



Gosforth East Middle School

Special Educational Needs Information September 2020

Information about our School

Gosforth East Middle School is a fully inclusive school where all pupils are supported to achieve their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We appreciate and value the need for a full range of educational and pastoral support. In addition to a fully qualified SENCo (Special Educational Needs Co-ordinator) and a team of LSAs (Learning Support Assistants) we also work closely with our Attendance Officer, School Nurse and various professionals from a wide range of outside agencies including the Educational Psychology Service and SENTASS. School also buys in support from a counsellor to support children with emotional or mental health difficulties, relationships, bereavements and self-esteem issues.

The Purpose of this Document

A new Code of Practice for SEN and D (Special Educational Needs and Disabilities) and many of the changes are due to be implemented in schools from September 2014. This document is intended to provide parents and carers with information about the ways in which we support our pupils, particularly pupils identified with a special educational need or disability.

This document gives a general overview of the range of educational and pastoral support offered to all of our pupils. We do, however recognise that each child is an individual with their own unique needs and so our practice is continuously modified. This allows us to meet their changing requirements and ensure that they continue to make good progress.

If you would like any further information please contact our SENDCo, Mrs Armstrong, by email emma.armstrong@gosfortheast.newcastle.sch.uk or phone on 0191 2855445.

There are a number of reasons why a child may be identified as having SEN:

- They are having significant difficulty with their learning and 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.

For all pupils at Gosforth East Middle School who have an additional need:

- We recognise the expert role that families play in their children's lives and work in partnership with them.
- We support our families with children with SEN, formally through review meetings and informally through regular contact with class teachers and our 'open-door' approach. We are also able to signpost to services and organisations which may offer appropriate input or advice (see our useful contacts page).
- We deliver high quality teaching, adapting the curriculum and our resources to support access to learning.
- We use pupil friendly targets and we involve pupils, parents and staff in writing, implementing and reviewing them. This information is used to inform future planning, teaching and provision.
- We produce individualised provision maps to support children's needs.
- We seek support and advice from outside agencies such as: SENTASS, Community Paediatrics, CYPS, Speech and Language Therapy, Educational Psychology Service and Occupational Therapy to ensure any barriers to success are fully identified and responded to.
- We ensure there is access to teaching and learning for pupils with SEN, monitored through the school's self-evaluation process.
- Teaching resources are routinely evaluated and adapted to ensure they are accessible to all pupils.
- We use ICT (both hardware and software) to promote access to the curriculum.
- Learning support staff are placed where they are needed throughout the school to promote pupil progress and independence.
- We provide a large number of additional intervention groups to support a range of identified difficulties.
- We routinely monitor progress made in academic subjects and intervention groups to inform future planning and support.
- All staff receives on-going training in relation to specific areas of SEN and how to meet pupils' needs in the classroom.

The four main areas of additional need are categorised as:

- Communication and Interaction (including Autistic Spectrum Disorder, Social Communication Disorders and Speech, Language and Communication Needs.)
- Cognition and learning needs (including moderate learning difficulties and specific learning difficulties such as dyslexia.)
- Social, Emotional and Mental Health Needs (including mental health conditions, social difficulties and emotional difficulties.)
- Sensory and Physical/Medical Needs (for example hearing/visual impairment, multi-sensory impairment, physical disabilities and medical needs.)

The table below explains some of the details of support, however this is not a comprehensive list as all children are different and some may require unique and highly personalised strategies and resources.

Type of SEN for which provision is made at Gosforth East Middle School	Type of support/provision made at Gosforth East Middle School
<p>Communication and Interaction</p> <p>Eg. Autism Spectrum Disorder/Social Communication Disorders</p> <p>And</p> <p>Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> • We use visual timetables when needed to support children to understand what will happen and when. • We have areas of low distraction/stimulus which can be used. • We can offer support and supervision at unstructured times of the day eg. Breaks and lunchtimes. • We offer social skills programmes/support to help children learn how to approach different social situations. • We spend time with children helping them to identify situations that cause anxiety and find ways to help relieve this eg. Through regular 'check ins', counselling, group work, time out. • We access the expertise and advice of the local authority and NHS Speech, Language and Social Communication teams.

<p>Cognition and Learning Needs</p> <p>Eg. Moderate Learning Difficulties (MLD)</p> <p>And</p> <p>Specific Learning Difficulties (SpLD)</p>	<ul style="list-style-type: none"> • We support access to the curriculum and to develop the skills for independent learning eg. Through changes to classroom environments, use of ICT, support staff, specific interventions. • We use small group and 1:1 targeted interventions to improve skills in a variety of areas including Literacy and Numeracy eg. Lexia, Nessy, Read, Write Inc, Addacus, Power of Two, Toe by Toe. • We recognise and support children with additional time to process information and ideas. • Where appropriate learning aides such as coloured overlays, coloured exercise books, reading rulers and Ace Dictionaries are available within school. • We assess pupils regularly and report progress to pupils and parents. • We assess pupils for access arrangements for SATs testing and provide appropriate arrangements. • We work closely with SENTASS for assessment, monitoring and guidance in supporting pupils effectively.
<p>Social, Emotional and Mental Health Issues.</p> <p>Eg. Social Difficulties, Mental Health Conditions and Emotional Difficulties</p>	<ul style="list-style-type: none"> • This school provides robust pastoral care for all pupils. In addition to the SENCo, Heads of Year and Class Teachers we also offer TAMHS mentors, counselling and our attendance officer. • Our behaviour management systems in school are based on encouraging pupils to make positive decisions about their behaviour. • Pupils are supported according to our behaviour policy (see policy links). • We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities. • We use small group and 1:1 programmes to develop social skills and emotional resilience. • We put in place support for any child with a specific emotional need, for example, bereavement. • Members of staff have received TAMHS and bereavement training or order to support a range of emotional needs. • We can offer Kalmer counselling sessions for individuals or small groups of pupils.

	<ul style="list-style-type: none"> We seek support from outside agencies such as the School Nurse, Community Paediatrician, CYPS, EP and Kalmer.
Sensory and/or Physical Needs Eg. Hearing/Visual Impairment, Physical Disabilities, Medical Needs	<ul style="list-style-type: none"> Advice and guidance from relevant agencies such as Physiotherapists, Occupational Therapists, Vision Team and the Hearing Impaired Team etc. is sought and acted upon to ensure barriers to success are removed or reduced. Where appropriate we can provide aides to ensure access to the curriculum and develop independent learning, including resources to support fine and gross motor skills. We seek and act on advice and guidance for pupils who have significant medical and/or physical needs. The school makes every effort to be as accessible as possible, for example a lift, disabled toilet facilities and wide door frames. We have a designated first aid trained member of staff who is available throughout the day to care for pupils and to talk to parents about storage and administration of necessary medications. Small group and 1:1 targeted intervention programmes are delivered to pupils to improve skills eg: fine and gross motor skills groups, visual perception group, visual and auditory group, Nessy Fingers typing and Speed Up handwriting groups. We use transition to support children to make a smooth transfer between age phases and successfully prepare them for their next phases of education.

Useful Information

Please find links below to a number of relevant policies and plans.

- SEND Policy
- Looked After Child Policy
- Behaviour Policy
- Managing Medicines Policy
- Accessibility Plan

Below are contact details for a range of support services around the local area.

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

Contact: Northeast Special Needs Network
Northern Counties Site
Tankerville Terrace
Jesmond
Newcastle Upon Tyne
NE2 3BB

Phone and Fax: Admin: 0191 281 2485
Family Advice Workers: 0191 281 2255
Email: Admin@nsnn.org.uk
- Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service.** (parents can access impartial information, advice and support in relation to their child's SEN and/or disability)

Contact: Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service (formerly known as the Parent Partnership Service).

Phone: 0191 284 0480
Email: Judith.lane@newcastle.gov.uk
- The National Autistic Society**

Web: www.autism.org.uk
Email: mailto: nas@nas.org.uk
- Autism Helpline**

Tel: 0808 800 4104
(open 10.00am – 4.00pm, Monday-Friday)
Text: 07903 200 200
- Newcastle Families Information Service**

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

Link to local offer -

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

Glossary of Terms

Term	Explanation
ASD	Autism Spectrum Disorder
CYPS	Children's and Young People's Service (Formally CAMHS)
EAL	English as an Additional Language
EP	Educational Psychologist
ICT	Information Communication Technology
Kalmer	Counselling Service Working in School
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SENTASS	Special Educational Needs Teaching and Support Service
SLCN	Speech, Language and Communication Need
SpLD	Specific Learning Difficulty
TAMHS	Targeted Mental Health in Schools