

**GOSDEN HOUSE SCHOOL  
SEN INFORMATION REPORT**

SEN Information Report with Link to Local Offer Question: (in red)	Responses / Comments
<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 and Additional Needs. 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>Cognitive and learning</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> <ul style="list-style-type: none"> <li><i>Speech and Language (Elklan, Makaton, AAC devices, Communication systems such as PODD). Our SALT team offer support to staff teams around individual, small group and class needs, whole staff professional development and ongoing advice.</i></li> <li><i>Autism (TEACCH, LEAP training)</i></li> <li><i>Behaviour management (including Positive Touch and MAPA)</i></li> <li><i>Medical needs(epilepsy, first aid including paediatric, gastronomy feeds, blood sugar testing)</i></li> </ul>
<p><b>Q2 How will early years school support my child/young person?</b></p>	<p><i>Gosden House caters for pupils from 4 years (Reception) to 16 (Year 11). The Reception class follows the Early Years Foundation Stage (EYFS) curriculum.</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</i></b></li> </ul>	<p><i>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.</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 R, Year 3, Year 7). Key stage 1-3 pupils working below National Curriculum levels are tracked using P Levels , which breaks down our pupils' learning into smaller steps. Pupils working at National Curriculum levels are assessed against the National</i></p>

<p><b>SENCO (mainstream schools)</b></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>	<p>Curriculum, broken into smaller steps in order to track progress more accurately. Key Stage 4 students are assessed against the requirements of exams qualifications.</p> <p>Individual Education Plans (IEP's) highlight individual needs; 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.</p> <p>Parental consultations can be provided by parental request, at parents' evenings and at their Annual Review.</p> <p>The school has an SEN policy which can be found on the school website: <a href="http://www.gosden-house.surrey.sch.uk">www.gosden-house.surrey.sch.uk</a></p> <p>The Head of the Primary Department is Mrs Fiona Williams and the Head of the Secondary Department is Mrs Emily Mainwaring.</p> <p>The Deputy Head, Mrs Fiona Williams, can answer queries related to SEN. Her email address is <a href="mailto:fwilliams@gosden-house.surrey.sch.uk">fwilliams@gosden-house.surrey.sch.uk</a>.</p> <p>The progress, engagement and conduct of learners is discussed at different levels of meetings, including the Senior Leadership 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:</p> <p>Universal: This takes place in the classroom, teachers are supported to use Speech and Language Therapist strategies in the classroom and pupils are not worked with directly.</p> <p>Targeted: This involves small group intervention, covering speech and language work. This provision is led by a therapist or a therapy assistant, or by the classroom staff, under close monitoring by the therapist.</p> <p>Specialist: 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 consist of two therapists and one assistant. The team provide consultations with parents on request, and contribute to Annual Reviews and IEPs.</p> <p>Our Lead Therapist, Lydia Cole, can be contacted through the school.</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>	<p>SEN statutory arrangements and admissions are arranged through the Local Authority.</p> <p><a href="https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page">https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</a></p> <p>Parents are welcome to visit Gosden House. Show-round dates are advertised on the website. <a href="http://gosden-house.surrey.sch.uk/announcements/gosden-house-school-parent-show-round-dates-for-prospective-parents/">http://gosden-house.surrey.sch.uk/announcements/gosden-house-school-parent-show-round-dates-for-prospective-parents/</a></p>
<ul style="list-style-type: none"> <li><b>Arrangements for consulting parents of children with SEN</b></li> </ul>	<p>Termly parent consultation events take place, plus an annual review for every pupil.</p> <p>We have an open door policy where parents are invited to come in and speak to their teacher, by appointment. We work in partnership with our parents and maintain good communication systems through a home school contact</p>

<p><i>and involving them in their child's education</i></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?</b></p> <p><b>How can I be involved?</b></p>	<p>book, phone calls and emails. We welcome dialogue about the progress of their child.</p> <p>The school reports on progress annually. 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 Penny Biggs 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 Ms Caroline More at <a href="mailto:info@gosden-house.surrey.sch.uk">info@gosden-house.surrey.sch.uk</a></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><b>Q12. How is the decision made about what type and how much support my child/young person will receive?</b></p>	<p>The teacher liaises with the Head of Department 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 progress data, observation and incidents to support this. Learners are involved in their understanding of any difficulties they are experiencing.</p> <p>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>
<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	<p>Data is used to analyse progress and attainment relative to LD expectations.</p> <p>The school uses an on-going assessment tool (BSquared). Pupils are baselined on entry (Year R, Year 3, Year 7). Key stage 1-3 pupils working below National Curriculum levels are tracked using P Levels , which breaks down our pupils' learning into smaller steps. Pupils working at National Curriculum levels are assessed against the National Curriculum, broken into smaller steps in order to track progress more accurately. Key Stage 4 students are assessed against the requirements of exams qualifications.</p> <p>Individual Education Plans (IEP's) highlight individual needs; 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.</p> <p>Pupils in KS4 have 'Personalised Learning Plans'. Pupils undertake courses form Entry Levels to Level 1 from Year 9</p>

	<p>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: <a href="mailto:emainwaring@gosden-house.surrey.sch.uk">emainwaring@gosden-house.surrey.sch.uk</a></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 are encouraged to be fully involved in this process. Additional support comes from our Home School Link Worker. Further information can be obtained from the 'Secondary and Leaver's data' booklet that can be obtained from the school.</p>
<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul> <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>	<p>As we have three points of entry to the school, the transition varies according to age.</p> <p>At Reception, teachers visit pupils in their nursery settings and in addition the new pupils' teachers visit to familiarise themselves with the setting. 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.</p> <p>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.</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 the HSLW takes sessions on resilience, helping the pupils feel reassured about leaving. Remaining pupils 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 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 residential trip, a leavers' assembly that parents attend and the Year 11's also have a prom, shared with other LD schools.</p>
<ul style="list-style-type: none"> <li>• <b>The approach to teaching children and young people</b></li> </ul>	<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 teaching staff are aware of individual targets, and the objectives for each learning task. Pupils are encouraged to be involved in</p>

<p><b>with SEN</b></p> <p><b>Q3. How will the curriculum be matched to my child's/young person's needs?</b></p>	<p><i>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.</i></p>
<ul style="list-style-type: none"> <li><b>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</b></li> </ul> <p><b>Q9. How accessible is the school environment?</b></p>	<p><i>Staff differentiate approaches in order to include and support learners and offer extra support with communication, attention and pastoral needs. The learning environment is stimulating and creative, but calm, in order to accommodate pupils with sensory needs and Autism.</i></p> <p><i>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. Staff 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 additional physical needs and adaptations are made to support their safe movement around the building. Pupils with additional physical needs have a PEEP.</i></p>
<ul style="list-style-type: none"> <li><b>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</b></li> </ul> <p><b>Q7. What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p><i>All staff attend training in safeguarding young people with additional needs, pastoral and positive behaviour approaches, sensory integration, language and communication and dyslexia friendly approaches.</i></p> <p><i>We have 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 SENs they are working with. This is addressed through appraisals and development plans.</i></p> <p><i>If the school needs to access external support this is achieved working with the child's parent and the Local Authority.</i></p> <p><i>The school has specialist teachers in DT, PE, Forest School, and have Peripatetic music staff that work in the school. All teachers are trained to teach Literacy and Numeracy. 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.</i></p>

	<i>This year the school has worked with the Physical and Sensory Service, Educational Psychology Service and with all the therapists (SALT, OT, Physiotherapist) attached to the school.</i>
<b>Q6. What specialist services and expertise are available at or accessed by the school?</b>	<i>The Inclusion Outreach Service is free for schools to access. <a href="http://gosden-house.surrey.sch.uk/outreach/">http://gosden-house.surrey.sch.uk/outreach/</a></i>
<ul style="list-style-type: none"> <li><b>Evaluating the effectiveness of the provision made for children and young people with SEN</b></li> </ul>	<p><i>The school engages with rigorous, ongoing professional review of effectiveness. Governors work closely with Senior Leaders and conduct regular monitoring visits and were noted for their effectiveness by Ofsted.</i></p> <p><i>The school engages in an annual SEN peer review, conducted by trained senior leaders from other SEN schools locally and nationally.</i></p> <p><i>The school is supported by a link School Improvement Partner.</i></p> <p><i>Pupil progress data is analysed twice yearly and reported on to Governors. Data is submitted to the Local Authority annually.</i></p> <p><i>Ofsted inspect the school every 3 years.</i></p>
<b>Q11. How are the school's resources allocated and matched to children/young people's special educational needs?</b>	<i>The school funding formula is determined by the Local Authority. Where pupils' needs exceed that of the core offer, the school discuss the pupil's needs at annual review with parents/ carers, and request additional support from the Local Authority.</i>
<ul style="list-style-type: none"> <li><b>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</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><i>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.</i></p> <p><i>We make reasonable adjustments so that learners can join in with activities regardless of their needs.</i></p> <p><i>Risk assessments for trips outline the staffing levels needed and additional needs (for instance medical) are discussed with the parent. Pupil safety is always our priority.</i></p> <p><i>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.</i></p>

<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul> <p><b>Q5. What support will there be for my child's/young person's overall well-being?</b></p>	<p><i>We have a zero tolerance of bullying and we pride ourselves on the behaviour and 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.</i></p> <p><i>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. The school has a strong emotional programme. Pupils and staff take part in the 'bucket' scheme. The school has a Home School Link Social Worker who 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).</i></p> <p><i>Behaviour on social media is a particular problem, and parents/ carers are offered support to manage this. The curriculum has a strong focus on PSHE and Online Safety.</i></p> <p><i>The Behaviour and Online Safety policies are on the school website.</i></p>
<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul> <p><b>Q6. What specialist services and expertise are available at or accessed by the school?</b></p>	<p><i>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.</i></p> <p><i>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 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 Fiona Williams can be contacted on <a href="mailto:info@gosden-house.surrey.sch.uk">info@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 the whole development of the child.</i></p> <p><i>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.</i></p>

- ***Arrangements for handling complaints from parents of children with SEN about the provision made at the school***

**Q14 Who can I contact for further information?**

The school's complaint procedure is available on the website: <http://gosden-house.surrey.sch.uk/complaints-procedure/>

Updated February 2018