



South Gosforth First School

'Roots to grow and wings to fly'

Annual SEN Report 2019-2020
Evaluating the Effectiveness of South Gosforth First School's
Provision for Pupils with SEND

The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

Context:

South Gosforth First School is set in the heart of a wonderful community of parents/ carers, extended families and of course a group of people not directly connected with the school as parents, but as interested parties. It is a school with a good reputation based on years of hard work. Families and school staff have invested significant energy and time to establish and develop strong, trusting relationships and positive communication that supports teaching and learning and this is evident in all we do each and every day.

South Gosforth First School has traditionally been a smaller than average school, but in September 2019 the school completed its expansion to be able to support 300 children. The expansion has involved a great deal of hard work to significantly improve the learning environment and we are proud to be able to offer our community a school that is light, bright, welcoming and fit for purpose; creating a motivational environment where we can all learn together. We would like our children to feel that each day will bring a new opportunity to learn in an interesting way, and that they can learn from adults and their peers as well as share their own knowledge and skills with others.

We are a proud member of the Gosforth Schools' Trust and work closely with these schools and the Local Authority to ensure the best provision for all of our children. South Gosforth First School operates its SEND provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures.

There are a number of reasons why a child may be identified as having SEND:

- They are having significant difficulty with their learning and are making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment.

At South Gosforth First School we strive to meet the needs of all the children in our care.

Every child has a right to access a broad, balanced and differentiated curriculum. We aim to ensure that all children reach their full potential, taking care to differentiate for their individual needs. We strive to help children build on their confidence and self esteem thus helping them to realise the important contribution they can make to their own learning, to the school community and eventually to the wider community. For all pupils at South Gosforth First School who have an additional need:

- We use Pupil Profiles which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of Pupil Profiles.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCO.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We use strategies to reduce anxiety/ promote emotional well-being.
- We ensure that our school activities and trips are accessible to all our SEN pupils.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- All staff have completed and continue to receive, 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 via the Newcastle Local Offer.
- We offer support to all pupils and parents during all periods of transition.
- We liaise closely with other schools at transition times to ensure that SEN pupil information is clearly communicated so that the move to the next school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

SEND Population in South Gosforth First School

Date: July 2020

Total number of learners on roll: 300

Number of learners with SEN: 12 (4% of school)

Number of learners at SEN support level: 11

Number of learners at High Needs level: 1 (EHCP with Band E funding)

Number of learners who are SEN and Pupil Premium: 0

Number of learners who are SEN and Pupil Premium Plus: 4

Number of learners who are SEN and EAL: 2

Number of learners who are SEN, Pupil Premium and EAL: 0

Number of learners in each year group:

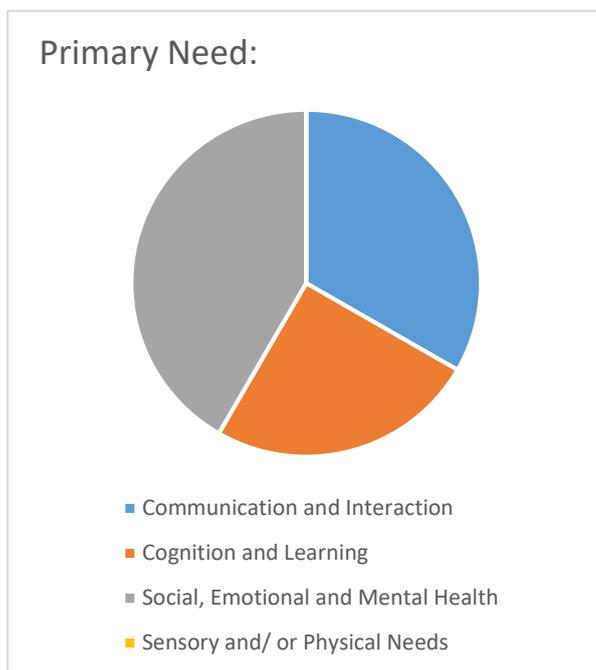
Reception: 1

Year 1: 1

Year 2: 4

Year 3: 4

Year 4: 2



In July 2020, 12 children were identified on the school SEND list. This covers a range of primary needs and represented 4% of the school population. 1 of these children had an EHCP with additional funding. These figures were below the national average which was 15.3% and below the local average for Newcastle upon Tyne which was higher at 15.8%. From the SEND population only 1 child has an EHCP and is receiving additional funding, although other children are currently being assessed. Nationally, 3.3% of children had an EHCP and in Newcastle this figure was 3.5%. Comparative national and local figures for First Schools are not currently available and this data is based on all schools including specialist provision. Although numbers of children on the SEND list have reduced those children on the list represent a complex array of needs and are supported by a large range of external professionals. There are also a number of children being monitored carefully and interventions being put into place by the SENCo due to their learning difficulties and Social, Emotional and Mental Health (SEMH) needs.

Funding:

In the financial year April 2018 - April 2019 the school received £68, 413.29 SEND funding of which £60,470 was notional funding. This increased to £72,799 in April 2019 - April 2020 with notional funding of £65,030 due to the additional numbers of children on roll. The school also received an additional £3000 for SEND support in September 2019 from the Local Authority. The breakdown of this funding is shared with Governors alongside the rationale behind the specific spending of this money. Some of the main purchases include:

- Staffing to support SEND children in accessing the curriculum and meeting their Pupil Profile targets.
- Additional resources to support specific interventions or reasonable adjustments.

- Local Authority SEND SLA at Bronze Level.
- Additional SEN School Effectiveness Team time as part of GST.
- 12 sessions were purchased with the Local Authority Educational Psychologist, although these were not all used due to restrictions as a result of COVID-19.

Data:

It is not possible due to COVID-19 to report attainment and progress data for pupils with SEN for the end of this academic year. As part of a recovery curriculum assessments will be completed in Autumn Term 2020 to gauge current levels of attainment and to support in implementing strategies to ensure all children make expected levels of progress.

Attendance:

Due to COVID-19 attendance data for the full year is not available for comparison as it would usually be. For the Spring Term period up to national lockdown attendance figures ranged between 86.7%-100% for children with SEN across the classes. In order to continue to promote attendance in school and to monitor any discrepancies between specific groups an attendance officer from Clennell Education Solutions, Claire Gardner, has been employed by the school for the equivalent of one hour per week. This will allow for direct work to be conducted with families who need support with school attendance as well as overseeing monitoring work.

Impact of COVID-19 :

All families of children with SEND were contacted regularly by the SLT, SENCo or Class Teacher following school closures on 20th March 2020. Additional support was signposted and resources shared with families as required. Regular discussions were held with the family of the child with an EHCP, alongside the L.A. and relevant professionals to determine the best placement for this child. This child did not initially attend school but then returned part-time. 7/11 SEND Support children attended school at least part-time during this period.

Exclusions:

There have been no fixed term exclusions of any SEND children during this period.

SEND access to extra-curricular activities and the wider curriculum:

South Gosforth First School works hard to ensure that children with SEND are fully involved in all aspects of school year. In November 2019 all children in Year 4 with SEND attended the residential visit to RobinWood with additional support arrangements where required.

Children with SEND were also encouraged to take part in a range of lunchtime and after school clubs from September 2019-March 2020 including:

- Lego Club
- Choir

- Book Club
- I-Pad Club
- Art Club
- Football
- Multi-skills
- Irish Dancing
- Hockey
- Dance
- Tae-Kwon-Do.

School Council includes 2 children from each class from Year 1 to Year 4. These children are voted for by their peers annually and may include children with SEND. School Councillors are responsible for attending meetings with Mr. Adams and Mrs. Whitehouse and giving the views of their class on the things they like in school and what they feel could be improved. Children are also chosen to represent the school at a number of Gosforth Trust events. Children with SEND are selected for these events alongside their peers.

Interventions:

School monitors carefully the impact of interventions and has clear entry and exit criteria. In addition, data for all year groups for Reading, Writing and Maths is submitted termly to the SLT which is then discussed at Pupil Progress Meetings to ensure all children are making expected progress or strategies are being put in place to support this. The SENCo and Year 4 teachers also work closely with Gosforth Central Middle School to discuss transition for those children moving up to ensure continuity of provision and support.

Interventions include:

- A variety of fine motor skills schemes to promote handwriting that involve big and small movements, finger and strengthening exercises (using pencils, chalks, paint and sand) and letter formation.
- Gross motor skills and sensory circuits to support the development of vestibular and proprioceptive systems as well as shoulder stability.
- Phonics activities to promote recognition of letter sounds and how these can be used to build words for reading and spelling.
- An interactive computer based programme called Nessy that targets reading, spelling and literacy skills.
- Circle Time and Social Skills activities to promote language, confidence, relationships and emotional resilience.
- Numicon maths which promotes a real understanding of the basics underlying all aspects of the Maths curriculum.
- Lego® Based Therapy Group which encourages teamwork and communication where each child must fulfil a specific role within the team of 3 to build a Blox kit successfully.
- Thrive 1:1 sessions to support the social and emotional development of each child following a plan created alongside parents/ carers.

Staff Training and Expertise:

CPD of all staff is an integral part of the school's approach to meeting the needs of the children in its care. These needs can change quickly and may be complex. As a result, the SENCo liaises with a wide range of external professionals, including L.A. professionals, Early Help Team and Social Workers, NHS provision, medical staff, private organisations and other schools to ensure each child receives the provision required to meet their needs. Appropriate training is acquired to deliver this.

Weekly staff briefings and a planned staff meeting programme allows for SEND to be discussed frequently and information shared. Fortnightly Leadership Team Meetings also regularly review SEND practices in school and consider emerging themes to be addressed, including staff deployment and training needs.

Due to the relatively high number of Previously-Looked After Children (7 children) in the school, a key focus this year has continued to be raising the staff awareness of being an Attachment Aware and Trauma Informed school. 2 members of staff have been trained as Thrive Childhood Licensed Practitioners and in addition, 2 members of staff have completed the Touchbase Attachment Aware Schools training at Level 6 and Level 4 respectively.

South Gosforth First School has also continued for a second year to be involved in the Breeze Forest School Project which is focused on promoting emotional wellbeing and is in collaboration with Scotswood Gardens and Newcastle University. A group of 7 children took part in weekly half-day sessions at Scotswood Gardens from September 2019-March 2020. As part of the project one T.A. has completed the Forest School Level 1 Award and one T.A. holds a Level 3 Certificate in Forest School Programme Leadership. In addition a T.A. and the SENCo attend Steering Group meetings for the Breeze Project.

All of the Leadership Team have received Designated Person Safeguarding Training and regular refresher sessions are delivered to staff by one of these individuals or Clennell Education Solutions.

The SENCo has completed the Master's-level National Award for Special Educational Needs Co-ordinator award at The University of Sunderland and graduated in November 2019.

The CPD needs of all staff is regularly discussed and training is provided to match the SDP, Subject Co-ordinator Action Plans and individual career progression.

Specific training attended September 2019-March 2020:

- Head Teacher, SENCo and SEND Governor attended L.A. Annual Inclusion Conference
- SENCo attended Designated Teachers (LAC) Network with Newcastle Virtual School
- SENCo and Head Teacher attended Raising Boys Achievement training with Gary Wilson
- Teaching staff received Mainstream Guidance Training and support completing new Pupil Profiles from SENCo
- SENCo and one T.A. attended SENTASS training entitled ' Practical strategies for working with children with communication and interaction needs'

- SENCo and EYFS Class Teacher attended training from Foundation Stage Forum on assessment of SEND children with significant needs
- Two T.A's attended SENTASS training on 'box time'
- SENCo attended school health training session based on exploring emotional health and well-being in the primary school
- Teaching staff trained on Talk for Writing by Head Teacher
- SENCo attended Independent SENCo Network at University of Sunderland
- One T.A. attended EEAST training session
- All staff received training on new Restorative Approach to Positive Behaviour Policy from SENCo
- SENCo attended half-termly SENCo Network Meetings with L.A. SEN Effectiveness Team
- SENCo attended termly Gosforth School Trust SENCo Meetings.

Working with Outside Agencies:

South Gosforth First School values the input that outside agencies can offer in terms of support and expertise. The SENCo liaises closely with these individuals and teams of professionals and frequently arranges meetings involving multiple agencies with school and parents/ carers so that a holistic approach can be employed when creating plans for children. School has also supported parent/ carers who have chosen to seek support from private organisations.

From September 2019 - July 2020 meetings have been held with these outside agencies or reports received and discussed to support children with SEND in school and at home:

- NHS Speech and Language Team
- NHS Occupational Therapy Team
- NHS Consultant Paediatrician
- NHS Paediatric Diabetes Specialist Nurse
- SENTASS Developmental Language Disorder (DLD) Team
- SENTASS Specialist Teacher for Communication and Interaction
- Local Authority Educational Psychologist
- Children and Young People's Services (CYPS) Team including Consultant Psychiatrist, Consultant Clinical Psychologist, Specialist Nurse and Care Co-ordinator and Nurse Practitioner
- Jigsaw Therapy Services Ltd. (Private Speech and Language Tutor)
- Adopt North East Social Worker and services they have commissioned through Adoption Support Fund
- Private Psychiatrist
- Dandelion Counselling (Private Psychotherapeutic Counsellor)
- ENABLE (Private OT provider)
- School Health Team
- Newcastle Special Educational Needs Information, Advice and Support Service (SENDIASS)
- Newcastle Virtual School

- SEND Advisor and Outreach Teacher funded by Foundation Stage Forum
- LA SEN School Improvement Team

The school acknowledges the value of all of these external professionals but is aware that some have a lengthy waiting list which can be a frustration for parents/ carers. School does all it can to minimise waiting lists and to offer support in the interim. However, it also supports the right for parents/ carers to seek private support and works with them as it would a L.A. or N.H.S. equivalent, including them in review meetings and providing access to school information and resources with the consent of the parents/ carers.

Pupils Views:

The views of those with SEND are considered when writing policies and reflecting on teaching and learning practices in school. Due to the age and understanding of those children with SEND it is not always possible or appropriate for them to attend review meetings. However, their views are recorded termly on their Pupil Profiles. which allows them to share their views. Learning walks around school, lesson observations and book scrutinies also consider this group of children and their thoughts are captured at these times and any recommendations discussed with the Leadership Team, Class Teacher and SENCo.

What pupils say...

"I love Art. I like English. I like playing with my friends at lunchtime and Games Club especially the marble run."

(Pupil Profile, Autumn Term 2020).

"I enjoy school because there are lots of people who I like and help me. This term I would like to get better at Maths, mainly division and times tables."

(Pupil Profile, Spring Term 2020).

Parents/Carers' Views:

Parent/carers' views are gathered in a range of different ways:

- Family Consultation Evenings
- Termly SEN reviews
- Parent questionnaires
- GST Inclusion Fair (postponed June 2020)

The views of parents and carers are very important to the school and these are collected regularly in a variety of ways including an annual questionnaire, informal feedback from coffee mornings and events in school, feedback forms following parent information sessions and an EYFS questionnaire completed early Spring Term regarding their child's first term at South Gosforth First School.

During SEND review meetings the thoughts of parents and carers are recorded on the Pupil Profile and as part of the minutes. In addition, paperwork required for an EHCP assessment asks parents to give their views in writing on the provision required for their child and their hopes for the future.

Parents/ carers of children with SEND are able to email the SENCo with their views and questions at any time. They are also able to make additional appointments to meet in school to discuss the progress of their child and any changes to provision and support. These meetings often involve outside agencies to allow all involved in the child's development to contribute to shared plans and provision to support each child in making progress.

Specific SEND parent/ carer questionnaires are sent out to all those who have a child with SEND annually. This was completed in July 2020 and 4 responses were received from a possible 12.

Feedback from July 2020:

1. My son/ daughter is happy at school.

Agree	Partly agree	Disagree	Don't know
4			

2. My child feels safe at school.

Agree	Partly agree	Disagree	Don't know
4			

3. My child is well supported at school.

Agree	Partly agree	Disagree	Don't know
3	1		

4. I think my child is making good progress.

Agree	Partly agree	Disagree	Don't know
3	1		

5. I feel my views are taken into account when reviewing the progress of my child.

Agree	Partly agree	Disagree	Don't know
4			

6. I am able to approach staff about any concerns I have about my child.

Agree	Partly agree	Disagree	Don't know
4			

7. I have sufficient contact with/ access to the SENCo (Mrs. Fields).

Agree	Partly agree	Disagree	Don't know
3	1		

Comments received alongside these scores have been collated for use in school in order to improve the provision offered but have not all been included in this report due to their personal nature.

What parents/ carers say...

“XXXX really enjoyed going to Forest School and I believe it helped him to build up friendships and in general improved his interaction with other children.”

(SEND Annual Questionnaire, July 2020).

“The leadership team and the Class Teacher at SGFS are an extraordinary group of people and have inspired XXXX to see himself as an individual who can excel with his own particular strengths and challenges. He has been encouraged to find his voice and use his increasing self-awareness, centred sense of self and emotional maturity to grow new friendships and abilities, and the renewed faith in him and refreshed environment with the new head teacher has given XXXX a second wind at SGFS. The increasing knowledge of SEND issues by the SENCo/Assistant Head Teacher and specific care she has given to XXXX, plus the interpretation of this within the classroom each day by his Class Teacher, has truly given XXXX ‘wings to fly’. At the point of leaving SGFS, we think he is in the best possible shape he could be to start the next chapter. We would like to put on record that we think your SEND support for XXXX in the last year has been transformative. THANK YOU.”

(SEND Annual Questionnaire, July 2020).

External validation of effectiveness:

The school received a short inspection visit from OFSTED on 21st March 2017. At this time the SENCo was also Acting Deputy Head. Leadership Team were asked about SEND in regards to data but there is no specific mention of SEND in the final report as this was not felt to be a line of enquiry for the Inspector. The school continues to be rated as ‘Good’ following this inspection. There were no OFSTED monitoring visits between September 2019- July 2020.

The school has a Governor with responsibility for SEND who meets with the SENCo regularly to get updates on SEND including data, use of funding and the impact of interventions. These visits are recorded by the Governor and include Learning Walks as well as discussions around paperwork kept. A summary of SEND work each term is also given at Full Governing Body meetings which are attended by the SENCo, who is also a Co-opted Staff Governor.

As part of the work with Gosforth Schools Trust SENCo group and the L.A SEN Effectiveness Team, SEN Reviews for all schools in the GST using the Newcastle SEND Review Framework were due to take place over a 2 year period (2018-2020). South Gosforth First School was

due to have their SEN Peer to Peer Review in the academic year 2019/20. However, due to COVID-19 restrictions, this has been postponed until next academic year.

What OFSTED says...

“Your ambition to ensure that you provide all pupils with the skills, self-confidence and positive attitude they will need to achieve their full potential is increasingly being met. The school’s aspiration to have ‘a warm loving heart’ informs the day-to-day life of the school. As a result, pupils and staff say they are proud to be at the school and welcome the changes you have introduced.”

“Lessons are fun and exciting and pupils feel well supported to improve their learning.”

(OFSTED, April 2017)

Next steps:

- Ensure transition arrangements are in place for September 2020 given restrictions as a result of COVID-19, including consideration of how SEND children continue to receive support whilst ensuring safe working practices.
- Development of the ‘Rainbow Room’ as a sensory space in school.
- Begin placement link with two psychotherapy students in school through the Northern Guild.
- Autism training for all staff with Autism Education Trust.
- Rearrange GST Inclusion Fair when safe to do so.
- Organise for appraisal of SEN in school using Newcastle SEND Review Framework.

Newcastle Local Offer:

Please follow the link below to access the Newcastle Local Offer for further information on services linked to SEN and Disability in Newcastle.

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

Jo Fields
SENCo
September 2020