



GOSDEN HOUSE SCHOOL ACCESSIBILITY POLICY

Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.

GOSDEN ETHOS

At Gosden House School, we recognise each child and young person's unique experience. We seek to understand the motives, wishes and feelings behind behaviour because we know that all behaviour is communication. We aim to nurture connection, build healthy relationships and promote resilience to achieve success in the present and hope for the future.

Provision of information in other formats

We will endeavour, wherever possible, to provide information in alternative formats when required or requested.

Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text.

Adequate prior notice would be required through the school office.

SPECIAL EDUCATIONAL NEEDS **POLICY**

Date of original policy	2015
Original school author	Head Teacher
Review date and SLT initial	May 2026
Next review date	May 2027
Date approved and signed in governing body meeting (if Applicable)	N/A
Signed Chair of Governors Date: D Burr	Signed Head teacher Date: Rebecca Smale

Introduction and aims of the school

This policy is in keeping with the school's aims, its teaching and learning policy and its policy on equitable opportunity. The governing body and staff of the school will ensure that all pupils enjoy a broad and balanced curriculum, which meets individual needs. The statutory elements of the National Curriculum subjects are delivered within the whole school curriculum.

Our Aims / Our Vision

- A reflective and supportive community, committed to enquiry into opportunities and strategies to further our knowledge and understanding of our young people in order that we may challenge expectations and raise outcomes.
- A collaborative team with high expectations of ourselves, our youngsters and all those with whom we engage.
- A community that respects and values the dignity of each individual, celebrating difference and nurturing the development of the whole person.
- An outward looking organisation, focussed on promoting a positive image of our young people, as part of and as active participants in, their own and the wider community.
- A flexible, adaptive and creative community, prioritising personalised learning that is meaningful, relevant, stimulating and fun.

Provision

Gosden House School is a special school catering for children with Learning and Additional Needs. Pupils are mixed from age 4 – 16.

At Gosden House we aim to offer a broad, balanced, relevant and differentiated curriculum to all our pupils, modified from the National Curriculum. The school aims to enable each pupil to become less dependent upon others for their needs by providing them with experiences and opportunities to cope adequately in the environment in which they find themselves

The school has developed particular expertise in meeting the needs of pupils with language impairment. Their needs are overseen by the Speech & Language Therapy Team.

In addition to their learning difficulties some pupils may have associated needs, relating to physical disabilities, medical conditions, sensory impairments, diagnoses such as Autism or Down's Syndrome, and social, emotional or mental health needs. All pupils will be operating at development levels considerably delayed in relation to their peers.

All pupils admitted to Gosden House School will have an Education and Health Care Plan. The Local Authority (LA), following a multi-disciplinary assessment, will have completed this. The County SEN (special educational needs) department makes placements to the school.

The school buildings offer some specialist facilities, including dedicated technology rooms (DT and Art), outdoor learning facilities, a sensory room, a soft playroom, therapy rooms, main hall, a dance studio, The Coach House Café, a hairdressing salon and a music classroom with a variety of musical instruments. The site is attractive and spacious with age-appropriate play areas, individual class gardens, a walled garden –used for outdoor productions, a pond, an orchard and separate fenced play area for ball games. Much of the outdoor areas are wheelchair accessible.

Gosden House School is active in working with the PTA and the school charity, Gosden Children First, in fundraising and sourcing local sponsorship and funding to further augment, stimulate and enrich the learning experiences of young people with learning disabilities.

Educational provision

At Gosden House School we offer the following specialist provision to meet the needs of the pupils:

- An individualised learning programme across the curriculum
- A differentiated approach to accessing the National Curriculum for all students.
- Small teaching groups with a high level of staffing.
- A multi professional input from health services, children's services and educational psychology.
- A Home/ School Link Worker
- Access to a range of alternative communication systems
- A strong commitment to a working partnership with parents and carers.
- Accredited courses for KS4.
- A child centred pastoral approach.

- 52-week accessible pastoral line

All pupils are taught in age related classes with a teacher and an appropriate number of classroom assistants. The class groups contain between 8 to 12 pupils (key stage dependent).

Emphasis is placed on individual and small group work. All the pupils access the whole school curriculum, which encompasses the National Curriculum core and foundation subjects together with religious education and Personal, Social, Health & Emotional Development (PSHE). This is delivered at an appropriate level and followed at a modified rate, through the Gosden "Toolkits". Reception and Key Stage 1 pupils access a modified Early Years Foundation Stage curriculum, and Key Stage 4 follow pathways using the Adult Curriculum and Vocational courses.

The focus of teaching balances Individual Learning Plans (ILPs), with the wider curriculum, which is delivered through a variety of approaches. All pupils have ILPs generally covering PSHE, numeracy, literacy and communication.

Assessment and reporting to parents

All pupils admitted to the school have been identified as having significant special needs, which have been assessed and monitored over time.

During the first six weeks of a pupil's placement at the school an assessment of their needs will be undertaken by the class teacher, who may be supported by other professionals including, the speech therapist, physiotherapist, occupational therapist etc. This enhances the information supplied at admission.

During the first term, parents/ carers are invited to a Parent Consultation meeting. This is an opportunity for sharing information and parents to comment on how they feel their child has settled into school. At this meeting key areas for ILPs are discussed and agreed with parents.

Parents/ carers are invited to an annual review of the child's EHCP. Other professionals who have worked with the pupil are invited to attend and/ or make written contributions to the meeting. The ILP targets are reviewed and in collaboration with parents and professionals, new ones are set for the coming year. ILP targets are reviewed termly and parents are encouraged to take part and to be informed of this process these are shared at Parent Consultation meetings.

All pupils are assessed through B squared (until July 2026), then there will be a move to Arbor. Assessments take place throughout the year. At the end of the summer term an annual school report is written by teachers, which is sent home to parents / carers. This precedes the parents evening when they are invited to come into school to discuss their child's work through the year with the class teacher. The child's learning journey is recorded using *Arbor*, which is shared with the child and family.

Parents/ carers are welcome to come into school and discuss their child's progress with the teacher or senior staff. They are asked to contact the school first to make an appointment so that arrangements can be made for them to see the relevant member of staff.

Links with other educational establishments and agencies

Gosden House School is an active participant with other Surrey special schools. In addition the school has well established links with mainstream schools in the area, local further education colleges and relevant Children's Service and Health providers/ services.

The complex needs of the pupils and families at Gosden House School require the support and intervention of a range of associated professionals. The Home School Link Worker provides a focus for families and ensures "joined-up" working by professionals working with families. The school has a long tradition of working collaboratively with the assigned Inclusion Officer (supporting attendance), Educational Psychologists, health visitors and support workers. It is well placed to refer pupils and their families to appropriate professionals/ agencies when needed and provides outreach and advice for local mainstream schools.

Staff development

Through the aims of the school the Governing Body recognises the need for ongoing high levels of commitment to staff recruitment, retention and development.

Whole school and individual training needs are identified through the School Development Plan. These training needs are then placed alongside the established rolling programme of essential staff training that includes positive approaches to behaviour management and supporting communication.

Roles and responsibilities of staff and the identification of personal training needs are reviewed and agreed on an annual basis. This is done through the established means of performance appraisal reviews for all staff. The resultant action plans from these systems of review are monitored over the year, providing a framework for evaluation and celebration of successes. Action plans are further informed through the existing Induction Programme for new and internally promoted staff.

The Governors and Head Teacher are committed to ensuring staff receive the development and training necessary to enable them to carry out their jobs effectively, within a climate of educational change. This is reflected in the high level of staff experience and qualifications and the ongoing support offered to people to gain advanced levels of qualifications.

Parental involvement

The principle of working in close partnership with parents and carers is well established and supported by the whole school community, and in particular by the work of the Home School Link Worker. A variety of communication systems are in place to share day to day information. These include of home/ school books, emails, telephone calls, newsletters, the website and *Arbor*.

Each term there is a parent consultation event or other event, which gives opportunities for parents to talk through progress and learning targets with teachers and be kept up to date

with school initiatives. During the year there are other opportunities for parents to attend specifically focused evenings, curriculum weeks, options/ careers evenings, school productions and other events organised by the PTA.

The school also runs or sources various training/ support events that parents/ carers are encouraged to attend.

The school welcomes the valuable support from parents and community, who work alongside staff in classes to enrich the education provided.

Governors

The Governing Body reviews the Development Plan through governing body meetings each term.

Governors will monitor and evaluate the SEN Policy throughout the year, by sampling some of the following:

- Safeguarding culture and compliance.
- Behaviour, attendance and pupil premium reports are presented to Governors annually.
- Progress data is made available to governors at the first meeting of the autumn term.
- Implementation, monitoring and impact of the School and Subject Development Plans.
- Information is gathered regarding the number of parents attending annual review meetings, and parental feedback analysed and scrutinised.
- Pupil surveys are carried out annually.
- The CPD Leader will present the annual staff training plan to governors.
- Governors undertake training to enable them to carry out their responsibilities.