



Gosford Park Primary School

School Information Report

About us and what we do...

We are a large, inclusive, mainstream primary school and have high expectations for all children to reach their full potential during their time at our school. We believe in promoting every possible opportunity to enable this by providing all children with access to a broad and balanced curriculum.

All staff at Gosford Park are committed to;

- Doing everything they can to meet pupils' special educational needs.
- Ensuring that pupils with SEND engage in activities alongside their peers
- Being responsible and accountable for the progress and development of the pupils in their class.
- Providing high-quality teaching, scaffolded for individual pupils.

Policies to support children who may have SEND...

[School SEND Policy](#)

[Equality Policy](#)

[Admissions Policy](#)

[Complaints Policy](#)

[Special Educational Needs and Disabilities Code of Practice](#)

Useful contacts...

SENDCo – Mrs Jacobs jjacobs@gosfordpark.coventry.sch.uk phone 02476223281

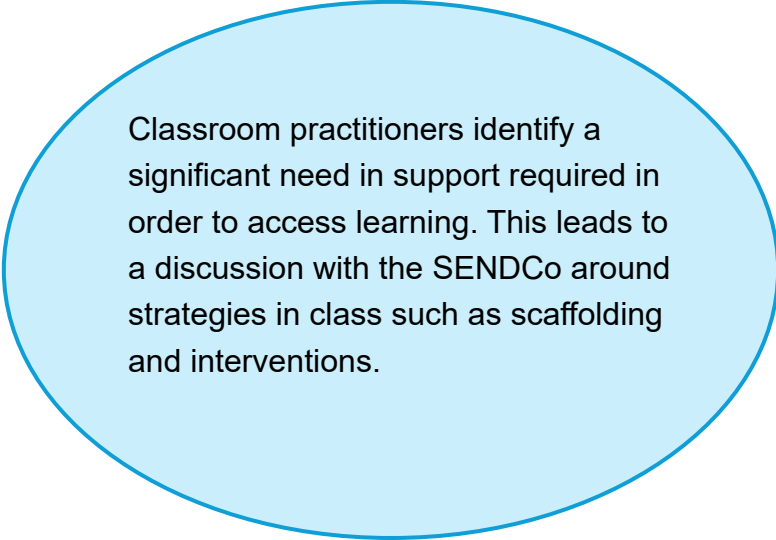
SEND Governor – Dave Toulson 02476223281

SEND Information, Advice and Support Service (IASS) - email IASS@coventry.gov.uk phone 02476694307

How we identify children who may have SEND...

In accordance with the Special Educational Needs and Disabilities Code of Practice children are identified as having SEN when the provision they need is above and beyond the provision in place for the majority of children in their class. This usually means that children are not progressing at the pace that we would expect and the interventions and strategies we put in place do not enable enough improvement.

At Gosford Park we take a graduated approach to identifying SEN the steps for how we do this are outlined below;



Classroom practitioners identify a significant need in support required in order to access learning. This leads to a discussion with the SENDCo around strategies in class such as scaffolding and interventions.



If the impact of the strategies implemented is limited then the Teacher will discuss the child with the parents and share concerns. The SENDCo will observe and talk to the child and together, with parents and Teacher a decision will be made about placing the child on the school SEND register.



Once the child is on the SEND register we follow a four-part process of Assess, Plan, Do, Review. This means they will receive an individualised Learning Plan with targets. This plan will be shared with parents and will be implemented by the class teacher, SENDCo and support staff, before being reviewed termly with parents and a new plan put in place.



If it is felt that further support is needed then the SENDCo, with parents agreement, will refer the child to an outside agency. The outside agency will come to school to assess the child and provide a report for the school with strategies to further support and improve provision for the child. The outside agencies that we work with include Social, Emotional, Mental Health and Learning support (SEMH&L), Speech and Language Therapy (SALT), Educational Psychologist (EP), Complex Communication Team (CCT), Occupational Therapy (OT), Child and Adolescent Mental Health Service (CAHMS) and School Nursing.

Throughout the process outlined above parents and, where appropriate, children are consulted and involved in the planning and decisions for their provision.

The types of need and how we provide for them...

At Gosford Park, we will endeavour to provide the best opportunities for all children, including if they have a special educational need. SEND needs are placed in the following four categories set out in the SEND Code of Practice and we offer provision for each of these areas:

Area of Need	How this may look	How we provide for it
<p>Communication and Interaction</p>	<p>Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with communication and interaction difficulties is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autism, are likely to have particular difficulties with social interaction. Communication and Interaction covers a range of needs including speech clarity delay, language delay, comprehension difficulties and social skills difficulties.</p>	<ul style="list-style-type: none"> • Access to small group and/or individualised interventions. • Access to interventions to develop social skills eg circle of friends, Lego Therapy. • Interventions such as Wellcomm and Talk Boost to aid communication skills. • Access to low stimulus area to support regulation. • Modifications to lunch and break times eg attending clubs. • Enhanced access to additional aids, such as sensory boxes, ear defenders and work stations. • Access to technology-Laptops, software. • Social and emotional stories, feelings cards, stones, fans. • Careful planning of transitions. • Access to Speech and Language Therapist. • Access to Educational Psychologist. • Access to communication aids, such as symbols and objects of reference.

Cognition and Learning

Learning difficulties may be identified when children learn at a slower pace than their peers, even with appropriate differentiation. Children may struggle to put their ideas down on paper, find reading texts challenging or struggle to recall previous learning and remember facts like times tables and number bonds. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties, where children are likely to have severe and complex learning difficulties.

Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dyspraxia and dysgraphia.

Small group or individual intervention.

Practical aids for learning.

Increased adult support if needed.

Movement breaks.

Increased access to ICT- e.g. laptops, visualisers.

Adaptations to assessments to enable access e.g. readers, scribe, additional time.

Curriculum will be adapted to meet the learning needs of the child.

Differentiation or Scaffolding.

Pre and post teaching of vocabulary and new concepts.

Frequent repetition and reinforcement.

<p>Social, Emotional and Mental Health Difficulties</p>	<p>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging and disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>	<ul style="list-style-type: none"> • Access to the Sensory Room and circuits. • Meet and Greets • Individual rewards system. • Social stories • Qualified staff to support behaviour. • Transition programmes in place. • Access to SEMH&L. CAMHS and Educational Psychologist. • Movement breaks and access to the Sensory Circuits. • In addition to the strategies outlined above the school has a family worker who, along with class based staff, provides pastoral interventions.
<p>Sensory and/or Physical Needs</p>	<p>Some children can find school an overwhelming place and find it difficult to focus when their senses are so overloaded. They may become restless, distracted or anxious.</p> <p>Some children may have a physical disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with</p>	<ul style="list-style-type: none"> • Staff trained in epilepsy and diabetes. • PECs/Communication boards. • Access to Speech and Language therapist. • Access to a specialist teacher/LSA for the hearing/visual impaired. • Concrete apparatus available to support learning. • Access to support for intimate care. • Access to ear defender, chew buddies etc.

	vision impairment, hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.	<ul style="list-style-type: none">• Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists etc.• Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum. In addition to the strategies outlined above the school has a Sensory room and indoor Sensory circuits.
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How we adapt our curriculum and learning environment for our children with SEND...

As an inclusive school we strive to ensure that our classroom environments are a calm and helpful place to aid learning, in year 1-6 we have pastel colour coded displays with interactive working walls for Maths, English and Science, all other displays are on a neutral background. In our foundation stage classes all boards are backed in a neutral colour. All classrooms have a visual timetable to enable pupils to know the structure of their morning and afternoon, upper Key Stage 2 also use a more formal timetable to aid transition to secondary schools.

The curriculum is adapted by the class teachers to meet the needs of all their children. Some children with SEND need further adaptations such as additional learning aids or adult support. We also use equipment such as writing slopes, ear defenders, desk dividers, wobble cushions and stools.

Arrangements for assessing and reviewing progress...

The class teacher is responsible for assessing the child's progress against their personal targets. Teachers review progress on a termly basis and inform the SENDCo about each individual child. Termly review meetings are held by the SENDCo for parents to discuss and share outcomes and provision. If the child is not making expected progress, the next step in the graduated approach is discussion to decide whether a higher level of additional support is necessary, this may be in the form of a referral to an outside agency for advice and support.

How the school involves other bodies...

As a school, we buy in the services offered by the Local Authority and work closely with the following agencies: -Social, Emotional, Mental Health and Learning support
-Educational Psychology

- Speech and Language Therapy
- Child and Adolescent Mental Health (CAMHs)
- Occupational Therapy
- School Nursing Service
- Complex Communication Team
- Attendance and Inclusion Team

How we evaluate the effectiveness of our SEND provision...

Teachers review the impact of provision for SEND children on a termly basis through pupil progress meetings, SEND reviews and data tracking. The Class Teachers report on the progress and the SENDCo then reviews the information from teachers, parents, and where appropriate, the pupil to identify if further support is required. The SEND policy is reviewed on an annual basis by the Head, the SENDCo, and the SEND Governor.

Guidance and training for staff...

A central part of the role of SENDCo is to support all school staff with their leadership, coordination and delivery of provision for special educational needs. This is to ensure that additional needs, including special educational needs, is a key consideration when examining pupil progress and attainment.

Gosford Park, plans staff training and development on an annual basis, and the SENDCo along, with the Senior Leadership Team, will identify priorities arising from across the school and based on the SEND of our wider pupil group to directly inform the planning of this training.

The SENDCo works with external professionals and agencies to ensure that teaching across Gosford Park, reflects the latest educational research in terms of how best to meet the additional needs of all our learners, and that it is appropriately resourced.

In addition, the SENDCo works with all class teachers at each stage of the four part cycle. They will support class teachers with identifying relevant outcomes to address the concerns about their progress and attainment, they may advise about appropriate interventions and the effective implementation of that support, they may talk through what to adjust / refine to improve the arrangements, or they may discuss options for further assessment based on your child's progress and experience of the support.

Arrangements for supporting transition...

Transition within classes/key stages

Class teachers meet with each other to hand over all information regarding SEND pupils before the start of the academic year so that they are fully prepared for the child coming into their class. Where needed, SEND children will be given the opportunity for enhanced transition. A familiar adult may accompany them for a short period to ensure transition goes smoothly.

Transition to other primary schools

If your child moves to another Primary school then their SEND records will be forwarded to the new school and a handover meeting will be held with the new school.

Transition to Secondary settings

During the Summer term of Year 6 we will invite the SENDCo from your child's new Secondary school to attend the termly review and meet parents to directly discuss the provision in place at Primary school and to provide an opportunity for you to ask any questions of the new SENDCo and for them to do the same with parents and the Primary SENDCo. In addition to this during the Summer term prior to transfer, liaison will take place between the pupil's Y6 teachers and the SENDCo from both schools to enable a smooth transfer to the Secondary School to take place. All year 6 children will have the opportunity to attend a transition day at their new school and where it is felt appropriate further transition visits can be arranged.

Arrangements for handling complaints...

Parents with a concern should firstly ask to speak with the class teacher. If the matter cannot be resolved, an appointment should be made with the SENDCo who may, in turn, arrange a meeting with the Head Teacher. If the concern cannot be resolved at this level, or if the complaint is against the Head Teacher, parents will be directed to the school's complaint procedure where the next step would be to contact the Governing Body.