

**GOSDEN HOUSE SCHOOL
SEN INFORMATION REPORT**

SEN Information Report	Responses / Comments
<p><i>The kinds of special educational needs that are provided for</i></p>	<p><u>Gosden Values Statement</u> At Gosden, we treat each other with kindness and respect, celebrating the differences that make us all special and unique. Everyone has a voice that is heard and we help each other to reach our dreams and goals. We are proud to be in the place that is right for us. We are not just a school, but a Gosden family.</p> <p>We are a Special school for children with Learning and Additional Needs (LAN). The curriculum and pedagogical approach is designed to cater for learners who have difficulties with learning and cognition. This is often accompanied by additional needs related to:</p> <ul style="list-style-type: none"> • Communication and Interaction • Sensory and/or Physical needs <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). We have staff that are trained in the following areas:</p> <ul style="list-style-type: none"> • Speech and Language (Makaton, AAC devices, Colourful Semantics etc.). Our SaLT team do regular whole staff professional development training and work collaboratively with all staff, offering support around individual, small group and class needs, offering ongoing and specific strategies, advice and support. • Zones of Regulation • Autism • Medical needs (epilepsy, asthma and anaphylaxis, first aid including paediatric, administering medication, and any pupil specific medical training), under medical guidance. • Trauma informed approach. • Emotion coaching. • Safeguarding on vulnerable children • DEIB • Positive Mental Health

<i>Early Years provision</i>	<p>Gosden House caters for pupils from 4 years of age (Reception) to 16 years of age (Year 11). The Reception and Year 1 classes follow an adapted Early Years Foundation Stage (EYFS) curriculum alongside supporting the development of emergent learning behaviour.</p>
<i>Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)</i>	<p>All our children have special educational needs (SEN). These needs are identified in their EHCP. Our children's needs are assessed through an 'Assess, Plan, Do and Review' system with each pupil having four Individual Learning Plan (ILP) targets which are regularly assessed as appropriate for the stage of the learner. Data is used to analyse progress and attainment relative to individual expectations. The school uses BSquared Progression? Steps as a means of recording and analysing progress, with input based on teacher judgement and observation. Pupils are baselined on entry (Year R, Year 7). Pupils all have half-termly phonics screening assessments and levelled interventions following this.</p> <p>Key stage 1-3 pupils are assessed using the progression steps framework, an adapted curriculum which breaks down our pupils' learning into smaller steps. Key Stage 4 pupils are assessed on the Steps for Life Curriculum. In Key Stage 4 pupils can take Functional Skills exams in both Literacy and Numeracy alongside PSHE and vocational qualifications.</p> <p>Our pupils' learning is reviewed continuously, by the learning team, the subject leads and through the progress cycle. Meetings take place where the overall development of children is discussed. Parental consultations can be provided by parental request, at parents' consultation evenings or similar and at their Annual Review.</p> <p>The school has an SEN policy which can be found on the school website: SEN-POLICY.pdf (gosden-house.surrey.sch.uk)</p> <p>The SENCo can answer queries related to SEN. Her email address is hbutcher@gosden-house.surrey.sch.uk.</p> <p>The progress, engagement and conduct of learners is discussed within the staffing team at regular meetings. The school works closely with other professionals to meet our children's range of needs, and benefit from a Speech and Language team on-site. The team offer a three tiered approach:</p> <p><i>Universal:</i> This takes place in the classroom; teachers and teaching teams supported to use Speech and Language Therapist strategies in the classroom with pupils.</p>

	<p><i>Targeted:</i> This involves small group speech and language input. This provision is led by a therapist or a therapy assistant, or by the classroom staff planned by the Speech and Language team, and under close monitoring by the therapist.</p> <p><i>Specialist:</i> This is primarily for speech and communication needs, eg speech production skills, and the assessment and use of alternative augmentation devices (AAC).</p> <p>The speech team consists of two part time therapists and two assistant therapists. The team provide consultations with parents on request, and contribute to Annual Reviews and ILPs.</p> <p>Our Therapists can be contacted through the school or at salt@gosden-house.surrey.sch.uk</p> <p>Regular resources are shared to support learning and engagement on our website and through our newsletter. Each pupil also has a levelled reading book sent home with strategies to support reading at their level and additional online resources through bug club with books at their level.</p> <p>Key Stage Three students are set home learning activities for literacy and numeracy weekly.</p>
<i>Identification of additional needs and support</i>	<p>To attend Gosden House School all learners need to have an EHCP in place.</p> <p>SEN statutory arrangements and admissions are arranged through the Local Authority. https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</p> <p>Prospective parents are welcome to visit Gosden House. Show-round dates are advertised on the website and can be booked online. https://gosden-house.surrey.sch.uk/gosden-house-school-virtual-tour/</p>
<i>Arrangements for consulting parents of children with SEN and involving them in their child's education</i>	<p>Three times a year parent / carer consultation events take place, plus an annual review for every pupil.</p> <p>Parents / carers are welcome to come in and speak to their teacher, by appointment. We work in partnership with our parents and maintain good communication systems with the class team through a home school contact book, Evisense which shares weekly snapshots of pupils learning, regular phone calls and emails. We are able to adapt our communication to meet the preference of the parents/ carers. We welcome dialogue about the progress of their child.</p> <p>We have a parent organisation where parents can become involved in school life. We also have a PTA you can contact this team through info@gosden-house.surrey.sch.uk.</p>

	<p>We have parent Governors who take an active role in the running of the school; which includes financial management, policy development and whole school improvement.</p> <p>You can contact Mrs Pat Adams and Mrs Linda Jasper, our co-chairs of Governors, re the Governance of the school through info@gosden-house.surrey.sch.uk</p> <p>Volunteers also support with a range of activities at Gosden, such as working with pupils on the allotment. If you are interested in a role as a volunteer please contact our admin department at the above email.</p> <p>The school has a PTA, details of which can be found on the website or through info@gosden-house.surrey.sch.uk.</p>
<p><i>Arrangements for consulting young people with SEN and involving them in their education</i></p>	<p>The teacher liaises with the Senior Leaders where there are concerns about progress and engagement. Parents /carers are invited to discuss the concerns. Following these meetings the most appropriate support is put into place for the learner. The school may apply to the LA for additional funding or put in an application for exceptional needs. The school may use progress data, reports from professionals, observation and incidents to support this. Learners are involved in their understanding of any difficulties they are experiencing. In Secondary they assist in writing their own Passports to Learning, which outlines the individual strategies and support they would like.</p> <p>All pupils are explicitly involved in understanding their role in their own learning. Through adapted teaching the school offers different learning strategies, additional support and differentiated resources to meet all the young people's needs. There is an established school council, and Secondary pupils attend part/whole of their Review or contribute ideas through their 'One Page Profile' or the "Preparing for Adulthood" document, and "Progress trackers" for Key Stage 4.</p> <p>Where possible discussions and decisions are generally made at Annual Review with parents/carers together with staff. The EHCP Coordinator then applies for additional funding from the Local Authority if this is needed to meet identified needs above the core offer.</p>
<p><i>Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review</i></p>	<p>Data is used to analyse progress and attainment relative to their own expectations. The school uses an on-going assessment tool (BSquared).</p> <p>Key stage 1-3 pupils working below National Curriculum levels are tracked using Progression Steps, which breaks down our pupils' learning into smaller steps. Pupils working at National Curriculum levels are assessed against the adapted National Curriculum, broken into smaller steps and across five areas of attainment in order to track progress more accurately. Key Stage 4 pupils are assessed on the Adult Curriculum. They also have the opportunity to sit Functional Skills Literacy and Numeracy exams on site if they choose and gain vocational qualifications.</p>

	<p>Individual Learning Plans (ILP's) highlight individual needs; all children have objectives identified across the four areas of need.</p> <p>Our pupils' learning is reviewed continuously. This happens within the learning team, subject leads and across the department. Regular meetings take place where the overall development of children is discussed.</p> <p>Pupils in KS4 have a 'progression tracker'. Pupils undertake courses from Entry Levels to Level 1 from Year 9 onwards. They also complete Work Experience placements around their current interest and focus and attend college link courses in Year 11. Details of the Secondary curriculum and KS4 provision can be accessed on our website.</p> <p>The learners are aware of their outcomes and can verbalise when they need additional support or desire more independence. They are keen to attend their Reviews and work on their My Future Pathways documents to enable them to communicate about their aspirations. Parents are encouraged to be fully involved in this process. Additional support comes from our Child and Family Support Worker.</p>
<p><i>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</i></p>	<p>As we have three main points of entry to the school (Yr R, Yr 3 and Yr 7), the transition varies according to age. At Reception, teachers visit pupils in their nursery settings and in addition the new pupils' teachers or parents/ carers visit to familiarise themselves with our setting. Reception staff also visit new students in their home prior to them joining. Pupils new to the school are invited to attend a picnic, where parents/ carers can meet their child's new teaching team and familiarise themselves with the learning environment. Pupils are given photos of their key adults and their learning environment.</p> <p>New pupils for Year 3 attend induction days where their current LSA accompanies them to Gosden House. Pupils from local schools attend the same day as their peers, which makes the transition more in line with their mainstream friends.</p> <p>In Year 6, pupils moving to other schools attend their induction days. Discussions and sharing of experiences are part of their PSHE lessons and sessions on resilience, helping the pupils feel reassured about moving on. Remaining pupils are invited to a picnic lunch with their parents/carers to become more confident of the Secondary phase. Any new pupils joining us are also invited to this picnic. Year 6 and year 7 plan activities together to support the transition process.</p>

	<p>We also ensure a preservation of learning for all students moving classes through teacher meetings between present and future teachers sharing strategies and knowledge of learners.</p> <p>Pupils going on to college at KS5 are prepared through Careers sessions. Their next phase is very individualised and pupils are encouraged to visit and attend taster days. On occasions, staff attend these with them. Discussions take place regarding how best to prepare and what provision is needed at the young person's Annual Review. Our leavers are encouraged to see their next step in a positive way. Both groups currently have a leavers' assembly that parents / carers can attend, a school residential trip (when possible) and the Year 11's also have a prom, shared with other MLD schools. At year 10 and year 11 Annual Reviews there are in depth discussions about options for post 16. The Aspirational Advisor works closely with families and can assist with school visits and college applications. She also organises for all year 11 pupils to have a work experience placement. Our SaLT team work with year 11 pupils to support them in developing their transition skills.</p>
<p><i>The approach to teaching children and young people with SEN</i></p>	<p>Gosden House is a specialist school which follows a modified National Curriculum, underpinned by a strong pastoral care approach. Teachers are fully qualified, with additional expertise in Special Educational Needs. All classroom staff are aware of individual targets, and the objectives for each learning task. Pupils are encouraged to be involved in their own learning, to be able to discuss strategies that support their learning and have a view of how they managed a learning task, whether they had sufficient support /extension and how their achievement could be even better. We appreciate that learners have different styles and take this into account. Appropriate systems to help engagement, focus and sense of achievement are considered through a holistic approach, bringing in advice from Speech Therapists, Occupational Therapists and using our support through pastoral team and the PACE approach. Learners also enjoy opportunities such as buddy systems and voice needs such as visual supports to help their SEN. Pupils benefit from advice and support from their trained Learning Assistants.</p>

<p><i>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</i></p>	<p>Our Primary and Secondary curricula are based on Life Tools we believe pupils should leave Gosden with that will support their progression and independence. We have a Primary and a Secondary toolkit which underpins our planning, assessment, and support and reward policy. More information can be obtained from https://gosden-house.surrey.sch.uk/school-curriculum/. In Secondary we see our learning muscles as our “How” and our life tools as our “Why”. In primary learning habits underpin their curriculum, supporting learners to be actively engaged in the learning process.</p> <p>Staff differentiate approaches and adapt teaching in order to include and support learners and offer extra support with communication, attention and pastoral needs. The learning environment is stimulating and creative, with structured outdoor learning, and calm, in order to accommodate pupils with sensory needs and Autism.</p> <p>Pupils may benefit from assessments from Physical and Sensory Support, from our Hearing Impairment and Visual Impairment Advisors. Staff who support children with additional needs receive training and on-going support in order that the child can fully access learning. Staff are trained in the use of specialist equipment such as hearing aids and specialist communication devices. Training for staff will depend on the needs of the pupils at that time, when new pupils start with different needs the staff are trained accordingly. The building can be a challenge for pupils with additional physical needs and where possible reasonable adaptations are made to support their safe movement around the building. Pupils with impaired mobility have a PEEP.</p>
<p><i>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</i></p>	<p>All staff attend training in safeguarding young people with additional needs, pastoral and positive behaviour approaches, sensory integration, language and communication.</p> <p>We have staff who have been trained in PACE (emotional literacy), Makaton (speech and language support within the classroom), Zones of Regulation, Emotion Coaching and many more. We aim to ensure that all staff have an in depth understanding of the SENs they are working with. This is addressed through appraisals and development plans.</p> <p>As a school we access training from a variety of internal and external providers. We have a termly training programme which all staff attend. All teachers are trained to teach Literacy and Numeracy.</p> <p>This year the school has worked with a number of specialists including the Physical and Sensory Service, Educational Psychology Service, Hearing Impaired and Visual Impaired service and with all the therapists (SALT, OT, Physiotherapist) attached to the school. We also make regular contact with the OT and Educational Psychology helplines who give us support for individual pupils.</p>
<p><i>Specialist services and expertise available at or accessed by the school?</i></p>	<p>We work closely with our local schools offering outreach where needed.</p>

<p><i>Evaluating the effectiveness of the provision made for children and young people with SEN</i></p>	<p>The school engages with rigorous, ongoing professional review of effectiveness. Governors work closely with Senior Leaders and conduct regular monitoring visits which were noted for their effectiveness by Ofsted.</p> <p>The school engages in professional partnership learning with other Surrey schools.</p> <p>The school is supported by a link School Improvement Partner.</p> <p>Pupil progress data is analysed twice yearly and reported on to Governors. Data is submitted to the Local Authority annually.</p> <p>Ofsted inspect the school every 4 years.</p>
<p><i>Allocation of resources to meet children/young people's special educational needs</i></p>	<p>The school funding formula is determined by the Local Authority. Where a pupil's needs exceed that of the core offer, the school discusses the pupil's needs at annual review with parents/ carers, and requests additional support from the Local Authority. If needed an interim review can be held. If you have any questions regarding the review process you can contact our EHCP co-ordinator at lellis@gosden-house.surrey.sch.uk</p>
<p><i>How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</i></p>	<p>The school ensures all learners can participate in all activities. Children with a high level of anxiety are supported with additional strategies to help them access their learning at all times. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these alongside the pupil and the parents/carers.</p> <p>Pupils are supported with individualised learning plans, social stories and visual structures. The pupil voice is very important and embedded throughout.</p> <p>We make reasonable adjustments so that learners can join in with activities regardless of their needs.</p> <p>Risk assessments for trips outline the staffing levels needed and additional needs (for instance medical) are discussed with the parent/carer. Pupil safety is always our priority.</p> <p>We monitor engagement of activities. The school has three separate whole school thematic weeks, where activities are arranged to challenge and engage all our learners. Pupil feedback is invaluable for developing engagement and inclusion further. All staff have received Diversity, Equity, Inclusion and Belonging training.</p>
<p><i>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</i></p>	<p>The school prides ourselves on the supportive and community aspect of the school, and our Relational Support policy underpins our approach to promoting positive behaviour. We do not accept bullying, and the Anti-Bullying policy informs our curriculum and response to unacceptable behaviour. Our Values charter is displayed in the hall, pupils celebrate that it is fine to be different and respond to the positive behaviour expectations.</p> <p>Learning Assistants play an important part in the pastoral care of our pupils, stability and a focus for independence and emotional development. The school has a strong emotional programme. Pupils and staff take part in the 'bucket' filling scheme. The school has a Child and Family Support Worker and strong pastoral team who provide invaluable support for pupils and families. We also provide nurture sessions (through referral) to pupils who need</p>

	<p>additional support regarding an emotional issue (friendships, self-esteem for example). We also provide additional therapies such as music and play therapy.</p> <p>We have a thorough PSHE curriculum and work on this is covered in every year group. We also run an anti-bullying week every year. Year 7 upwards pupils have their own “Passports to Learning” which share strategies to support them to remain in the learning zone, this is based on the Zones of Regulation scheme. Within primary these are written for individual pupils who need support regulating in readiness for learning.</p> <p>Behaviour on social media is a particular challenge, and parents/ carers are offered support to manage this. The curriculum has a strong focus on PSHE and Online Safety. Questions on this can be directed to our RSE and PSHE lead through info@gosden-house.surrey.sch.uk</p> <p>The Relational Support and Online Safety policies are on the school website.</p>
<p><i>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families</i></p>	<p>As part of our commitment to the overall development of the learner, this can necessitate the need to work with other agencies. Consent is sought if other agencies need to be involved.</p> <p>During this academic year we have worked with social services, therapists, Educational Psychologists, child and adolescent mental health teams, disability teams and social workers. Our Child and Family Support Worker provides additional signposting to services that can support the child and their families. We have a particular duty in ensuring that Looked After Children are given appropriate support and care. Our designated teacher can be contacted on info@gosden-house.surrey.sch.uk. Our designated teacher works alongside the Child and Family Support Worker, social services and the virtual school to ensure their needs are being met. A personal education plan (PEP) is produced termly to help support the whole development of the child.</p> <p>We have identified Young Carers and offer holistic support to families.</p> <p>Our Pupil Premium group are tracked through mid-year and end of year data. The provision is re-assessed annually to provide resources that are needs driven and provide significant overall development for this particular cohort.</p>

<p><i>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</i></p>	<p>The school's complaint procedure is available on the website: http://gosden-house.surrey.sch.uk/complaints-procedure/</p> <p>You can contact the school via info@gosden-house.surrey.sch.uk and your email will be directed to the correct department.</p>
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