

Updated: September 2024

To be reviewed: September 2025

Gosforth Academy: SEN Information

The Learning Support team, at Gosforth Academy is fully inclusive and aims to help every child and young person to reach their full potential. We recognise the need for a full range of educational and pastoral support and aim to help children and young people, with special educational needs and disabilities, in order for them to make the same good levels of progress as achieved by other pupils. We believe in an ethos where children and young people of all backgrounds and cultures are welcomed and valued and where pupils are supported, effectively, to make the very best progress that they can. We aim to remove barriers to learning and participation and to promote the development of children and young people as confident and independent learners. We understand and acknowledge that children and young people have individual educational needs and require personalised strategies for learning and participation and benefit from a range of different teaching approaches and experiences and we will endeavour to meet these individual needs.

Outlined below are details of the support packages we offer to our children and young people with additional needs. Other useful documents, such as our SEN and Disability Policy and Accessibility Plan, give further SEN information and can be found on the Gosforth Academy website. If you require any further details, about the support that we can offer, then please do not hesitate to contact the SENCO (Rebecca Coady) or the two Assistant SENCO's (Sarah Dodd and Ashley Gillings) at Gosforth Academy on 0191 2851000, Option 2.

The information below outlines the number of SEND students in attendance at Gosforth Academy during the current academic year (2024/25). These figures are regularly reviewed and updated.

Year	Students	SEN Support		EHCP	
9	409	46	11.2%	6	1.47%
10	419	65	15.5%	9	2.15%
11	409	51	12.5%	11	2.69%
12	385	21	5.4%	3	0.78%
13	340	18	5.3%	1	0.19%
School Total	1965	201	10.23%	30	1.53%

For all children and young people at Gosforth Academy who have an additional need:

- Each child will be assigned a '**Key Worker**', a member of staff to help monitor their progress and wellbeing.
- We involve the child or young person in preparing a **Pupil Profile** to be shared with all teaching staff.
- We work in partnership with parents and carers as we recognise and value the expert role which families play in their children's lives.
- We set clear targets and needs-based plans for children and young people.
- We deliver high quality teaching, adapting resources to support access to learning and to promote

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progress.

- We seek support and advice from a range of outside agencies such as SENDOS, Educational Psychology Service, CYPS, Speech and Language Therapy, School Health etc to ensure that barriers to success are fully identified and responded to.
- We operate a graduated response based upon need: **Assess, Plan, Do, Review**.
- Lessons are as inclusive as possible with adjustments made depending on need.
- We attempt to offer **bespoke Curriculum Pathways** which are appropriate to a child's individual needs where possible.
- We routinely evaluate teaching resources to ensure that they are accessible to all children and young people.
- We evaluate our intervention groups and strategies on a regular basis.
- We monitor access to teaching and learning for pupils with SEN through the schools self-evaluation process and the Inclusion Quality Framework
- We use ICT hardware and software to promote access to the curriculum and to support students with any Exam Access Arrangements that might be needed.
- We assess ALL students for additional needs in exams at the end of KS3.
- We use strategies to promote emotional wellbeing and reduce anxiety.
- We ensure that our educational visits and extra-curricular activities, as far as possible, are accessible to SEN children and young people.
- We strategically place support staff, where they are most needed throughout the Academy, to ensure pupil progress, independence and value for money.
- We evaluate whole school policies (such as those for behaviour, anti-bullying and SEN) on a regular basis with a focus on the impact upon pupils with SEN.
- We ensure that staff receive on-going training in relation to meeting individual needs within the classroom.
- At Gosforth Academy, we allocate Specialist Plan Managers (experienced Pastoral or SEN staff) where there is need.
- We offer support to families and they are signposted to services and organisations which may provide appropriate input or advice via the Newcastle Local Offer.

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

- We offer Middle to Secondary and Secondary to Post-16 transition support to children, young people and parents and carers.
- All students with additional needs will meet with a Specialist Connexions Advisor to help with Post-16 decisions.

In addition to the above, we also offer further support to those children and young people who have a higher level of additional need, and have an Education, Health and Care Plan. This support includes:

- Very detailed planning and monitoring of progress.
- Individualised programmes of work across several areas.
- Specific, targeted interventions.
- Provision specified in an EHC Plan.
- Annual reviews of an EHC Plan with recommendations submitted to the Local authority.

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- Multi-agency planning and assessment of targets at interim reviews.

Specific provision for the different areas of need is detailed in the table that follows:

- Communication and Interaction
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs

Type of SEN for which provision is made at Gosforth Academy	Support/provision made at Gosforth Academy
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<p>Communication and Interaction</p> <p>E.g.</p> <ul style="list-style-type: none">• Autistic Spectrum Disorder (ASD)/Social Communication Disorders• Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none">• We use visual supports e.g. visual timetables or visual prompts according to need.• We use timers and train and support children to use visual mind-maps to help them begin and structure written tasks.• We have areas of low distraction/stimulus in the Student Support Area.• We have a 'Quiet Room' for use by students who may need to have time-out.• We offer support and supervision at unstructured times of the day e.g. break and lunchtime in our Student Support Base and Library areas. Students can have access to computers in these areas.• We offer a specific 6 week CBT intervention tailored for students with Social and Communication Disorders to help Anxiety.• We also spend time with children and young people helping them to identify situations which cause anxiety and finding ways to overcome this, for example, through regular "check ins" from Key Contacts.• Similarly we use strategies such as social stories and comic strip conversations to help children learn how to approach different social situations.• We offer the 'ASDAN Personal Development Programme' as an alternative curriculum choice for small groups of learners to improve independent learning skills, and communication.• We use strategies/programmes to support speech and language development in partnership with relevant agencies e.g. individual speech and language therapy programmes.• We use laptops, and ICT where appropriate, to reduce barriers to learning and enhance exam performance.• We work with Autism specialists and Educational Psychology to provide bespoke timetables, and personalised rewards.• We facilitate a group of students to have a voice and work with lead professionals from the LA (Wellbeing and Communication and Interaction) to co-produce and design local services.
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<p>Cognition and Learning Needs</p> <p>E.g.</p> <ul style="list-style-type: none">• Moderate Learning Difficulties (MLD)• Specific Learning Difficulties (SpLD – Dyslexia, Dyscalculia, Dyspraxia)	<ul style="list-style-type: none">• We use strategies to promote and develop literacy and mathematical skills focusing on increasing independence.• We have extra literacy and numeracy lessons in Year 9 for small groups of learners.• We offer support before and after school through supported homework clubs (5 days a week).• Heavily supported revision sessions and catch-up sessions will be offered at various times through the year for KS4 particularly in the weeks and months leading up to exams.• We provide a 6th Form reading mentoring 1-2-1 programme for students in Year 9 whose reading age is less than 10 years.• Additional reading practice (1-2-1 and small group) is provided for KS4 children during morning registrations.• We regularly access the expertise and support of the Special Educational Needs Teaching and Support Service (SENDOS) to support individual needs and provide training to staff.• We provide resources to support children and young people with specific needs, for example, coloured overlays, laptops/ ipads, and dictation devices.• We assess children regularly and report progress to parents/carers and staff.• We assess children and young people for Examination Access Arrangements and provide the necessary support in examinations and formal assessments.• We offer curriculum support to children with English as an Additional Language (EAL) and we have a specialist EAL mentor to work with children where required.• We offer reduced class sizes for the lowest achievers in English, Science and Mathematics.• We offer targeted 1:1 and small group support, in class, from the class teacher and additional Learning Support Assistants.• We encourage the use of additional processing/thinking time for responding to questions, completing tasks, sharing ideas etc.• We understand the importance of Key Word Lists and our Learning Support team work with teachers to ensure they are provided.• Support is offered to families and they are signposted to services/organisations for further advice, where appropriate, via the Local Offer.
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<p>Social, Emotional and Mental Health Issues</p> <p>E.g.</p> <ul style="list-style-type: none">• Social Difficulties• Mental Health Conditions• Emotional Difficulties	<ul style="list-style-type: none">• Clear sanctions and rewards are followed, through the PRAISE code, which offer structures and routines.• Risk assessments are carried out to ensure the safety and inclusion of all pupils, in all activities.• Gosforth Academy provide excellent social and emotional support, for all children and young people, through our robust pastoral system.• Targeted behaviour and mental health support is provided by pastoral and SEN leaders.• We access support from outside agencies and specialists where appropriate (School Health, Children and Young People's Service (CYPS) Educational Psychology Service etc).• Small group and/or 1:1 targeted programmes are delivered weekly to develop social skills and emotional resilience, e.g. 'The BU programme', nurture group.• Opportunities to attend residential visits are provided and help to develop social, emotional and behavioural resilience, which promote independence.• We enable access to alternative curriculum options, where appropriate, to provide a differentiated approach to the curriculum and support children and young people with social, emotional and behavioural needs.• We put in place short-term support for a child or young person with an emotional need e.g. bereavement.• The Support Bases can be accessed, at unstructured times of the school day e.g. lunch and break times, to provide support to vulnerable pupils.• We have an 'Alternative Curriculum Room' which is led by an experienced Mental Health Champion to offer quiet lesson time for students who are experiencing acute difficulties.• At Gosforth Academy, we employ a counsellor who provides support for children and young people with social and emotional issues.• We also have skilled mentors (Learning Support Assistants) who are trained in Counselling, Eating Disorders and delivering group wellbeing sessions.• Support is offered to families and they are signposted to services/organisations for further advice, where appropriate, via the Local Offer.
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<p>Sensory and/or Physical Needs</p> <p>E.g.</p> <ul style="list-style-type: none">• Hearing Impairment (HI)• Visual Impairment (VI)• Multi-sensory impairment• Physical Disabilities• Medical Needs	<ul style="list-style-type: none">• Advice and guidance from relevant agencies e.g. Physiotherapists, Occupational Therapists, Newcastle Children's Vision team and Hearing Impairment team etc is sought, and acted upon, to ensure barriers to success are reduced or removed.• Staff work with specialists, from other agencies, during relevant training and professional development to support children and young people with sensory/physical/medical needs.• Strategies and programmes of work from the Occupational Therapy Service are followed, for children with physical difficulties, to support the development of gross and fine motor skills in the classroom and around the sites.• Physical aids and resources are used, where necessary, or where advised by specialists, e.g. pencil grips, special pens etc.• We make every effort to be as accessible as possible e.g. disabled toilet facilities, wheelchair ramps etc• We seek and act on advice and guidance for pupils who have significant medical needs.• We provide access to medical interventions.• We provide 1:1 support for gross and fine motor skills in the classroom as, and when, required.• We use ICT, when appropriate, to enhance access to the curriculum, and we encourage alternative ways of recording ideas/writing/investigations etc.• Both Gosforth Academy and Gosforth Junior High Academy have an Additionally Resourced Centre (ARC) for children and young people with a visual impairment. We provide VI support to ensure access to the curriculum and to develop independent learning e.g. closed circuit televisions, Braille embosser, magnifiers etc. VI children are supported, with life skills, through individual programmes designed to encourage and improve self-confidence, self-esteem and independence.• We offer mobility and orientation skills and the resource bases provide Braille transcription and Braille tuition. Passive monitors are used to enlarge print and make interaction with the whiteboards easily accessible. Touch typing tuition encourages greater access to the curriculum. VI children and young people are encouraged to fully participate in the curriculum, clubs, activities and educational visits.
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If you have any concerns about your child's SEN progress, or provision, we would urge you to discuss matters further with your child's class/form teacher, the SENCO or the Assistant SENCOs. Although we would always hope to resolve any issues or concerns

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informally by working in partnership with parents and carers, academy complaints procedures are in place.

Other useful information/contacts

The Local Authority publishes their arrangements for SEN. Further details are available in the **Local Authority Local Offer**:

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

Northeast Special Needs Network (supports families with disabled children/young people from birth to 25 years).

Contact details:

Northeast Special Needs Network

Key House

11 Tankerville Place

Jesmond

Newcastle upon Tyne

NE2 3AT

Phone: 0191 281 8737

Email: info@skillsforpeople.org.uk

Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS)

For impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

Parent Partnership Officer: 0191 284 0480

or by e-mail: sendiassadmin@newcastle.gov.uk

The National Autistic Society

Web: www.autism.org.uk

Email: mailto:nas@nas.org.uk

Autism Helpline

Telephone: 08088004104

(Open 10.00 am – 4.00 pm)

Newcastle Families Information Service

<http://www.newcastlefis.org.uk/kb5/newcastle/fsd/home.page>

Visual Impairment, Newcastle Council

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/service.page?id=DoTzLlqP9Hs&localofferchannel=0>

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Glossary of terms

ARC

Additionally Resourced Centre.

Assessment

This is a process, over time, which identifies strengths, weaknesses and needs across all areas of a child or young person's life and involves parents, carers and practitioners.

Autistic Spectrum Condition

The spectrum of autism covers a range of disabilities from classic autism to Asperger's Syndrome. Autism is recognised from a variety and clear pattern of behaviours. These behaviours are common to the whole population and we could all be described as having features of autism. Some of us, for example, may always follow a set routine in the morning whilst others may dislike large crowds of people. An Autistic Spectrum Condition diagnosis is given, however, when there is a pattern of behaviours showing significant and persistent impairments in the three areas of communication, social interaction and rigidity of behaviour and thinking. Individuals with ASC will vary significantly according to their personalities, general level of intelligence, the degree of the impairment in the three areas and any additional learning difficulties. The combination of these elements will affect how the child learns, how the environment needs to be organised and the child's general functioning.

Autistic Spectrum Disorder (ASD)

Autism is a complex neurodevelopmental disorder, marked by multiple symptoms, which can include difficulties with: social interactions (i.e. people with autism may find it difficult to understand others' mental states and emotions, and respond accordingly); verbal and non-verbal communication; and repetitive behaviour (i.e. people with autism may repeat certain words or actions, over and over, usually in a rigid rule-governed manner). There is a wide variability, in the degree to which these symptoms manifest themselves, leading to the use of the term 'autism spectrum disorders' (ASD).

Carer

For the purpose of the SEND Code of Practice, a carer is a person named by a local authority to care for a child for whom the social services department has a parental responsibility.

Centiles

Educational Psychologists and Speech and Language Therapists may refer to centiles. These describe how a child functions compared to 100 children. If they are on the 75th centile, 74 children out of a hundred would have more difficulties than them and 25 children would have fewer difficulties than them. It is a benchmark from which progress can be measured.

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Clinical Psychologist

A clinical psychologist can offer advice on eating, toileting and behavioural difficulties. Parents and carers may also find it helpful to talk to them about how their child's difficulties impact on the daily life of the whole family.

Children and Young People's Services (CYPS)

Child and adolescent services which provide assessment, treatment and care for a child or young person experiencing emotional or behavioural difficulties which impact upon their mental health and wellbeing.

DfE

Department for Education.

Dyscalculia

Children and young people with dyscalculia have difficulty in acquiring mathematical skills. They may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyslexia

Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. They may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyspraxia

Children with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. They may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

EAL

English as an Additional Language.

Early Intervention

This is the process of intervening when a child or young person first shows signs of difficulties. The aim is to ensure that help is received, as soon as possible, to prevent any difficulties escalating.

The role of Educational Psychologists

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Educational Psychologists (EPs) bring a specialised perspective to working with children. They are concerned with children's learning and development and they aim to bring about positive change for children. They have skills in a range of psychological and educational assessment techniques and in different methods of helping children and young people who are experiencing difficulties in learning, behaviour or social adjustment.

EHC Plan

A single Education, Health and Care Plan, which is used from birth to 25 years of age, requires a Statutory Assessment. This is the formal process whereby the Local Authority assesses a child's Special Educational Needs and/or Disabilities (SEND) and may result in an EHC Plan being issued. This is a legal document which details a child's Special Educational Needs and the provision required to meet those needs.

Inclusion

Inclusion is a term which ensures equal learning opportunities for all children and young people.

Key Worker

A key worker co-ordinates the assessment, planning and provision for the child or young person and their family. The key worker helps to maintain relationships between the family and practitioners and helps the family through the assessment process. The key worker is a consistent presence for the child or young person and their family.

LA

Local Authority.

Looked After Child (LAC)

The term used to describe a child in local authority care or in social accommodation for more than 24 hours.

MLD

Moderate learning difficulties.

Multi-agency

Multi-agency working is a true partnership between workers from two or more (normally statutory) agencies based on common goals and strategic vision. Multi-agency working means that parents and carers, children and young people are offered appropriate support in all areas of their life where this is needed.

Multi-agency Team around the Family Meeting

A meeting which brings together parents, carers and professionals, from a range of different services and agencies, to help and support an individual child or young person and their family.

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Multi-disciplinary

Multi-disciplinary working is where practitioners from different professional backgrounds work together in an integrated way.

Planning

Planning is a process whereby parents, carers and practitioners come together to agree how their desired outcomes for the child or young person and the family can be achieved.

Personal Budget

A personal budget is the amount of funding available to meet the desired outcomes set out in the single plan for an individual child or young person. It will enable the child and their family to make choices to suit their particular circumstances about the way in which outcomes are achieved. The personal budget can be held by the parents and carers through a direct payment, held on their behalf by an agency, or other organisation, or a combination of these.

Parent/Carer Participation

Parent/carers participation is welcoming parents and carers to the strategic decision making process as full partners from the start.

Practitioner

A practitioner is someone who is employed by an agency to work with children and young people with special educational needs or disabilities and their families.

Parent Partnership Service (PPS)

The Parent Partnership Service aims to give confidential, impartial help and support to parents and carers who have a child needing extra help with pre-school or school education. This may be because the child or young person is disabled, has a learning difficulty, has a social, emotional or behavioural difficulty or finds it more difficult to learn than other children of the same age

Pupil Referral Unit (PRU)

Pupil Referral Units are centres for children and young people who are unable to attend mainstream or special schools.

Special Educational Need (SEN)

A special educational need is a learning difficulty or disability which makes it more difficult for a child to learn, or to access education, than for most children in the same age group.

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Special Educational Needs Co-ordinator (SENCO)

The Special Educational Needs Co-ordinator is responsible for co-ordinating special educational provision within mainstream schools.

SEND

Special Educational Needs and Disabilities

Single Assessment

A single assessment process is one in which parents, carers and practitioners pull together the range of assessment information and use this to identify their desired outcomes for the child or young person and their family. The single assessment process forms the basis for the development of the single support plan. The single assessment process covers all areas of need and all relevant agencies contribute to it.

Single Plan

A single plan is one in which the parents, carers and practitioners build on the single assessment process to set out their desired outcomes for the child or young person and their family. The plan will identify the agreed priority of each of these outcomes and set out how they will be achieved. The single plan will cover the contribution of the family and all relevant agencies and set out clear responsibilities and accountabilities with timescales.

SLCN

Speech, Language and Communication Needs.

SpLD

Specific Learning Difficulties.

Transition

Transition is a change in a child's or young person's life where some or all of their support is undertaken by new services or other practitioners. This includes the transition between stages of education and the move from children's to adult services.

Transition Plan

This is a plan for a young person who already has an Education Health and Care Plan (EHC Plan), it looks at their future education, training and support after the age of 16.