

Updated: April 2022
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Gosforth Junior High Academy: SEND Information

The Learning Support Team, at Gosforth Junior High Academy, are fully inclusive and aim 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. We recognise that they will benefit from a range of different teaching approaches and experiences and we will endeavour to meet these individual needs.

If you would like further information on the SEND provision at Gosforth Junior High Academy, please contact our SENDCO directly on (0191) 2851000 select option 1. The SEND Annual Report 2020, SEND and Disability Policy and Accessibility Plan, can be found on our website.

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

- 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 know the importance of becoming literate: we support all our students in developing a love of reading, through a range of tailored support programmes (including Fresh Start and Accelerated Reader).
- We have high expectations for all of our SEND children and young people, as we do for all students in school.
- We set clear targets and needs-based plans for children and young people.
- We deliver high quality teaching, adapting the curriculum and our resources to support access to learning and to promote progress.
- We seek support and advice from a range of outside agencies such as SENTASS, the Educational Psychology Service, CYPS, Speech and Language Therapy and School Health 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 embed new concepts through interleaving our curriculum, embedding new knowledge and through the use of fish, dog, elephant starters to lessons.
- We offer bespoke curriculums for children with additional needs, where possible.
- We routinely evaluate and adapt 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, and make adjustments accordingly.
- We maximise the use of every minute of learning, by offering bespoke SEN interventions in morning registrations.
- We use ICT hardware, software and iPads to promote access to the curriculum.
- We use strategies to promote emotional wellbeing and reduce anxiety, including Nurture Groups, BU and Pastoral Mentoring.
- We ensure that our educational visits and extra-curricular activities, as far as possible, are accessible to SEND children and young people.
- We strategically place support staff, where they are most needed throughout the school, to ensure pupil progress, independence and value for money.
- We evaluate whole school policies (such as those for behaviour and anti-bullying) on a regular basis with a focus on the impact upon pupils with SEND.
- We provide staff with on-going training in relation to meeting specific special educational needs within the classroom, and this training is dependent on the differing needs of the students at the time.
- 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>

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- We offer extensive First to Middle School transition including additional visits, meetings with parents in the child's current school and a coffee morning for new parents, at Gosforth Junior High Academy (subject to COVID-19 School Risk Assessment).
- We encourage parents to contact us with any difficulties their child may be experiencing, however small, to ensure the child is comfortable and happy being in school.

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 completed in a small group, or one to one, environment
- Specific and targeted one to one, or one to two interventions
- Provision met, as specified in the EHC Plan
- Annual reviews of the EHC Plan
- Multi-agency planning and assessment of targets at interim reviews.

Specific provision is also provided for the different areas of need:

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

The following tables give more information regarding strategies and resources used to support these areas of need:

Type of Need	Support Offered
<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 offer social skills programmes/support including strategies to enhance self-esteem e.g. nurture group/ BU group. • We follow the PRAISE code for all of our students, which means they have routine and structure. • We make reasonable adjustments to the PRAISE code in order to meet the needs of our SEND students. • We provide effective pastoral care through Form Tutors, trusted adults and our two Pastoral Managers, in school. • We use visual supports e.g. visual timetables etc, according to need. • We offer support and supervision at unstructured times of the day e.g. break and lunchtime, when appropriate through the use of games and craft clubs (subject to COVID-19 School Risk Assessment). • We use social stories and comic strip conversations to help children learn how to approach different social situations. • We offer small group, targeted intervention programmes to improve skills in a variety of areas, including life skills and independent travel. • We spend time with children and young people helping them to identify situations which cause anxiety and finding ways to relieve this e.g. through regular “check ins” with identified members of staff, ‘time out’ etc. • We use strategies/programmes to support children’s development in partnership with relevant agencies e.g. individual speech and language therapy programmes or individual Occupational Therapy programmes. • We use ICT, where appropriate, to reduce barriers to learning. • Our Family Support Officer provides extensive support to those families who need it, in the form of Early Help Plans and general advice.

<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 with increasing independence.• We offer reduced class sizes for the lowest achievers in English and Mathematics.• Teachers use Quality First Teaching strategies to ensure all students have the best possible chance to access learning. This includes the use of writing frames; giving students extra time to complete work; giving them thinking time before answering a question in class and providing prompt sheets to remind students what they must do in a lesson.• We promote reading as a life-long skill and provide our children and young people with lots of opportunities to develop their reading fluency and understanding.• We use Rapid Readers, Fresh Start, Accelerated Reader and IDL to support the teaching of reading.• We access the expertise and support of the Special Educational Needs Teaching and Support Service (SENTASS) to assess individual needs.• We provide resources to support children and young people with specific needs e.g. coloured overlays, Barrington Stoke dictionaries and electronic spell checkers for dyslexia.• We use ICT to reduce barriers to learning, where possible.• We follow Assess, Plan, Do, Review in school.• We assess children and young people for Examination Access Arrangements and provide the necessary support in examinations and assessments.• We use small group and 1:1 targeted intervention programmes to improve skills in a variety of areas e.g. small literacy groups, small numeracy groups, IDL and Rapid Reading.• We offer support before and after school e.g. homework clubs, access to the library (Subject to COVID-19 and School Risk Assessment).• We have a variety of specifically targeted IT programmes, available to support learning, including IDL, which students can access at home, too.• Support is offered to families and they are signposted to services/organisations for further advice, where appropriate, via the Local Offer and through our Family Support Officer.
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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 structure and routine.• Risk assessments are carried out to ensure the safety and inclusion of all pupils, in all activities.• Gosforth Junior High Academy provide excellent social and emotional support, for all children and young people, through our robust pastoral system.• 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 to develop social skills and emotional resilience, e.g. social skills groups, individual behavioural support programmes, nurture groups, to support them in their emotional regulation.• Opportunities to attend residential visits help to develop social, emotional and behavioural resilience, and promote independence (Subject to COVID-19 and School Risk Assessment).• 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.• Support is offered to families and they are signposted to services/organisations for further advice, where appropriate, via the Local Offer and through our Family Support Officer.• The Support Base offer various forms of emotional and social support which are tailored to individual needs.
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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, sloping boards, etc.• We make every effort to be as accessible as possible e.g. disabled toilet facilities, use of the lift, 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 use ICT, when appropriate, to enhance access to the curriculum.• Lifts ensure access to upper floors on the two sites (subject to COVID-19 School Risk Assessment).• As part of our Quality First Teaching, we encourage alternative ways of recording ideas/writing/investigations etc.• We offer extensive first to middle school transition support to children, young people and parents and carers with sensory and/or physical needs.• Support is offered to families and they are signposted to services/organisations for further advice, where appropriate, via the Local Offer, and through our Family Support Officer. <p><u>Our Visually Impaired Additionally Resourced Centre</u></p> <ul style="list-style-type: none">• 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.• Our visually impaired 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 and iPads are used to enlarge print and make
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	<p>interaction with the whiteboards easily accessible. Touch typing tuition encourages greater access to the curriculum.</p> <ul style="list-style-type: none">• VI children and young people are encouraged to fully participate in the curriculum, clubs, activities and educational visits (subject to COVID-19 and School Risk Assessment).
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If you have any concerns about your child's SEND progress, or provision, we would urge you to discuss matters further with your child's form teacher, or the SENDCO. Although we would always hope to resolve any issues or concerns informally, by working in partnership with parents and carers, Academy complaints procedures are in place.

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Other useful information/contacts

The Local Authority publishes their arrangements for SEND. 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:

www.nsn.org.uk

4 Glendale Terrace, Byker, Newcastle upon Tyne, NE6 1PB

Phone: 0191 281 8737

Email: info@skillsforpeople.org.uk

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

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

Contact details:

Parent Partnership Officer: 0191 284 0480

or by e-mail: sendiassadmin@newcastle.gov.uk ask for Sarah Francis

The National Autistic Society

Web: www.autism.org.uk

Email: nas@nas.org.uk

Autism Helpline

Telephone: 0808 800 4104

(Open 10.00 am – 4.00 pm)

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

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children would have fewer difficulties than them. It is a benchmark from which progress can be measured.

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.

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The role of Educational Psychologists

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.

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.

Multi-disciplinary

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

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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/carer 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 (SEND)

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.

Special Educational Needs and Disabilities Co-ordinator (SENDCO)

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

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SEND

Special Educational Needs and Disabilities

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.