



South Gosforth First School

'Roots to grow and wings to fly'

Annual SEN Report 2023-2024
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 a wider network of interested and supportive 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.

In September 2023, South Gosforth successfully extended provision with the addition of a school nursery, taking the approximate number of pupils on roll to 326. 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 visual or 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 discuss identified areas of need with parents, before agreeing support.
- We use a 'My SEND Support Plan' 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 'My SEND Support Plans', with meetings that take place termly.
- 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 learning are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENDCO / SENDCO Team.
- All school-related activities are evaluated and take into consideration inclusion and accessibility for SEND pupils.
- We use strategies to reduce anxiety and promote emotional wellbeing.
- We ensure that our school activities and trips are accessible to all our SEND pupils, carrying out risk assessments and considering accessibility for all.
- Teachers, support staff and academic mentors provide additional support when additional needs and intervention are identified.
- All staff 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 SEND 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, including through invitations to 'Inclusion Coffee Mornings' and SEND Drop In Sessions, where experiences and questions can be shared and discussed.

SEND Population in South Gosforth First School

Date: July 2024

Total number of learners on roll: 326

Number of learners with SEN: 29 (8.9%)

Number of learners at SEN support level: 22

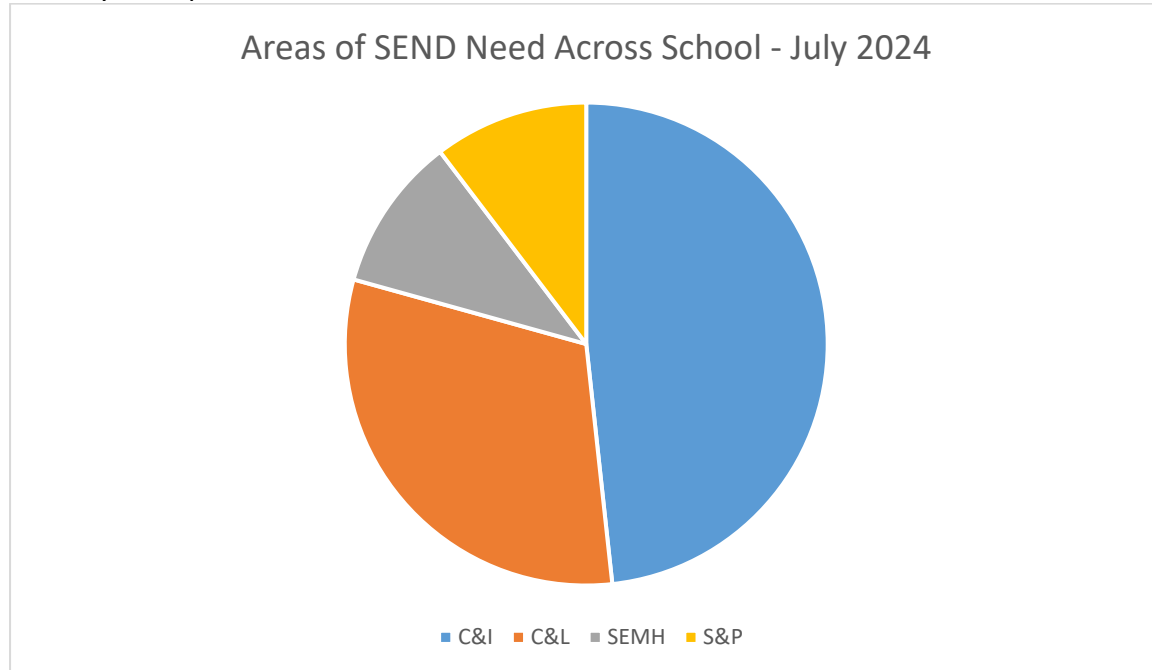
Number of learners at High Needs level (EHCP): 7 (2%)

Number of learners who are SEND and Pupil Premium: 3

Number of learners who are SEN and Pupil Premium Plus: 1
 Number of learners who are SEN and EAL: 5
 Number of learners who are SEN, Pupil Premium and EAL: 0

Number of SEND learners in each year group:

Nursery/Reception: 3 Year 1: 5 Year 2: 6 Year 3: 7 Year 4: 8



In July 2024, 29 children were on the school SEND register at SGFS. This covers a range of primary areas of need and represented 8.9% of our school population. 7 pupils on the SEND register had EHCPs (2% of the school population), with 3 of these children being in Year 4 who were moving on to middle school at the end of the academic year. These figures were below the average percentages for schools nationally which stand at 13.6% for pupils on the SEND register and 4.8% of pupils having EHCPs.

National data shows that 71.3% of children with an EHCP are male - This directly reflects our school cohort, where 100% of pupils with an EHCP in academic year 2023-2024 were also male. National and local figures for First Schools are not currently available (due to there being only a relatively small number of First Schools nationally), so this data is based upon all schools including specialist provisions.

The number of children on the SEND register has decreased slightly this year compared to last (29 children compared to 31 last year). Those children on the register have a vast array of different needs and are supported by a range of different mechanisms and professionals, both in terms of school staff as well as external agencies.

‘Communication and Interaction’ remains the main primary area of focus for SEND pupils at South Gosforth First School, with nearly half of the children (48%) having this identified as their main area of need.

‘Cognition and Learning’ is our second largest primary area of need, with 31% of our SEND pupils demonstrating moderate learning difficulties.

In addition to our pupils on the SEND register, a number of pupils remain on our 'monitoring list', where interventions and class observations from the SENDCo identify their level of need, before considering further steps and possible addition to the register at a later date. Monitoring and review of all of these pupils and their provision takes place continually throughout the school year.

Funding:

In the financial year April 2022 - April 2023 the school received £98,758 of SEND notional funding from Newcastle Local Authority. This has decreased increased academic year 2023-2024 to £92,751. A breakdown of this funding is shared with governors alongside the rationale behind the specific spending of this money. Some of the main investments into SEND pupils support include:

- Staffing to support high needs SEND children in accessing the curriculum and meeting their EHCP targets (1:1 support staff)
- Staffing to support SEND pupils with their 'My Support Plan' targets, both in class and as part of small group catch up and intervention sessions.
- Support provided for one pupil by 'LittleTalks' Autism behaviour specialists.
- Staff training to support staff in meeting the needs of SEND pupils.
- Additional resources to support specific interventions or reasonable adjustments.
- Additional SEND School Effectiveness Team time as part of GST.
- Funding for SEND pupils to access specific extra-curricular clubs and wider provision, including weekly Forest School provision for some of our pupils.
- Toucan and 'Stomping Grounds' bespoke curriculum package for one SEND pupil.
- 12 sessions were purchased with a Private Educational Psychologist (Sarah Brook), who supported a number of pupils across school and their families last year, as well as writing detailed reports and carrying out whole-school staff training.

Data:

Nursery and Reception

There were two children in Nursery and one child in Reception on the SEND register in 2023-2024. Two of these pupils had a high level of needs and have ended up being given an Education, Health and Care Plan from the local authority towards the end of the academic year. One of these children has also repeated Reception year during this current year and both of these children have a specific adult allocated to them due to their high level support needs. Due to the needs of these specific pupils, neither of them were able to reach expected standards in Reading, Writing or Maths or achieve the Early Learning Goal, however, both of these children made huge amounts of progress in a number of other ways which isn't necessarily reflected in school data.

The one other child in Nursery who was on the SEND register for 'Sensory and Physical' needs, was able to achieve age related expectations in Literacy, Maths, Communication and Language and Personal, Social and Emotional development.

Year 1 to Year 4

Attainment

In Years 1 to Year 4, 52% of SEND pupils achieved at least age-related expectations in Reading, 41% in Writing and 48% in Maths. Writing continues to be the area of the curriculum where many of our pupils from across school find the most challenging and this is also true of our SEND pupils. We have recently made some amendments to our Writing curriculum with a more intensive focus on basic skills and ensuring that our children have strong grasp on accurate sentence transcription before moving on to composition and effect. We are confident that the amendments we have made to our curriculum will support more of SEND pupils in particular and lead to improved outcomes for this pupil group – This data will be shared termly with governors and other key stakeholders.

For our pupils who did not reach age-related expectations, catch up and interventions were delivered by a highly skilled, trained teacher in order to support them to make progress from their relative starting points in their specified areas of focus.

Progress

For our SEND pupils during the academic year 2023-2024, in Reading:

100% of SEND pupils made expected progress from their relative starting points. 40% of SEND pupils made accelerated progress from their relative starting points.

In Writing:

100% of SEND pupils made expected progress from their relative starting points. 25% of SEND pupils made accelerated progress from their relative starting points.

In Maths:

92% of SEND pupils made expected progress from their relative starting points. 20% of SEND pupils made accelerated progress from their relative starting points.

Attendance:

Attendance of SEND pupils at SEND support level in academic year 2023-2024 stood at 97%. For pupils with an EHCP, attendance was 85.5% (however, this includes one pupil on a partial timetable who is awaiting a place in a specialist provision and another pupil who is educated offsite and has a 'bespoke curriculum' provided by the LA. This particular child has just been granted an EOTAS package from the LA in September due to having such complex learning needs. These 2 children have contributed towards this particular attendance figure which is why this stands at below 90%).

Senior leaders in school work very closely with families who have SEND children as soon as attendance figures start to fall and we put a range of reasonable adjustments and strategies in place to manage this accordingly and get these children into school – These measures which we put in place have clearly worked well last academic year and have led to improvements in attendance percentages for this particular pupil group. As well as this, we also employ an attendance officer from Clennell Education Solutions, Paul Coulson, who comes to work with us once per fortnight. During his time in school he monitors attendance figures in detail, identifies trends and works alongside the office staff and Head Teacher to support families directly with all things relating to attendance.

Exclusions:

There was one fixed term exclusion of one pupil with SEND during the academic year 2023-2024.

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 life, including extra-curricular provision and other important enhancements. In January 2024 all children (with the exception of one) in Year 4 with SEND attended the residential trip with additional support arrangements in place where required. This was a three-day residential at Robinwood Outward Bounds Centre. Meetings with parents were arranged and agreed plans and reasonable adjustments were put in place for specific pupils to ensure that they felt well supported and able to access the activities during the visit. Two children with EHCPs did not attend the residential visit at the request of their families due to their specific high-level needs and ability to access the activities on offer.

Children with SEND were also encouraged to take part in a variety of clubs made available throughout the year, from Chimney Sweep drama to both girls' football and boys' football, as well as an after school project around emotional resilience and self confidence which was run by Gosforth Civic Theatre.

85% of SEND pupils accessed extra-curricular provision at some point last year – An agreed quota of these clubs for SEND pupils were funded by school for all activities which were run by external providers.

Interventions & Catch Up Programmes:

Delivering effective 'Quality First Teaching' across school is our main approach to providing all of our children with the tools which they need to succeed and make progress. However, for our pupils who require additional support, school staff deliver a range of targeted catch up and intervention programmes which are designed to support in a range of different areas. School staff and senior leaders carefully monitor the impact of these intervention and catch up programmes and make appropriate refinements and adaptations to these as necessary to ensure that the support provided is meeting the needs of all learners and enabling them to make progress. Attainment and progress data for all year groups for Reading, Writing and Maths (as well as other key areas in EYFS) is submitted termly on our school online tracking system 'Insight'. This data is carefully analysed and then used to inform clear and structured plans of support to ensure that all children across school are making expected progress from their relative starting points. The SENDCo Team and Year 4 teachers also work closely with our feeder school, Gosforth Central Middle School to discuss transition for those children moving up to ensure that continuity of provision and support remains in place as they move to a new school.

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.
- Sensory diet programmes, which have been advocated by private OT providers (for example, Sensory Worx, Treetops).
- ‘Little Wandle’ 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 based around restorative and relational practice to promote language, confidence, relationships and emotional resilience.
- A relational play approach in EYFS for developing pupils’ socialisation and interaction skills
- Numicon maths which promotes a real understanding of the basics underlying all aspects of the Maths curriculum.
- ‘Mastering Number’, ‘Number Sense’ and ‘Counting Collections’ were also used to support Maths teaching approaches and delivery across school.
- Boxall Nurture Groups to support pupils with a range of core skills, including social interactions, emotional and mental health.

Staff Training and Expertise:

Delivery of high-quality CPD for staff is an integral part of the school’s approach to ensuring that the staff who work with SEND pupils are well equipped to manage their needs and delivering effective, evidence-based support. The needs of children can change rapidly and may be complex. As a result, the SENDCO / SENDCO Team liaises with a wide range of external professionals, including LA professionals, Early Help Team and Social Workers, NHS staff, medical staff, psychologists and other private organisations and other schools to ensure that each child receives the provision required to meet their needs.

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

South Gosforth First School also continued for a fifth 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. 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, the lead T.A. and the Head Teacher 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 CPD needs of all staff are regularly discussed and training is provided to match the SDP, Subject Co-ordinator Action Plans and individual career progression targets.

Specific Staff Training Attended in Relation to SEND and Meeting Specific Needs of Pupils:
September 2023-July 2024:

- Senior Leaders – Half Termly ‘Team Around the School’ Meetings with a range of professionals who advise on SEND and Safeguarding provision
- Head Teacher receives half termly supervision meetings with a social worker (Vicky Reid) to discuss SEND and Safeguarding needs across school
- All staff accessed training from Dan Tolan (Clennell Education Solutions) on safeguarding practices, with additional guidance on supporting vulnerable learners and effectively safeguarding alternative provisions
- Whole Staff Training from the Local Authority SEMH Team on effective practice when supporting pupils with their SEMH needs
- Whole staff team training from David McLeod (Local Authority Autism Consultant) around supporting children with Autism
- Whole staff team training from the ‘OPAL’ Team around supporting children with effective play and socialisation strategies
- Senior Leaders accessed training from the Local Authority Early Help Team on how to implement an Early Help Plan
- SENDCO accessed Local Authority training on supporting pupils with Autism
- Teaching staff accessed training from School Nurture Lead on using The Boxall Profile and nurture principles across school
- SLT termly visits from the attendance team to support pupils who may have lower attendance (including SEND pupils, particularly around EBSNA)
- Staff accessed training from SENDIASS during an inclusion coffee morning on SEND practices and procedures and how to best support parents and carers
- Senior Leaders accessed the ‘Linking Leaders’ programme of support, which had a focus on how to best support vulnerable learners across school
- Teaching staff supported by Literacy Consultant, Eve Morton, on effective planning for Writing for all pupil groups
- Teaching staff received training on new writing curriculum which focuses on the mastery of basic skills before moving on to more complex areas and composition
- Support staff accessed drop-in session support from the local authority SEMH Team on how to support pupils effectively to manage their emotions
- SENDCO accessed local authority training on supporting pupils to manage anxiety
- All staff accessed PREVENT training (with a focus on vulnerable learners) from Gail Forbes (Local Authority)
- Teaching staff accessed GST Year Group meetings (twice in the year) where good practice around SEND was shared with all
- Head Teacher accessed ‘Rethink Formulation’ training – A structured approach to supporting families with additional needs
- Teaching staff all accessed training from Julian Hughes (GEM Education) on online safety for all pupils
- Teaching staff accessed training from Mental Health Lead (RA) on Restorative and Relational Practice
- All staff took part in ‘Teacher Learning Communities’ which focused on effective provision to meet the needs of all learners – Throughout the academic year

- SLT took part in 'PACE' Training sessions across Spring Term
- Teaching staff accessed training from Verity Groot (West Jesmond Primary) around effective practice in supporting EAL learners
- All staff accessed training from Nikki Cook around dyslexia and supporting pupils with SEND
- SENDCO / SENDCO Team attended GST and city-wide termly SENDCO network meetings
- Teaching staff accessed training from John Quinn around the importance of relational play
- Teaching staff attended a range of CPD provided by Benton Park Primary School around effective task design and adaptive teaching strategies for pupils with additional needs
- Rob Adams, Rachael Blackburn, Catherine Burnett and Amanda Logan – DSL refresher training
- Teaching staff accessed Maths Mastery training with Richard Brown

Working with Outside Agencies:

South Gosforth First School values the input that outside agencies can offer in terms of support and expertise. The SENDCO / SENDCO Team 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 parents and carers who have chosen to seek support from private organisations.

From September 2023 - July 2024 school has worked alongside the following agencies:

- 'Little Talks' – Autism Behaviour Support
- Janice Butterworth and Carol Parry – Private Psychotherapists ('National Guild of Psychotherapists')
- Bernadette Mein – Private School Nurse ('My School Health')
- Sarah Brook – Private Educational Psychologist (ASK Psychology)
- Amelia Taylor – Private Educational Psychologist (ASK Psychology)
- The Toby Henderson Trust
- Autism North East
- NHS Speech and Language Team
- NHS Occupational Therapy Team
- NHS Consultant Paediatrician
- David McLeod – Local Authority Autism Consultant
- Alison Cairns – Vulnerable Learner Offer (Clennell Education Solutions)
- SENTASS Developmental Language Disorder (DLD) Team
- SENTASS Specialist Teacher for Communication and Interaction
- Nicki Cook – SpLD teacher appointed through ASAP to support pupils with Dyslexia and Dyscalculia
- Bekki Best - Local Authority Educational Psychologist
- Children and Young People's Services (CYPS) Team
- Treetops and Sensory Worx – Private Occupational Therapy provider
- School Health Team

- Newcastle Special Educational Needs Information, Advice and Support Service (SENDIASS)
- LA SEND School Improvement Team
- Hearing Impairment Team
- Vision Impairment Team
- Complex Neurodevelopmental Disorder Service (CNDS)
- Toucan Education
- Stomping Grounds – Private forest school provider

The school acknowledges the value and input 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 from private providers which the school funds from its own SEND budget (ASK Psychology etc). However, school also supports the right for parents and carers to seek private support and works with them as it would an 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 family.

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 fed into their 'My SEND Support Plans' by class teachers and we frequently gather their ideas and opinions through pupil voice initiatives. Learning walks around school, lesson observations and book scrutinies also focus this group of children and their thoughts are captured at these times and any recommendations are discussed with the Leadership Team, Class Teachers and SENDCo for implementation into school practices and procedures.

Pupil questionnaires and Pupil Voice have also been carried out by the school SENDCo during the Autumn and Summer terms. This identified areas that pupils with SEND feel well supported in, as well as areas for further development. Conversations with both pupils and parents in summer term highlighted in particular the positive impact that OPAL has had on a number of pupils with SEND. We hope to continue to build on this in the new academic year.

Parents/Carers' Views:

The views of parents and carers are very important to the school and these are collected regularly in a variety of ways. Parents and carers' views are gathered in a range of different ways:

- During Family Consultation Evenings
- During Termly SEND reviews
- Through Parent questionnaires (including SEND annual questionnaire and general parent questionnaire)

During SEND review meetings the ideas and opinions of parents and carers are taken into account and all 'My Support Plans' are co-produced alongside them so that everyone has a clear sense and ownership over the key areas of focus. In addition, paperwork required for an ASAP application or EHCP assessment asks parents to give their views in writing on the provision required for their child and their hopes for them for the future.

Parents and carers of children with SEND are able to contact the SENDCO, Head Teacher, Deputy Head Teacher or their child's class teacher with their views and questions at any time and there is very much an open-door policy for this. They are also able to make additional appointments to meet in school to discuss the progress of their child and any changes or refinements which need to be made to provision and support to ensure that the initiatives in place are having a positive impact on pupils. These meetings often involve outside agencies to allow everyone involved in the child's development to contribute to shared plans and provision to support each child in making progress.

Below summarises feedback from the annual SEND questionnaire, sent to all families of SEND pupils. 10 responses were received from a possible 29 (this is a lower response rate than last academic year). Some questions were shared as multiple choice 'tickbox' answers and other questions were more open, where parents and carers had the option to give further information and feedback. A full summary of responses is attached (appendix A).

Most of the time, my child is happy at school

Agree	Partly agree	Disagree	Not sure
7	3		

My child feels safe at school

Agree	Partly agree	Sometimes	Rarely	It depends
8	2			

My child is well supported at school

Agree	Partly agree	Disagree	Not sure
8	2		

I think my child is making good progress

Agree	Partly agree	Disagree	Not sure
8	2		

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

Agree	Partly agree	Disagree	Not sure
7	3		

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

Agree	Partly agree	Disagree	Not sure
9	1		

I have sufficient contact with / access to the SENDCO (Miss Rutherford) and/or class teacher

Agree	Partly agree	Disagree	Other
5	5		

Comments received alongside these scores have been collated for use in school in order to improve the provision for SEND pupils. Some suggestions for how SEND provision could be improved in school include ideas around introducing whole class sensory breaks for children, making changes to the statutory EHCP process and the waiting times for this, arranging more regular meetings to discuss SEND pupils' progress (we currently do this twice per term in Autumn and Spring Term and once in Summer Term), keeping staffing consistent in year groups to minimise disruption to pupils and delivery of catch up and interventions in quieter rooms across school. There were further comments around being more flexible with start times for specific SEND children who may struggle to arrive punctually every day due to their mental health and sensory needs as well as the time which the inclusion coffee mornings are scheduled as some parents and carers find it hard to attend these during the school day.

Some positive comments from Parents and Carers:

Parent & Carer comments from the Annual SEND Questionnaire 2024:

"Thank you for running the coffee mornings for parents – They are interesting and informative"

"No improvements from us at the moment- I have been very impressed with the care my son has received at SGFS"

"Our child has relatively light SEND needs, but the Nurture Club has been really good."

"No improvements to suggest. We feel that staff work hard to help meet the needs of our child as best as they can"

External Validation of Effectiveness:

The school received an inspection visit from OFSTED on 28th and 29th June 2022. At this time, the SENDco responsibilities were shared between the Early Years Lead and Key Stage 1 Lead, who had taken over the role temporarily in February 2022.

The OFSTED inspection report highlights that, *"Teachers support pupils with SEND needs well to access the curriculum. Recent changes have sharpened the identification of pupils with SEND to ensure their needs are met. This includes one-to-one adults support, nurture time and providing a bespoke curriculum to pupils who need it"*.

The school continues to be rated as 'Good' following this inspection.

A summary of SEND work is also given at termly Full Governing Body meetings.

What OFSTED Says...

“This is a school where leaders strive to provide pupils with the very best start in life. This is captured by the school motto, ‘Roots to Grow, Wings to Fly’.”

“Parents also value the care and support that the school provides for their children. This continued throughout partial school closures during the COVID-19 pandemic.”

(OFSTED, June 2022)

Next Steps:

- SENDCO, Kate Rutherford, to return from maternity leave and have a robust handover from the Acting SENDCO Team in June 2025.
- SENDCO, Kate Rutherford, to explore options for National SENDCO Qualification
- To redeploy support staff each afternoon to deliver rigorous catch up and intervention sessions and ensure that these staff have adequate training and resources to deliver these sessions effectively
- To implement changes to the staff appraisal process to develop staff accountability and introduce a tighter focus on vulnerable learners
- To train senior leaders in coaching strategies in order to develop staff skills and improve their own practice in relation to SEND provision
- SENDCO Team to arrange further ASD training, provided by David Macleod, to offer support across school with our primary area of need
- To diversify the times of ‘Inclusion Coffee Mornings’ in order to enable more parents and carers to access these
- To continue to provide support for the social, emotional and mental health needs of SEND pupils and their families through counselling services and the private school nurse
- To develop a more rigorous tracking system for SEND pupils who are significantly below national expectations
- To continue to work alongside our private educational psychologist, Sarah Brook, and other members of the ASK Psychology Team (including Occupational Therapists) to offer our children and families specific and targeted support which meets their needs
- To continue to embed our new systems and procedures for involving parents and carers in the creation of targets on ‘My Support Plans’, as well as gathering specific evidence in order to review and inform next steps for SEND pupils
- To continue to develop the use of ‘The Boxall Profile’ in assessing and evaluating our pupils’ SEMH needs
- To develop an in-house Forest School activity offer, led by our fully trained Forest School Leader
- To work with the Local Authority SEND Team to complete an external review of SEND provision in school
- To further develop staff knowledge and awareness of good practice in relation to SEND through extended CPD opportunities

- To further develop the sensory space in school to make sure that our children who require this provision have access to a 'sensory diet' which will help them to access the curriculum

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>

Rob Adams
Head Teacher and Acting SENDCO Team Member
October 2024