



**GOSDEN HOUSE SCHOOL  
SEN INFORMATION REPORT**

<b>SEN Information Report with Link to Local Offer Question: (in red)</b>	<b>Responses / Comments:</b>
<ul style="list-style-type: none"> <li><b><i>The kinds of special educational needs that are provided for</i></b></li> </ul>	<p><i>We are a Special school for children with Learning Difficulties. In addition we cater for children who, in addition, have Speech and Language difficulties. Staff are trained so as to be able to cater for learners who have additional difficulties with</i></p> <ul style="list-style-type: none"> <li><i>• Communication and Interaction</i></li> <li><i>• Social, emotional and mental health</i></li> <li><i>• Sensory and/or Physical</i></li> </ul> <p><i>We make reasonable adjustments to our practices so as to comply with the Equality Act ( 2010)</i></p> <p><i>We have staff that are trained in the following areas:</i></p> <p><i>Speech and Language ( Elklan, Makaton, AAC devices, Communication systems such as PODD)</i></p> <p><i>In addition, our SALT team offer twilight sessions and ongoing advice.</i></p> <p><i>Autism (TEACCH, LEAP training)</i></p> <p><i>Behaviour management (including Positive Touch and MAPA)</i></p> <p><i>Medical needs(epilepsy, first aid including paediatric, gastronomy feeds, blood sugar testing)</i></p>
<p><b>Q2 How will early years school support my child/young person?</b></p>	<p><i>Our children in the Primary Department age from 4-Y6 and this is for boys and girls.</i></p> <p><i>Our children in the Secondary Department age from Year 7 to Year 11 and this is for girls only.</i></p>
<ul style="list-style-type: none"> <li><b><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></b></li> </ul>	<p><i>All our children have special educational needs (SEN). These needs are identified in their statement. The process of converting to an Educational Health Care Plan has begun and these meetings are led by the Local Authority and take place at the school. Our children’s needs are assessed through an ‘Assess, Plan, Do and Review’ system.</i></p> <p><i>Data is used to analyse progress and attainment relative to LD expectations.</i></p> <p><i>The school uses an on-going assessment tool (BSquared). Pupils are baselined on entry (Year</i></p>



R, Year 3, Year 7) The school also uses an assessment 'Flagnet', which gives a holistic assessment and identifies barriers to learning. Formal assessments provide data for year end progress and this is entered on CASPA. The school is working with the County to look at processes once there are no levels within the National Curriculum. Our students are tracked on P Levels, which breaks down our pupils' learning into smaller steps.

Individual Education Plans (IEP's) highlight particular concerns; all children have objectives identified in all subjects.

Our pupils' learning is reviewed constantly. This happens within the team of the classroom and Key Stage. Meetings take place where the overall development of children is discussed.

Parental consultations can be provided by parental request, at parents evenings and at their Annual Review.

The school has an SEN policy which can be found on the school website: [www.gosden-house.surrey.sch.uk](http://www.gosden-house.surrey.sch.uk)

The Head of the Primary Department is Mrs Jane St Aubyn and the Head of the Secondary Department is Mrs Emily Mainwaring.

The Head of School, Mrs Fiona Williams can answer queries related to SEN. Her email address is [fwilliams@gosden-house.surrey.sch.uk](mailto:fwilliams@gosden-house.surrey.sch.uk).

The progress, engagement and conduct of learners is discussed at different levels of meetings, including the Leadership Management Team. The school works closely with professionals meeting our children's range of needs and benefit from a Speech and Language team on-site. The team offer a three tiered approach:

*Universal:* This takes place in the classroom, teachers are supported to use Speech and Language Therapist strategies in the classroom and pupils are not directly seen.

*Targeted:* This involves small group intervention, covering speech and language work. This provision is led by a therapist or a therapy assistant.

*Specialist:* This is primarily for speech and language needs eg speech production skills and the assessment and use of alternative augmentation devices (AAC)



	<p>The speech team consist of two therapist and two assistants. The team provide consultations with parents during parent evenings. Our Lead Therapist, Abi Davis, can be contacted on 01483- 893792</p>
<p><b>Q1. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b></p>	
<ul style="list-style-type: none"> <li>• <b>Arrangements for consulting parents of children with SEN and involving them in their child's education</b></li> </ul>	<p>We have an open door policy where parents are invited to come in and speak to their teacher. As our parents come from all over Surrey, an appointment is often our best option. We work in partnership with our parents and maintain good communication systems through a home school contact book, phone calls and emails. We welcome concerns about the overall progress of their child.</p> <p>The school has a regular reporting cycle where parents are informed of progress. Following the report, parents are able to come in order to discuss how they can support learning and progress.</p> <p>We have a parent organisation where parents can become involved in school life. 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 Simone Brinkworth for 'Gosden Children First' at <a href="mailto:info@gosden-house.surrey.sch.uk">info@gosden-house.surrey.sch.uk</a></p> <p>You can contact Mr Bob Arnold re the Governance of the school also at <a href="mailto:info@gosden-house.surrey.sch.uk">info@gosden-house.surrey.sch.uk</a></p> <p>To help develop reading we have parent volunteers who come into the school. Volunteers also support a range of activities such as working with students on the allotment. If you are interested in a role as a volunteer please contact Mrs Jane St Aubyn at: <a href="mailto:jmastaubyn@gosden-house.surrey.sch.uk">jmastaubyn@gosden-house.surrey.sch.uk</a></p>
<p><b>Q4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b></p>	



<p><b>Q13. How are parents involved in the school? How can I be involved?</b></p>	
<ul style="list-style-type: none"> <li>• <b>Arrangements for consulting young people with SEN and involving them in their education</b></li> </ul>	<p>The teacher liaises with the team 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 a higher banding or put in an application for exceptional needs. The school may use work, observation and incidents to support this. Learners are involved in their understanding of the difficulties they are experiencing. The school has a range of interventions and flexibility to offer a different learning setting/additional sessions/increase in support to meet the child's needs. Development groups look at engagement profiles and how to challenge pupils. We feel it is important to have the views of the learner. There is a very established school council, and pupils attend part/whole of their Review or contribute ideas through their 'One Page Profile'</p>
<p><b>Q12. How is the decision made about what type and how much support my child/young person will receive?</b></p>	
<ul style="list-style-type: none"> <li>• <b><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></b></li> </ul>	<p>Pupils in KS4 have 'Personalised Learning Plans'. 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 both Year 10 and 11, with Year 10 involving 'taster courses'. Details of the Secondary curriculum and KS4 provision can be obtained from Mrs Emily Mainwaring who can be emailed at :emainwaring@gosden-house.surrey.sch.uk</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 Mind Maps and their One Page Profile to enable them to communicate about their aspirations. Parents</p>



	<p>are encouraged to be fully involved in this process. Additional support comes from our Home School Link Worker and from organisations such as 'Pathfinders' that work closely with both parents and the school to develop their 'moving on plan' Further information can be obtained from the 'Secondary and Leaver's data' booklet that can be obtained from the school.</p>
<p><b>Q10. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b></p>	
<ul style="list-style-type: none"> <li>• <b><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></b></li> </ul>	<p>As we have three points of entry to the school, the transition varies according to age. At the Reception, teachers visit pupils in their nursery settings and in addition the new pupils' teachers visit to familiarise themselves with the setting. The pupils new to the Infants and Year 3 attend a picnic, where parents can meet their child's new teaching team and familiarise themselves with the learning environment. Pupils are given photos of their key adults and new friends where possible. New pupils for Year 3 attend induction days where their current TA 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. In Year 6 boys moving on attend their induction days. Discussions and sharing of experiences are part of their PSHE lessons and the HSLW takes sessions on resilience, helping the boys feel excited and about leaving. Year 6 girls are invited to a picnic lunch with their parents to become more confident of the Secondary phase. Pupils from our Primary Department are anxious too as there are so many changes for them to manage. Pupils going on to college 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 Review with Pathways.</p>



	<p>Our leavers are encouraged to see their next step in a positive way. Both groups currently have a residential trip, a leaver's assembly that parents attend and the girls also have a prom, shared with other LD schools.</p>
<p><b>Q10. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?</b></p>	
<ul style="list-style-type: none"> <li><b><i>The approach to teaching children and young people with SEN</i></b></li> </ul>	<p>All teaching 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, Physiotherapist, Occupational Therapists and using our support through our ELSA and HSLW. 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 Teaching Assistants.</p>
<p><b>Q2. How will early years school staff support my child/young person?</b></p>	
<ul style="list-style-type: none"> <li><b><i>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</i></b></li> </ul>	<p>Staff differentiates approaches in order to include and support learners. Pupils may benefit from assessments from the Physical and Sensory Support, from our Hearing Impairment and Visual Impairment Advisors. This means we can make specific adaptations to the building environment, as well as the learning environment. Staff who support children with additional needs receive training and on-going support in order that the child can fully access their learning. Staffs are trained in the use of specialist equipment such as hearing aids, visualisers and specialist communication devices. The building can be a challenge for pupils with</p>



	<p>additional physical needs and adaptations are made to support their safe movement around the building. Pupils with additional physical needs have a PEEP.</p> <p>We hold meetings with parents before options in KS4 , these are attended by Pathfinders.</p>
<p><b>Q3. How will the curriculum be matched to my child's/young person's needs?</b></p>	
<p><b>Q9. How accessible is the school environment?</b></p>	
<ul style="list-style-type: none"> <li><b><i>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</i></b></li> </ul>	<p>We have trained staff who have been trained in ELSA, PACE,(emotional literacy) ELKLAN, Makaton(speech and language support within the classroom) RWI, dyslexia approaches (literacy)behavioural approaches, engagement, TEACCH approaches. We aim to ensure that all staff have an in depth understanding of the SEN they are working with. This is addressed through appraisals and development plans.</p> <p>If the school needs to access external support this is achieved working with the child's parent and the Local Authority, for example obtaining SpLD teaching resources</p> <p>The school has specialist teachers in DT, PE, Forest School, Art, Dance and Drama and have Peripatetic music staff that work in the school. All teachers are trained to teach Literacy and Numeracy .The school is part of a Special Needs choir.</p> <p>Where it is felt necessary to obtain external support, we discuss any referrals in the first instance with the parents and gain full consent before proceeding with a referral.</p> <p>This year the school has worked with the Physical and Sensory Service, Educational Psychology Service, Behaviour Support Service and with all the therapists (SALT, OT, Physiotherapist) attached to the school.</p>
<p><b>Q6. What specialist services and expertise are available at or accessed by the school?</b></p>	
<p><b>Q7. What training are the staff supporting children and young people with SEND had or are having?</b></p>	
	<p>We review the needs of the learners within the</p>



<ul style="list-style-type: none"> <li><b><i>Evaluating the effectiveness of the provision made for children and young people with SEN</i></b></li> </ul>	<p>school by a holistic assessment tool called 'Flagnet'. This enables us to consider any barriers to learning and to put into place any provision that we think is necessary. This may imply the need for parental permission for an assessment of a particular provision (for instance nurture sessions)</p> <p>The impact of the provision is reviewed through data, through feedback and through the child's comments and their access to learning.</p> <p>The school has a three tiered provision identified on the website. The pupil's on-going need is also discussed formally at the Annual Review.</p> <p>Some of the funding the school receives is for specific groups , such as our Pupil Premium cohort. Data is analysed formally bi-annually, where the impact of the Provision is considered. This is monitored by a designated Governor.</p>
<p><b>Q11. How are the school's resources allocated and matched to children/young people's special educational needs?</b></p>	
<ul style="list-style-type: none"> <li><b><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></b></li> </ul> <p><b>Q8. How will my child/young person be included in activities outside the classroom including school trips?</b></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. Where appropriate, pupils are supported with individualised learning plans, social stories and visual structures . The pupil voice is very important.</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.</p> <p>We monitor engagement of activities. The school has three separate weeks of being 'off timetable'(History week, Health and Well Being week, Outdoor and the Arts week) where activities are arranged to challenge and engage all our learners. Pupil feedback is invaluable for developing engagement and inclusion further.</p>
<ul style="list-style-type: none"> <li><b><i>Support for improving emotional and</i></b></li> </ul>	<p>We have a zero tolerance of bullying and we pride ourselves on the behaviour and</p>





<p><b><i>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></b></p>	<p>community aspect of the school. The charter is displayed in the hall, pupils celebrate that it is fine to be different and respond to the positive behaviour expectations.</p> <p>All pupils have social skills classes that look at age appropriate issues as well as any on-going difficulty for that group. Teaching Assistants have an important part in the pastoral care of our pupils. In addition there are class teachers and Teaching Assistants that provide stability and a focus for independence and emotional development.</p> <p>The school has a strong emotional programme. Pupils and staff take part in the 'bucket' scheme (emotional literacy) introduced in the Health and Well-being week)</p> <p>The school has a Home School Link Social Worker that provides invaluable support for pupils and families and we also provide nurture sessions (through referral) to pupils who need additional support regarding an emotional issue.(friendships, self-esteem, anger-management for example)</p>
<p><b>Q5. What support will there be for my child's/young person's overall well -being?</b></p>	
<ul style="list-style-type: none"> <li><b><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></b></li> </ul>	<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. During this academic year we have worked with social services, therapists, Educational Psychologists, child and adolescent mental health teams, disability teams, social workers and community disability nurses. We have also worked with Parent working Partnership for the purposes of the Education and Health Care Plans (EHCP) Our HSLSW 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, Mrs Jane St Aubyn can be contacted on <a href="mailto:jmastaubyn@gosden-house.surrey.sch.uk">jmastaubyn@gosden-house.surrey.sch.uk</a>. Our designated teacher works alongside the HSLSW, social services and the virtual school to ensure their needs are being met. A personal education plan (PEP) is produced termly to help support</p>



	<p>the whole development of the child. 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><b>Q6. What specialist services and expertise are available at or accessed by the school?</b></p>	
<ul style="list-style-type: none"> <li>• <b>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</b></li> </ul> <p><b>Q14 Who can I contact for further information?</b></p>	<p>The school’s complaint procedure is open and transparent. In the first instance if a parent has a concern, they are encouraged to talk to the class teacher. If the matter cannot be resolved, the Head of School may become involved. Mrs Fiona Williams can be contacted by telephone on 01483 -892008 , by email at:<a href="mailto:fwilliams@gosden-house.surrey.sch.uk">fwilliams@gosden-house.surrey.sch.uk</a>. Any school complaint is dealt with seriously and Mr Darryl Morgan , the school’s Executive Head Teacher, is made fully aware. Mr Morgan may be contacted by email at: <a href="mailto:head@gosden-house.surrey.sch.uk">head@gosden-house.surrey.sch.uk</a>. Any concerns regarding provision is dealt with by Mrs Williams. A copy of the complaints procedure can be found on the school website : <a href="http://www.gosden-house.surrey.sch.uk">www.gosden-house.surrey.sch.uk</a> Where a resolution cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.</p>