>Behavioural Needs<br>Social Needs<br>Mental Health Needs<br>Emotional Health & Wellbeing | **All of our students have access to:**<br>- Quality First teaching with appropriate differentiation (including best SEND practice).<br>- Access to homework support clubs.<br>- Access to extra-curricular activities<br>- Access to assessment for identification of significant needs.<br>- Whole school reward system – PRAISE Code.<br>- Key Stage transition support.<br>- Learning for Life programme.<br>- Online access to SEMH provision<br>- Access to the School Nurse text messaging service<br><br>**Support may include:**<br>- Mentoring Support.<br>- Play, Art, Drawing and Talking Therapy.<br>- Guided Self-Help programmes.<br>- Support/supervision at unstructured times of the day in The Hive.<br>- Increased Year 7 transition support.<br>- Intervention groups (all years)- social skills/self esteem/stress management.<br>- Outdoor learning.<br>- In-class support in some lessons.<br>- Managing Emotions programme.<br>- Year 11 support with college applications and career paths.<br>- Referral to the Local Authority Student Support Centres e.g. Trax programme, LIP referrals, involvement in Outreach support groups.<br><br>**Targeted individual support may include:**<br>- 1:1 mentoring.<br>- Counselling.<br>- Outside agency input (eg. Educational Psychologist, Targeted Youth Support, Early Help, CAMHS, Student Support Centre). |

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| | <ul><li>Flexible timetables, in agreement with the school and Local Authority.</li><li>In-class support.</li><li>Bespoke Managing Emotions programme.</li><li>Pastoral Support Plan.</li><li>Support from Family Partners</li><li>Support through Trax programme.</li><li>Students on the SEND register to have a key worker</li></ul> |
| Sensory and/or Physical Needs | **All of our students have access to:**<ul><li>Quality First teaching with appropriate differentiation (including best SEND practice).</li><li>School adheres to guidelines on physical access.</li><li>Visual aids to support key vocabulary, concepts and themes.</li><li>ICT is used to reduce barriers to learning where possible</li><li>Access to homework support clubs</li><li>Access to assessment for identification of significant needs.</li><li>Dedicated and caring staff who value all students regardless of ability.</li><li>Access to medical interventions</li><li>Support with personal care if and when needed.</li></ul>**Support for students may include:**<ul><li>Medical Care Plans.</li><li>Handwriting /fine motor/keyboard skills training.</li><li>Referral to the Public Health School Nurses</li><li>Access to assistive technology or software</li><li>Access to teaching assistant support.</li><li>Access to facilities in and around school, including adaptive measures to ensure health and safety.</li></ul>**Targeted individual support may include:**<ul><li>Personalised support plans.</li><li>1:1 Outside Agency support from Advisory Teachers.</li><li>Individual handwriting /fine motor/keyboard skills training.</li><li>Specialist equipment and materials, such as low vision aids and enlarged adapted resources.</li><li>Access to assistive technology and software</li><li>Targeted TA support for complex medical needs, including practical support.</li><li>Exam Access Arrangements.</li></ul> |

| | • Staff training for specific barriers and needs. |
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| | Most entrances to the academy have ramps fitted to allow wheelchair access. |
| | The academy has a number of disabled toilets / facilities |
| | The academy has had white lighting in many departments |

## 1.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will use a graduated approach (**assess, plan, do, review**). We will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- **Assess**

Our SENDCo and class teachers work together to analyse needs using a range of sources including the school's approach to pupil progress, attainment and behaviour. Consultation is key and it may be necessary to consult widely both in school, with parents and carers and with outside professionals to get the best picture of needs. Establishing close links with those responsible for assessment and home school links is also important to us here at North Gosforth Academy.

- **Plan**

This is when the academy decides to provide SEND support. Parents are contacted and a support plan drawn up. Interventions and support are provided in consultation with the parents, child, SENDCo and class teachers. The expected impact on progress, development and behaviour are agreed, and a date for review set. In this planning phase, we identify the gaps in the child's learning and current provision and what is expected in terms of results following any provision.

- **Do**

This involves providing effective support and interventions with regular feedback to students, parents and staff about progress. Our SENDCo and Learning Support team support class/subject teachers in any further assessment and provide coaching and mentoring in all aspects of curriculum modification.

- **Review**

At North Gosforth Academy we have regular reviews of progress with parents and pupils.  These reviews occur once a term.  Baseline data and outcomes will guide the review conversation and any gaps can be identified and planned for.

## Referral for Statutory Assessment

Those students who continue to have significant difficulties will be referred for Statutory Assessment.  The Education and Health Care Plan (EHCP) covers the needs of 0-25 year olds.  The single plan will be supported by a new single assessment that involves professionals from all relevant services.  SENDCos can expect to be involved in contributing to the development and implementation of EHCPs from then onwards.

The application for an EHC plan will combine information from a variety of sources including:
- Parents
- Teachers
- SENDCo
- Pastoral/Support staff
- Educational Psychologist
- Other professionals, including health and social care.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

## 1.3 Consulting and involving pupils and parents

Young people with special educational needs often have a unique knowledge of their own requirements as well as views about what sort of help they would like in order to succeed.

At North Gosforth Academy, students will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their review and transition processes.  Their views will be sought at every stage and we shall encourage them to take responsibility for their own learning.

Partnership work with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential.  The academy recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

The academy will have regard to the SEND Code of Practice (January 2015) when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The school welcomes feedback from parents/carers, and will actively seek them early in the academic year through an online survey.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data

- The views and experience of parents

- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### Annual Review of Education, Health and Care plans (EHCP)

All Education, Health and Care plans will be reviewed at least annually to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the statement or plan.  The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

## 1.5 Supporting pupils moving between phases and preparing for adulthood

All children will be admitted to North Gosforth Academy, irrespective of their needs, where a placement is deemed appropriate working in accordance with national legislation.

Transition arrangements for a pupil with SEND are vital to ensure a successful move from feeder schools. The SENDCo will attend review meetings at primary schools and accrue as much information from parents/carers, schools and professionals in order to build up a profile of pupil support needs.

A bespoke transition programme will be arranged for pupils which include:

- joint primary/North Gosforth SENDCo meetings with parents and the child;

- a series of group or individual visits to familiarise students with the academy environment, including key staff and lunch and break times
- early identification of a key worker
- early development of support plans and targeted outcomes

When it comes to pupils moving on from North Gosforth we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We work closely with the Connexions service which can help planning for transition to post-16 destinations.

## 1.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality first teaching is our first step in responding to pupils who have SEND. The student's class teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCo will be consulted as needed for support and advice and may wish to observe the student in class.

We will also provide the following interventions:

- Numeracy programmes
- Literacy programmes, including Fresh Start phonics
- Lexia and Fresh Start Phonics
- Small group / 1:1 teaching
- Managing Emotions
- Social communication groups
- Lego and Play therapy
- Homework clubs
- Interventions guided by external agencies such as dyslexic and SALT team

## 1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 1.8 Additional support for learning

We have learning support assistants who are trained to deliver interventions such as Fresh Start Phonics and the NGA reading strategy. Learning Support Assistants will support pupils on a 1:1 basis and in small groups.

- LSA support is delivered in a variety of ways in order to help students make progress and develop increased levels of independence;

- When LSA support is needed in class it is allocated on the basis of student need as well as entitlement;

- Priority is given to providing support for students with an Educational Health and Care Plan. For most students, the need for support is greatest in the core subjects and those subjects with a high written language content;

- In KS3 and KS4, support is also provided in a range of ways at class level to other students who need it;

- The primary role of LSAs is to enable access to the curriculum, facilitate independent learning, and promote inclusion;

- LSAs perform a wide range of duties these include for example, supporting learners with literacy and numeracy.

- LSAs support the breakfast club; all students are entitled to a free breakfast and an LSA is present to support with any concerns or needs prior to the beginning of school.

- All students have access to extra curricular activities, students with SEND have additional opportunities available to them, with focus on social communication and interactions.


External agencies, such as the educational psychology service and the language and communication team are also utilised to ensure the correct support for learning is put in place; this includes training and CPD to staff.

We also have established 'The Support Room'. The environment was established to enable students who are facing difficulties to maintain their curriculum. It provides a caring and nurturing environment which allows students to explore barriers to their learning and also discover a love of learning.

The aims of the support room are to:

- Help students re-engage with their curriculum by helping them recognise their barriers to learning and giving them strategies to succeed in the classroom.
- Provide a safe place for our most vulnerable students in particular those with acute SEMH needs.
- Provide a safe place for our students to socialise and interact with LSAs, during social times.
- Host meetings for students who require re-integration to mainstream due to EBSNA.


Students may also be referred to the support room for the following reasons:

- Vulnerable students who may struggle to access lessons due to safeguarding/family circumstances or those who may be disapplied from subjects, to work on relevant curriculum tasks with the support of the SENDCo and LSAs.

- The support room may be used by students who have accessibility and medical issues to lessons which will allow them to complete work, provided by their subject teacher, to be completed.

## 1.9 Expertise and training of staff

Our SENDCO has worked as a class teacher, Transition Coordinator, Head of Year, Designated teacher for CIC and Lead Teacher for Pastoral Care.  She is due to undertake the National Award for Special Educational Needs, she is also a deputy designated safeguarding lead and a Mental Health Champion.   The SENDCo is allocated significant time each week to manage SEND provision.

We have a senior LSA who is an experienced member of the team; she coordinates and oversees the intervention programmes and has significant experience in a range of SEND needs.  We have a team of learning support assistants who have a wealth of experience working with young people with SEND.

We have a member of staff who is currently undertaking his Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A).

Recently, support staff have been trained in:

- Dyslexia and Fresh Start phonics
- Introduction to Childhood Experiences and Early Trauma
- Understanding Autism, Asperger's and ADHD
- Provision for students with ADHD
- Developing good autism practice
- Understanding behaviours that challenge
- Mental Health First Aid
- Language and Communication training, including Lego therapy

Whole staff training includes:

- Visual Impairment training
- Awareness of autism
- ADHD / ADD awareness and provision
- Language and Communication training

Training sessions booked in for whole staff awareness include:

- Awareness of sensory challenges in school and how to adapt teaching styles to ensure an inclusive teaching environment

We engage with a number of organisations that provide specific SEND training including the Autism Education Trust, The Communication Trust and NASEN.

## 1.10 Securing equipment and facilities

Our SENDCo is involved in contributing to the development and quality assurance of EHCPs, she is also part of a local authority working group looking at quality first teaching and inclusive practice.  The DfE is committed to introducing personal budgets from 2014 for families of children and young people who are eligible for an EHCP. SENDCos and head teachers will have key roles to play in partnership planning with families, so that budget expenditure used in school contexts is educationally appropriate.

## 1.11 Evaluating the effectiveness of SEN provision

The SENDCo, Miss Rachel M Smith, liaises with the Principal, Mr Pete Fox, and MAT SENDCos, and provides an annual report on the effectiveness of SEND provision to the Local Advisory Group.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- The progress made by students with SEND and their performance in internal assessments and nationally accredited tests and exams.
- Reviewing the impact of interventions after 6 weeks
- Using student and parent voice
- Monitoring of classroom practice by the SENDCo, Curriculum Leaders and the Senior Leadership Team.
- Using support plans and provision maps to measure progress
- Holding annual reviews for pupils with EHC plans


## 1.12 Enabling pupils with SEND to engage in activities available to those in the Academy who do not have SEND

Students with SEND should be educated with their mainstream peers and have full access to a broad and balanced curriculum with modifications to take account of their individual needs. Inclusivity also includes opportunities for social interaction, break and lunchtime activities as well as extra-curricular activities and trips. The promotion of social responsibility is encouraged throughout the academy.

In order to promote inclusivity and keep abreast of changes in SEND, the SENDCo will share information, resources and look for training opportunities and CPD for all members of staff as appropriate.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## 1.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the academy community
- Pupils with SEND are also encouraged to access the SEND Department to ensure they feel safe and have opportunities to build relationships with other pupils.

We have a zero tolerance approach to bullying.

The Learning Support Department work closely with the Pastoral and Attendance Team in the academy to ensure appropriate pastoral support arrangements are put in place.

We have dedicated emotional and social skills interventions in place which are delivered by staff.

## 1.14 Working with other agencies

Working collaboratively with external agencies and other schools is another way we ensure that provision for our pupils with SEND is effective. We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service
- Language and Communication Team
- Dyslexia / DyscalculiaTeam
- Locality teams
- CAMHS / CYPS
- Speech and Language Therapy
- Early Help and Family Partners
- Family Gateway
- CIC Teams (across all boroughs)
- Connexions
- Secondary Support / Local Inclusion Panels

This list is not exhaustive.

## 1.15 Complaints about SEND provision

The Trustees are responsible for ensuring that a complaint has been dealt with through the academy's specified Complaints Procedure. The Complaints Policy and Procedure can be accessed on the academy website or obtained from the Main Office. Initially, however, the academy always seeks to resolve any difficulties prior to, and avoiding the need for, the use of this procedure

- Any parent who is unhappy with SEND provision in the academy should first discuss their concerns with their son or daughter's Head of Year.
- If parents remain concerned, further discussion should take place with the SENDCo, or Headteacher, Mr Fox.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 1.16 Contact details of support services for parents of pupils with SEN

SENDIASS provide information, advice and support to young people and parents whose children have Special Educational Needs or Disabilities. They support parents, carers and young people on all aspects of the SEND framework to help them play an active and informed role in their child's education.

SENDIASS

North Tyneside

Telephone: (0191) 643 8317 | (0191) 643 8313
Email: sendiass@northtyneside.gov.uk

Northumberland

Telephone: (1670) 623 555

Email: iass@northumberland.gov.uk

Newcastle

Telephone: (0191) 211 6255

Email: sendiassadmin@newcastle.gov.uk


## 1.17 Contact details for raising concerns

All staff detailed here can be contacted via the main school office on (0191) 236 1700.

- Mrs Kate Holmes – Head of Year 7 / transition
- Mrs Emma Barton – Head of Year 8
- Mrs Eileen Race – Head of Year 9
- Mrs Ashley Elliott – Head of Year 10
- Mrs Vikki Carruthers – Head of Year 11
- Miss Rachel M Smith – SENDCo


## 1.18 The local authority local offer

Our Local Offer lets you understand how we support pupils with special educational needs and disabilities. It is an integral part of the Local Authority Local Offer.

We consult with parents and their families on our local offer by meeting with parents regularly at SEND Reviews, through parent surveys, at Parents' Evenings and academy events and at informal meetings prompted by staff, parents or external professionals.

The Local Authority publishes their arrangements for SEND. Further details are available in the Local Authority Local Offer:

North Tyneside

https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send

Newcastle

https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0

Northumberland

https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx

## 2. Monitoring arrangements

This information report will be reviewed by Miss Rachel Smith **every year**. It will also be updated if any changes to the information are made during the year.

## 3. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality action plan
- Managing medicines in school