



South Gosforth First School

'Roots to grow and wings to fly'

Annual SEN Report 2021-2022
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.

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. In September 2023, we look to extend this provision further with the addition of a school nursery. 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 a 'My SEN 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 SEN Support Plans'.
- 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 SENDco.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.
- We use strategies to reduce anxiety/ promote emotional well-being.
- We ensure that our school activities and trips are accessible to all our SEND 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 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.

SEND Population in South Gosforth First School

Date: July 2022

Total number of learners on roll: 300

Number of learners with SEN: 21 (7%)

Number of learners at SEN support level: 16

Number of learners at High Needs level: 4 pupils with an EHCP (3 further EHCs in process)

Number of learners who are SEN and Pupil Premium: 2

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

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:

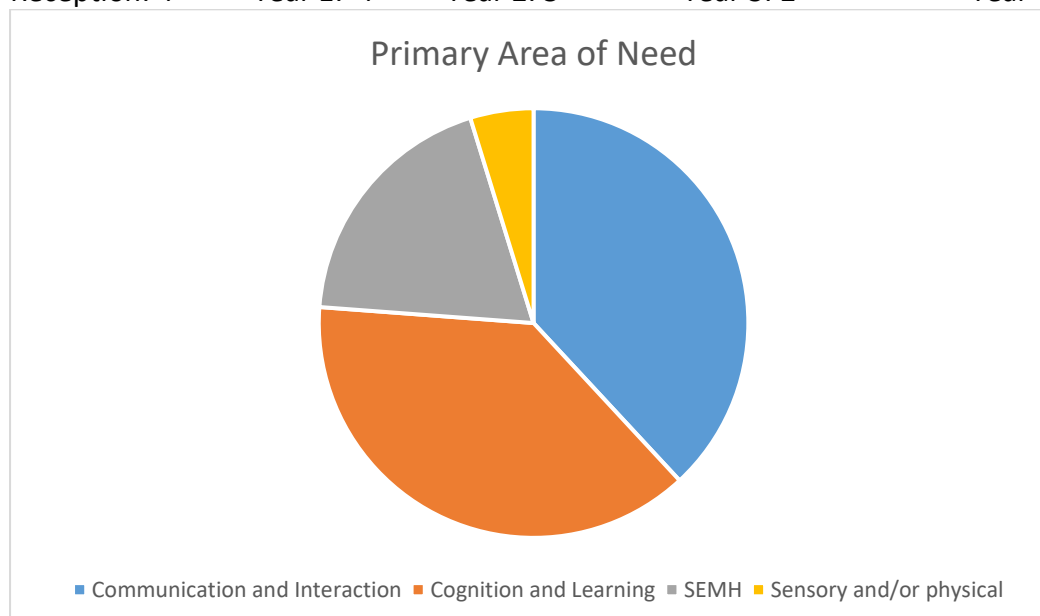
Reception: 4

Year 1: 4

Year 2: 5

Year 3: 2

Year 4: 6



In July 2022, 21 children were identified on the school SEND list. This covers a range of primary needs and represented 7% of the school population. 4 pupils on the SEND register had EHCPs. These figures were below the national average, which recorded the number of pupils SEND with an EHC Plan was 24% (4% total population). In addition to this, three pupils are in the process of applying for an EHC Plan. Comparative 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 this year. Those children on the list represent a complex array of needs and are supported by a large range of external professionals. Cognition and Learning and Communication and Interaction are the main primary areas of need for SEND pupils at South Gosforth. There are also a number of children being monitored carefully and interventions being put into place by the SENDCos and school staff due to their learning difficulties and Social, Emotional and Mental Health (SEMH) needs.

Funding:

In the financial year April 2020 - April 2021 the school received £96,612 SEND funding of which £89,332 was notional funding. Notional funding for April 2021 – April 2022 increased to £93,967. 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.
- Additional resources to support specific interventions or reasonable adjustments.
- Additional SEN School Effectiveness Team time as part of GST.
- Funding for SEND pupils to access specific extra-curricular clubs and wider provision.

- 14 sessions were purchased with the Local Authority Educational Psychologist, although these were not all used due to restrictions as a result of COVID-19 and lack of capacity at the Local Authority.

Data:

Of the children in Reception on the SEN register, 33% of children achieved a good level of development by the end of the year. 1 child was disapplied from the process.

54% (6 pupils) of SEND pupils in years 1-4 achieved at least age-related expectations in reading, writing and maths.

Of the pupils who did not reach age related expectations, 67% of those pupils made expected progress from their relative starting points in reading and maths, 40% made expected progress in writing. There were 2 children with SEND who were new admits within the year so their progress is unable to be measured.

Attendance:

Attendance of SEND pupils for the academic year averaged at 93.1% (this includes children at SEN Support and with EHCPs and this includes one SEND child who was 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, Claire Gardner, 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:

There have been 1.5 fixed term exclusions 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 2022 all children in Year 4 with SEND attended the residential with additional support arrangements where required. This was a three-day residential at Robinwood.

Children with SEND were also encouraged to take part in a variety of clubs made available throughout the year.

SEND children were chosen alongside their peers during the academic year 2020-2021 to represent the school at Dance City and also produced a video with Unfolding Theatre Company to showcase their learning.

92% of SEND pupils accessed extra-curricular provision at some point last year. This was funded by school.

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 SENDCos 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.
- 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 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.

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 2021-July 2022:

- Amy Bell – T4W training 14.9.21
- All teaching staff - T4W training with Eve Morton 5.10.22 & 6.10.22
- Jill Whitehouse and Janet Ramsey – Nurture UK accredited training over 3 days
- All staff – ASD training with David Macleod 13.10.21
- All staff – Reading and Phonics staff meeting led by Catherine Burnett 6.10.21
- Rob Adams and Jill Whitehouse – DSL refresher training 20.10.21
- Jo Fields and Catherine Burnett – DSL refresher training 25.11.21
- RA, JF, JW, LP, KV, ES, FC, BP, AA, AL – Positive Handling Training 2.12.21
- All teaching staff – T4W training with Eve Morton 8.12.21 and 13.1.23
- All Teaching Assistants – TA coaching programme with Gary Wallis-Clarke across Summer Term
- All teaching staff – Maths Mastery training with Lindsey Hassan 17.5.22
- Rob Adams and Kate Rutherford (Newly appointed SENDco for next academic year) – SEND ASAP launch – June 2022

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 2021 - July 2022 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 – Private Psychotherapist (‘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
- 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
- Jigsaw Therapy Services Ltd. (Private Speech and Language Tutor)
- Adopt North East Social Worker and services they have commissioned through Adoption Support Fund
- ENABLE (Private OT provider)
- School Health Team
- Newcastle Special Educational Needs Information, Advice and Support Service (SENDIASS)
- 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 fed into their 'My SEN 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.

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 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 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.

Feedback from the annual SEND questionnaire, sent to all families of SEND pupils. 15 responses were received from a possible 21:

1. My son/ daughter is happy at school.

Agree	Partly agree	Disagree	Don't Know
10	4	1	0

2. My child feels safe at school.

Agree	Partly agree	Disagree	Don't Know
11	4	0	0

3. My child is well supported at school.

Agree	Partly agree	Disagree	Don't Know
9	6	0	0

4. I think my child is making good progress.

Agree	Partly agree	Disagree	Don't Know
8	7	0	0

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

Agree	Partly agree	Disagree	Don't Know
11	4	0	0

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

Agree	Partly agree	Disagree	Don't Know
13	1	1	0

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

Agree	Partly agree	Disagree	Don't Know
10	4	1	0

Comments received alongside these scores have been 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...

Parent/Carer comments from Annual SEND Questionnaire sent out in July 2022:

"My child's class teacher has went above and beyond for XXXX. Very pleased with her progress so far".

"A fantastic SEND provision in terms of child support. Access to wider agency and co-ordination with EHCP could be improved".

"We feel very well supported, our son loves going to school and he has come on leaps and bounds".

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.

The school has a Governor with responsibility for SEND who meets with the SENDco 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.

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:

- Appointment of new SENDCO post
- To appoint a school counsellor and private school nurse team to support the social, emotional and mental health needs of SEND pupils and their families
- To appoint a school led tutor and academic mentor to run catch up sessions with SEND pupils
- To continue to work alongside David McLeod and our new private educational psychologist, Sarah Brook, to offer our children and families specific and targeted support which meets their needs
- 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

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>

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SENDCo
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