



**South Gosforth First School**

*'Roots to grow and wings to fly'*

**Annual SEND Report 2022-2023**  
**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.
- 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 well-being.
- 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' where experiences and questions can be shared and discussed.

### **SEND Population in South Gosforth First School**

**Date: July 2023**

Total number of learners on roll: 300

Number of learners with SEN: 31 (10.3%)

Number of learners at SEN support level: 26

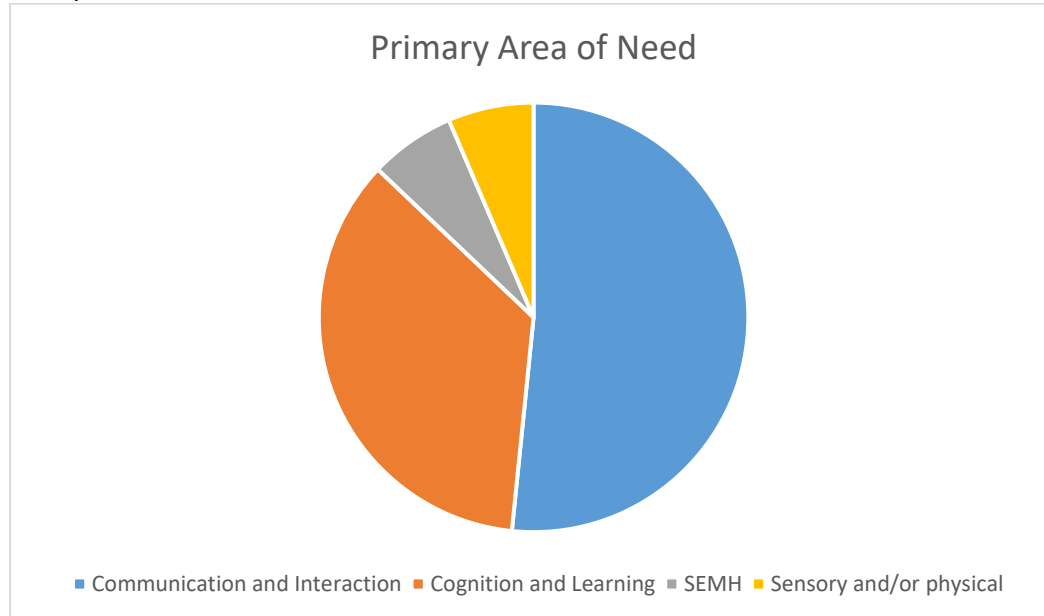
Number of learners at High Needs level: 4 pupils with an EHCP (1 further EHCP finalised July)

Number of learners who are SEN and Pupil Premium: 1

Number of learners who are SEN and Pupil Premium Plus: 0  
 Number of learners who are SEN and EAL: 3  
 Number of learners who are SEN, Pupil Premium and EAL: 0

Number of learners in each year group:

Reception: 5      Year 1: 5      Year 2: 6      Year 3: 6      Year 4: 8\*



In July 2023, 31 children were identified on the school SEND list, with one pupil in year 4 added late in July 2023, ahead of transition to middle school. This covers a range of primary needs and represented 10.3% of the school population. 4 pupils on the SEND register had EHCPs, with 1 pupil's new EHCP being finalised in late July, taking this figure up to 5 for September 2023. These figures were below the national average, which recorded the number of pupils with SEND and an EHC Plan has risen by 9% (to 33%) since July 2022 (4.3% total population). This year was the first year that data was collected for gender, with national data showing 71.8% of children with an EHCP are male. This is an accurate reflection of our school cohort, where 100% pupils with an EHCP are male. national and local figures for First Schools are not currently available and this data is based on all schools including specialist provision.

Numbers of children on the SEND list have increased again this year. Those children on the list represent a complex array of needs and are supported by a large range of external professionals. Communication and Interaction remains the main primary area of need for SEND pupils at South Gosforth, with all but one of our pupils with an EHCP having Communication and Interaction identified as their primary area of need. Cognition and Learning is our second primary area of need, however 6 of the 11 pupils with this as their primary area were in year 4 and therefore transitioning to middle school. In addition to this, a number of pupils remain on the monitoring list, where interventions and class observations from the SENDCo identify their level of need, before considering further steps. Monitoring and review takes place continually throughout the school year.

## **Funding:**

In the financial year April 2021 - April 2022 the school received £93,967 notional funding. This increased for April 2022 – April 2023 to £98,758. A 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 (1:1 support staff)
- Support provided for one pupils by LittleTalks Behavioural Specialist.
- 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 alternative provision for one pupil.
- 14 sessions were purchased with the Local Authority Educational Psychologist, who support a number of pupils and their families last year, as well as carrying out whole-school staff training and presenting at an Inclusion Coffee Morning.

## **Data:**

Of the children in Reception on the SEND register, 80% of children achieved expected standards in reading, writing and maths by the end of the year. One child was disapplied from the process. PSED (Physical, Social and Emotional Development) was the area where pupils with SEND struggled the most, with only 40% meeting all goals (self-regulation being a particularly challenging area).

In years 1-4, 57% pupils achieved at least age-related expectations in maths, 28% in writing and 55% in reading. We are aware that writing is the area of the curriculum that our SEND pupils find most challenging and changes to our English planning will hopefully better support pupils with their development and progress.

For pupils who did not reach age-related expectations, interventions were in place to support them to make expected progress in reading, writing and maths.

For our SEND pupils during last academic year, in Reading:  
43% of SEND pupils made expected progress from their relative starting points. 48% of SEND pupils made accelerated progress from their relative starting points.

In Writing:  
67% of SEND pupils made expected progress from their relative starting points. 24% of SEND pupils made accelerated progress from their relative starting points.

In Maths:  
43% of SEND pupils made expected progress from their relative starting points. 48% of SEND pupils made accelerated progress from their relative starting points.

### **Attendance:**

Attendance of SEND pupils at SEND support level was at 95.7%. For pupils with an EHCP, attendance was 86.7% (which includes one pupil on a partial timetable). In order to maintain and continue to promote this high level of attendance in school, an attendance officer from Clennell Education Solutions, Jan Gherkin, has been employed by the school for the equivalent of one hour per fortnight. This time allows for direct work to be conducted with families who may need additional support with school attendance, as well as overseeing monitoring work of specific groups and individuals.

### **Exclusions:**

**550 reading, 27 writing, 57% maths**

There has been 1 fixed term exclusion of one pupil with SEND.

### **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. In January 2023 all children (bar one) in Year 4 with SEND attended the residential with additional support arrangements where required. This was a three-day residential at Robinwood. Meetings with parents and agreed plans were put in place for two pupils to ensure they felt comfortable and support during the residential. One child with SEND did not attend the residential, however they were very new to the school at the time and not yet settled.

Children with SEND were also encouraged to take part in a variety of clubs made available throughout the year, from Chimney Sweep to both girls' football and boys' football.

SEND children were chosen alongside their peers during the academic year 2022-2023 to represent the school in No Voice Too Small, performing a speech at Newcastle Civic Centre.

Approximately 80% of SEND pupils accessed extra-curricular provision at some point last year. This was funded by school for external providers, whereas some clubs were provided by staff.

### **Interventions:**

School carefully monitors 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 SENDCo 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.
- Sensory diet programmes, which have been recommended by private 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 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.
- Boxall Nurture Groups to support pupils with a range of core skills, including social interactions, emotional and mental health.

### **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 SENDCo liaises with a wide range of external professionals, including LA 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.

Staff briefings and a planned staff meeting programme allows for SEND to be discussed frequently and information to be 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.

South Gosforth First School has also continued for a fourth 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 is regularly discussed and training is provided to match the SDP, Subject Co-ordinator Action Plans and individual career progression.

Specific training attended September 2022-July 2023:

- All teaching staff - T4W training with Eve Morton (whole-group and individual year group meetings\_
- Rachael Blackburn, Jill Stone, Aminah Anwar and Lois Swinbourne – Nurture UK accredited training over 3 days.
- All staff – ASD training with David Macleod, focusing on PDA.
- All staff – Reading and Phonics staff meeting led by Catherine Burnett
- Rob Adams, Rachael Blackburn, Catherine Burnett and Amanda Logan – DSL refresher training
- All staff – Positive Handling Training
- All staff – PACE approach training with Sarah Brook
- All staff – well-being training with Sarah Brook
- All teaching staff – Maths Mastery training with Lindsey Hassan
- Rob Adams and Kate Rutherford – Descriptors of Need training
- Kate Rutherford – regular updates and training through SEND networks

### **Working with Outside Agencies:**

South Gosforth First School values the input that outside agencies can offer in terms of support and expertise. The SENDco 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 2022 - July 2023 meetings have been held with these outside agencies or reports received and discussed to support children with SEND in school and at home:

- ‘Little Talks’ – Autism Behaviour Support
- Janice Butterworth and Carol Parry – Private Psychotherapists (‘National Guild of Psychotherapists’)
- Jane Crudace – Private School Nurse (‘My School Health’)
- Sarah Brook – Private Educational Psychologist
- The Toby Henderson Trust
- Autism North East
- NHS Speech and Language Team
- NHS Occupational Therapy Team
- NHS Consultant Paediatrician
- 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
- 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
- CNDS
- Toucan Education
- Stomping Grounds – private forest school provider

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 fed into their 'My SEND Support Plan'. 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 SENDCo.

Pupil questionnaires and Pupil Voice will also be carried out by the school SENDCo during the first term. This will identify areas that pupils with SEND feel comfortable with, 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:**

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

- Family Consultation Evenings
- Termly SEND reviews
- Parent questionnaires (including SEND annual questionnaire, well-being)

The views of parents and carers are very important to the school and these are collected regularly in a variety of ways. During SEND review meetings the thoughts of parents and carers are taken into account and all 'My Support Plans' are co-produced with parents/carers. 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 the future.



Parents/ 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. They are also able to make additional appointments to meet in school to discuss the progress of their child and any changes that need to be made 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.

Below summarises feedback from the annual SEND questionnaire, sent to all families of SEND pupils. 15 responses were received from a possible 31. Based on feedback provided last academic year, questions were altered slightly, with options to provide further information to responses. 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
9	6	0	0

My child feels safe at school.

Agree	Partly agree	Sometimes	Rarely	It depends
14	0	1	0	0

My child is well supported at school.

Agree	Partly agree	Disagree	Not sure
12	3	0	0

I think my child is making good progress.

Agree	Partly agree	Disagree	Not sure
9	6	0	0

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

Agree	Partly agree	Disagree	Not sure
14	1	0	0

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

Agree	Partly agree	Disagree	Not sure
15	0	0	0

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

Agree	Partly agree	Disagree	Other
12	3	0	0

Comments received alongside these scores have been collated for use in school in order to improve the provision offered. When asked what factors impact on your child's happiness in school, references to work difficulties, social interaction and support were most popular.

When asked if there were any further developments parents and carers would like to see, access to more support, including for parents, and additional support for transition were referenced the most.

### **What Parents/ Carers Say...**

Parent/Carer comments from Annual SEND Questionnaire sent out in July 2023:

*“Thank you for the great staff and their dedication.”*

*“I think SGFS is moving in the right direction in terms of SEND provision. Things that make the school more inclusive for kids with SEND will almost always increase wellbeing of all kids....I hope school will keep working towards improvements.”*

*“I've been very impressed with the level of compassion and dedication that Mrs Rutherford has provided us as the SENCO. This has been a real step change in the level of support from the school and we are particularly impressed with her transparency and communication.”*

### **External Validation of Effectiveness:**

The school received an inspection visit from OFSTED on 28<sup>th</sup> and 29<sup>th</sup> 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 each term is also given at 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 to explore options for National Qualification
- SENDCo to access ASD training, provided by David Macleod, to offer support across school with the main area of need
- Continue to provide support for social, emotional and mental health needs of SEND pupils and their families through counselling services and the private school nurse
- Academic mentor to run catch up sessions with SEND pupils
- To continue to work alongside David McLeod and our private educational psychologist, Sarah Brook, to offer our children and families specific and targeted support which meets their needs
- To continue to embed 'Inclusion Coffee Mornings' for the SEND community
- To explore more opportunities for our families to network and access support in relation to SEND and inclusion
- 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 become a national nurturing school and train staff in how to use 'The Boxall Profile' to assess children's social, emotional and behavioural needs, alongside the development of a 'Nurture Space' called 'The Nest'.
- 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 provision and practice in relation to SEND through CPD opportunities
- To consider the development of a sensory space in KS2, providing calm spaces for pupils as they transition through South Gosforth.
- SENDCo to liaise with new SENDCo at Gosforth Central Middle School to discuss and plan earlier, more frequent transitions
- SENDCo to train staff on the Descriptors of Need documents and begin to use these across school to support identification of need

### **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>

**Kate Rutherford**  
**SENDCo**  
**October 2023**