



**South Gosforth First School**

*'Roots to grow and wings to fly'*

**Annual SEN Report 2020-2021**  
**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 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 SENCO's
- 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 2021**

Total number of learners on roll: 300

Number of learners with SEN: 15 (5% of school)

Number of learners at SEN support level: 13

Number of learners at High Needs level: 2 (1 EHCP with Band E funding and 1 EHCP with funding not yet allocated)

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:

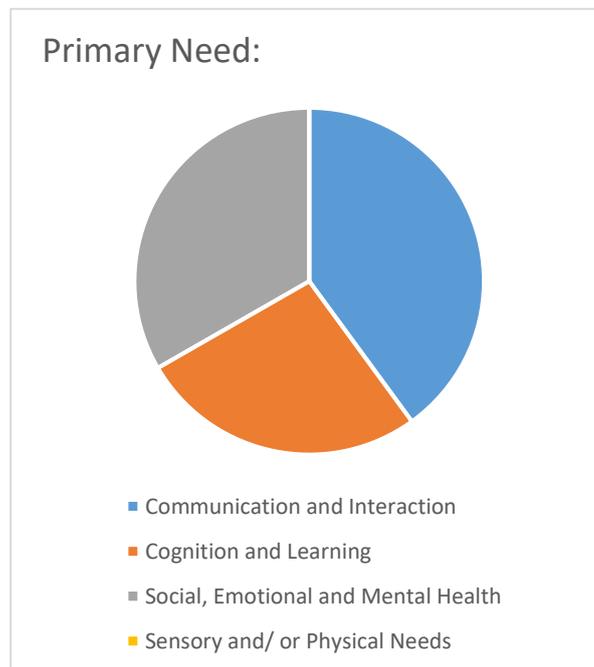
Reception: 1

Year 1: 3

Year 2: 1

Year 3: 4

Year 4: 6



In July 2021, 15 children were identified on the school SEND list. This covers a range of primary needs and represented 5% of the school population. 2 of these children had EHCP's, one with additional funding attached and one with additional funding to be allocated. These figures were below the national average which was 12.2% and below the local average for Newcastle upon Tyne which was higher at 16.3%. From the SEND population only 2 children have an EHCP and one is receiving additional funding with one to be allocated, although other children are currently being assessed. Nationally, 3.8% of children had an EHCP and in Newcastle this figure was 3.7%. 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 slightly increased this year. 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 2019 - April 2020 the school received £72,799 SEND funding of which £65,030 was notional funding. This increased to £96,612 in April 2020 - April 2021 with £89,332 of notional funding due to changes in allocations of funding through the national funding formula. 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.
- 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.

### **Data:**

1 child with SEND in Reception achieved the early learning goals for Reading, Writing and Maths.

50% of SEND pupil achieved age-related expectations in Reading and Maths (7 out of 14 pupils). 36% of SEND pupils achieved age-related expectations in Writing (5 out of 14 pupils).

It is important to note here that the SEND pupils who did not reach age-related expectations did all make progress from their relative starting points.

### **Attendance:**

Attendance of SEND pupils for the academic year averaged at 98.87% (this includes children at SEN Support and with EHCP's). 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 week. 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.

### **Impact of COVID-19 :**

All families of children with SEND were contacted regularly by the SLT, SENCo or Class Teacher following school closures. School provided a strong blended learning offer which consisted of live teaching, individual feedback and tailored provision to meet the needs of our pupils. In addition, further support was signposted and resources shared with families as required. 10/15 SEND children attended school at least part-time during this period, including both children with EHCP's.

### **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 life. In June 2021 all children in Year 4 with SEND attended the 24-

hour residential experience with additional support arrangements where required. This was held within South Gosforth and Jesmond due to COVID restrictions preventing a residential taking place at Robinwood.

Children with SEND were also encouraged to take part in the clubs which were available within COVID-19 restrictions.

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.

### **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.

### **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.

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.

Due to the relatively high number of Previously-Looked After Children (9 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 completed Touchbase Attachment Aware Schools training at Level 6 and Level 4 respectively and during 2020-2021 continued their CPD through online training sessions. 6 members of staff also received a bespoke PACE training session.

South Gosforth First School has also continued for a third 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. Due to COVID restrictions weekly half-day sessions took place at Scotswood Gardens from September-December 2020 and March-July 2021 in class bubbles. 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 achieved the National Award for Special Educational Needs Co-ordination Postgraduate Certificate from the University of Sunderland.

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 2020-July 2021:

- All Staff and a selection of Governors – No Outsider Training with Andrew Moffat: October 21<sup>st</sup>
- Jo Fields & Catherine Burnett - Thrive CPD and Support Meetings: November 2020
- Rob Adams & Kimberley Valentine – Safer Recruitment: January 13<sup>th</sup>
- Rob Adams & Jill Whitehouse – DSL Annual Refresher: January 28<sup>th</sup>
- Amanda Logan & Paul Crown – ‘Infusing Rich Vocabulary’: February 1<sup>st</sup>
- Lois Swinburne – Medication Course: February 11<sup>th</sup>
- Rob Adams & Jill Whitehouse – Mental Health Course: March 10<sup>th</sup>
- All Staff – PREVENT Training: March 31<sup>st</sup>
- Catherine Burnett & Alex Mullick – Writing with Purpose – July 2021
- Amanda Logan – Maths Hub Support & CPD: Ongoing
- Nicola Renwick – Science Leaders CPD: Ongoing
- KS2 Team – pACE Training: June 2021
- Jo Fields – Louise Bomber Attachment Training: June 2021

- Jill Whitehouse – Wellbeing Award: Ongoing
- Teaching Assistants – Phonics Training (videos): May 2021
- All Teaching Staff - Speech and Language Assessment Tool: June 2021
- All Teaching Staff - Maths Mastery Training by Lyndsay Hassan: June 16<sup>th</sup>
- All Teaching Staff - Supporting EAL Learners: June 2021

### **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 2020 - July 2021 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
- 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)
- The Dyslexic Penguin (Private provider)
- School Health Team
- Newcastle Special Educational Needs Information, Advice and Support Service (SENDIASS)
- Newcastle Virtual School
- 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 SENCo.

### **What pupils say...**

Pupil comments from 'My SEN Support Plans' written in April 2021:

*"I am enjoying break times, especially playing football on the field. I'm happy with my reading right now but I want to keep getting better."*

*"I love art – I really like to paint a bit like Van Gogh's style but not exactly."*

### **Parents/Carers' Views:**

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

- Family Consultation Evenings
- Termly SEN reviews
- Parent questionnaires (SEND annual, Blended Learning, Wellbeing)

The views of parents and carers are very important to the school and these are collected regularly in a variety of ways. Due to COVID restrictions it has not been possible to gather as much informal feedback from events in school but information has been collated from parent questionnaires sent out electronically this year.

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 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 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. Due to COVID these meetings have either been held using Zoom/ Teams or in a socially distanced meeting space.

Specific SEND parent/ carer questionnaires are sent out to all those who have a child with SEND annually. This was completed in July 2021 and 5 responses were received from a possible 15.

Feedback from July 2021:

1. My son/ daughter is happy at school.

Agree	Partly agree	Disagree	Don't know
3	2		

2. My child feels safe at school.

Agree	Partly agree	Disagree	Don't know
3	2		

3. My child is well supported at school.

Agree	Partly agree	Disagree	Don't know
3	1	1	

4. I think my child is making good progress.

Agree	Partly agree	Disagree	Don't know
3	1	1	

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

Agree	Partly agree	Disagree	Don't know
3	2		

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

Agree	Partly agree	Disagree	Don't know
4	1		

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

Agree	Partly agree	Disagree	Don't know
3	2		

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...**

Parent/ Carer comments from Wellbeing Survey conducted in June 2021:

*"I have completed SEN surveys. They are very good at consulting with parents. The SENCO and Heads' door are always open. I find that suggestions are always met with a positive and encouraging response."*

*“The school seeks out and listens to our views and needs about its approach to emotional wellbeing and mental health. We know that the school is there for us. We are very lucky that our child attends such a lovely and supportive school.”*

*“The school provide additional activities during the school day designed to promote wellbeing such as forest schools, choirs, dance session and sport. It's core to everything they do. Staff are lovely and trained in attachment and trauma.”*

Parent/Carer comments from Annual SEND Questionnaire sent out in July 2021:

*“Thank you for everything you have done to make XXX’s school experience the best it can be. You really have gone the extra mile to understand and support her. Thank you. She really has been lucky to go to SGFS and it’s been lovely to see her flourish.”*

*“We feel like his class teacher, TA and SENCo have been very supportive of XXX and have always made time to discuss his needs with us, whether this is over Zoom, or at drop-off/pick-up time.”*

*“XXX has had excellent support over this last year – both in terms of differentiated work and TA support in class and also additional interventions out of class. Forest School has been particularly beneficial.”*

*“We have regular meetings to discuss the plan of action and feel heard.”*

*“All staff have been happy to listen at any time and have taken immediate action to support XXX with any issue. All the staff at SGFS have gone over and above this year.”*

*“I feel that the provision for XXX has been outstanding this year and it shows in his overall confidence and attainment. Staff have thought carefully about his needs at all times and have implemented any advice given from outside agencies. Reviews/ meetings have been well organised and all communication has been passed on between home, school and other professionals sensitively and quickly.”*

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

The school received a short inspection visit from OFSTED on 21<sup>st</sup> 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 2020- July 2021.

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.

### **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:**

- 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’.
- Continue to develop links with students from The Northern Guild of Psychotherapists to support more children in school with their social, emotional and mental health needs.
- Autism training for all staff with Autism Education Trust.
- Introducing ‘Forest School’ provision on school site to reach additional pupils.
- Rearrange ‘Wellbeing Fair’ when safe to do so.
- Liaise with LA SEND effectiveness team regarding an external review of provision.
- SLT working alongside a group of parents / carers to develop disability and SEND awareness in the school community.

### **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**  
**October 2021**