

George Stephenson High School SEND Policy

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"At George Stephenson High School we will value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people".

Quotes from some of our parents:

"My son is in Year 9 and is coming along great with the support of the learning support department... he has grown in confidence", Year 9 parent

"He is coming along brilliantly and we cannot thank the school enough, staff are always available at the end of the phone to talk", Year 10 parent

When we come to meetings it is such a buzz, it has always been good to hear such fantastic things", Year 11 Parent

"Year 7 has gone really well I am happy with the support for my daughter, she is really keen on coming to school", Year 7 parent

George Stephenson High School is a fully inclusive school that ensures all students achieve their potential personally, socially, emotionally, physically and educationally. At George Stephenson High School we recognise that all our students are different and as such have a wide range of learning needs. The provision for students with additional learning needs is coordinated via the Learning Support Centre, which is led and managed by the SENCO, Rebecca Bennett. The SENCO is supported by the Learning Support Centre Manager, Jacqui Fuller, and an experienced team of, Learning Support Assistants and Cover Supervisors.

Our SEND Policy lets you understand how we support students with special educational needs and/or disabilities. We consult with students and their families on our local offer by meeting with parents regularly through SEND reviews, sending out questionnaires prior to annual reviews, regular phone contact, transition days, parents' evenings, informal coffee mornings and meetings prompted by concerns raised through external professionals, Guidance Managers, parents or teachers.

School entitlement offer to students with special educational needs or disabilities

George Stephenson High School will:

- Provide an education for life by meeting the needs of all learners through a broad, balanced and relevant curriculum.

- Create a safe, positive and stimulating environment for learning by developing an atmosphere of tolerance, trust and respect.
- Develop shared responsibility for our students' education by working in partnership with parents, students and staff.
- Enable all students to achieve success by encouraging and rewarding individual talents, efforts and achievements.

THE 2014 CODE OF PRACTICE AT GEORGE STEPHENSON HIGH SCHOOL

The Code of Practice emphasizes the greater involvement of all teaching staff to make sure students' progress and meet their outcomes.

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people”

We consult with young people and their families on our SEND Information Report by:

- Gathering student and parent views from annual SEND reviews
- Sending out parent questionnaires
- Assigning a key worker who keeps in regular contact with parents
- Meeting and engaging with parents regularly through the formal SEND review process, parents' evenings, pastoral support team meetings and other meetings and interventions as the need arises.
- Celebrating the success of students with parents during celebration events

What types of special educational needs and disabilities are catered for?

George Stephenson High School is committed to meeting the needs of all young people, including those with SEND, reasonable adjustments are made to meet the needs of all young people including those identified in the SEND Code of Practice (2014)

The four broad areas of need for Special Educational Needs and Disabilities (SEND) are:

1. **Communication and Interaction:** This includes difficulties with speech, language, and communication. Children may struggle to understand or use language effectively, and this category also includes conditions like autism spectrum disorder (ASD).
2. **Cognition and Learning:** This area covers a range of learning difficulties, from moderate to severe, including specific learning difficulties like dyslexia, dyscalculia, and dyspraxia. Children in this category may learn at a slower pace than their peers.
3. **Social, Emotional, and Mental Health (SEMH):** This includes a wide range of mental health issues such as anxiety, depression, and eating disorders. It also covers behavioural difficulties that may stem from underlying mental health conditions like attention deficit hyperactivity disorder (ADHD) or attachment disorders.
4. **Sensory and/or Physical Needs:** This includes children with physical disabilities or sensory impairments such as visual or hearing impairments. These children may require special educational provisions to access the curriculum effectively

Additional Resourced Provision

The school has an Additional Resource Provision which forms part of the specialist support within mainstream for students with Moderate Learning Difficulties. This provision caters for children and young people with special educational needs who require a higher level of support than can typically be provided in a mainstream school, but do access, and make progress within, a mainstream learning environment, given the right level of support. These are students who are functioning in the 2nd percentile (98 out of 100 students would function higher than them). The resourced provision is fully inclusive; students are withdrawn for literacy, numeracy, phonics, Thrive and social skills and are fully integrated for the rest of their curriculum with class support.

The ARP will provide support to children and young people through appropriately experienced and trained staff who implement specialist strategies based on:

- Individual assessments
- Involvement of parents/carers
- Positive behaviour management
- A focus on social understanding and communication
- Development and implementation of appropriate age related, evidenced based interventions

We will provide:

- A setting where at least one member of the teaching and of the support staff has appropriate training and expertise in providing inclusive educational opportunities and assisting staff in planning appropriate programmes for children and young people with specific needs
- Highly structured, specialised programmes delivered individually or in small groups, involving regular and frequent assessment, planning and review.
- A highly inclusive SEND friendly school ethos and practice delivered by teaching and support staff who have undertaken professional development and completed basic awareness training in this area of SEND.

How are students identified, and their needs determined and reviewed?

At George Stephenson High School we recognise the need for early identification, assessment and provision of a student's individual needs. Information is gathered about students prior to their arrival at the school and distributed to subject teachers to help them in their preparation and planning. Comprehensive transition arrangements are put into place to support young people with SEND to manage the transition when they start high school. In addition, the reading and spelling levels of all incoming students are analysed and disseminated so that subject teachers have a greater understanding of each students' strengths and weaknesses. As a result of this, any student giving cause for concern who has not already been identified will be further assessed, monitored and tested. All information is used to inform decisions on the allocation of support.

The Learning Support department have a systematic way of identifying young people with SEND through the Graduated Approach. This process starts with quality first teaching. All lessons taught in school are differentiated to meet the needs of all young people despite their barriers to learning. In this environment most young people should make progress. Young people who fail to make progress despite personalisation require something additional. This process starts with the implementation of an action plan by the class teacher. This is shared with the parents and staff involved. If a pupil still struggles to make progress, despite an action plan being put into place, then a referral to the school's Learning Support department is made.

Special educational provision is provision that is different from or additional to that normally available to students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.

When a student is identified as having special educational needs, we support their development and progress in several ways:

- All teaching staff recognise that there is a wide range of student ability and provide appropriately adapted work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum through Quality First Teaching.
- Curriculum Leaders have a key role in ensuring that this takes place and that an appropriate range of teaching and assessment material is available to meet the needs of all levels of ability.
- All teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs.
- Subject teachers access the SEND register and Pupil Passports (PP's) via the internal desktop and One Drive. These are sent home to parents on a termly basis.
- Reference to Pupil Passports will need to be made when teachers input up to date evidence of student progress towards their targets prior to SEND reviews. This evidence is collated and forms an important part of the review process and future target setting.
- All departments will have a special educational needs agreement which reflects the school's policy.
- It is the responsibility of each Curriculum Leader to ensure that all students have access to the National Curriculum and that, when necessary, this is delivered in a modified form as required to meet the needs of individual students.
- Teachers will recognise the wide range of student abilities and departmental schemes of work should reflect awareness of the need to provide appropriate work.
- Each department will provide differentiated work for the full range of ability.
- Teachers will be aware of the importance of identifying students who have special educational needs and of referring them to the SENCo. This is done through Microsoft Forms where teachers can share their concerns about progress. Where appropriate we instigate a suite of testing on the young person to identify potential need.
- Time will be allocated during departmental meetings so that Additional Educational Needs (AEN) is a regular item.
- All teachers, where appropriate, will contribute to the identification, assessment, monitoring, recording and reporting of progress of students with special educational needs.
- The monitoring of progress of SEND students is the responsibility of all teachers.
- Adapt teaching to respond to the strengths and needs of all pupils
- Where support staff are involved, they are expected to contribute to the monitoring process.
- Pupil Passports provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.
- Support staff are placed where they are needed throughout the school to ensure student progress, independence and value for money.
- Teaching Assistant support in class is allocated on the basis of student need and entitlement; this is not one to one support.
- Priority is given to providing support for students with an Early Health Care Plan (EHCP), or at Learning Support (K).

- For most students, the need for support is greatest in core subjects.
- In KS3 and KS4, support will also be provided to students at Learning Support (K).
- The primary role of Teaching Assistants is to enable access to the curriculum, facilitate independent learning, and promote inclusion.

Teaching Assistants can perform a wide range of duties within the classroom to scaffold learning.

- Teachers should maximise the effectiveness of Teaching Assistant support within lessons by:
 - Noting the role of the Teaching Assistant in their planning
 - Providing the Teaching Assistant with schemes of work and lesson plans
 - Discussing lessons and students' individual learning needs
 - Communicating with the Teaching Assistant through meetings or by e-mail

Additional factors that may impact the progress of young people aside from SEND

Making New Referrals

Parents are encouraged to contact the SENCo if they feel that their child is not progressing in line with their peers. The school will let families know about any concerns about a pupil's learning in the first instance through contact by the SENCo, Curriculum leader or Guidance Manager. Parents would be invited for an initial meeting to discuss the situation further and develop an action plan. All teachers have the opportunity at department meetings to register concern about a student that they feel is not making satisfactory progress in their subject area. These referrals are then passed on to the Individual Needs Department who will contact parents.

Information and Student Register

Parents can access the Pupil Passport for their child which is a document that outlines the individual needs of the student and includes their targets and outcomes we wish to achieve for the young person. Any further information required can be obtained by speaking to the Individual Needs department. The Individual needs register is updated on a weekly basis and staff are expected to refer to it when planning lessons for relevant students.

The Learning Support Centre

Supporting Students with Individual needs

The Learning Support Centre is a safe, friendly area, where students with additional needs can access the support, they require. As well as an English teaching room, there is a classroom where small group interventions are delivered such as literacy, numeracy and social skills. In addition to support during lesson times, students access the Learning Support Centre during registration – working on everything from the Toe-by-Toe programme to organisational skills. The LSC is supervised by support staff before school, afterschool and at lunchtimes, It also remains open and staffed at break times, providing a 'safe haven' for some of our more vulnerable students, where they can relax away from the noise and bustle of the main school. For those students who have needs which require additional support to help them learn effectively, we follow the statutory guidance laid down in the 2014 Code of Practice which sets out a graduated approach for meeting children's needs, involving the child and parents at all stages as part of the Plan, Do, Review format.

The Learning Support Team offers the following interventions:

- Social skills sessions

- Access arrangements through the roles of reader and/or scribe
- Small group literacy support
- Numeracy Intervention
- Lego Group
- Thrive Intervention
- Supervised lunch in the Learning Support Centre (LSC)
- Dyslexia Programme
- Access Arrangement Practice
- Accompanying attendance to after school revision sessions

Supporting Young people with Special Educational Needs / Disabilities and Their Families

SEND Learning Support

Students on Learning Support may require some additional support in the classroom if they are experiencing difficulties which prevent them progressing as effectively as they should. Their progress is monitored and reviewed through the normal Department/Guidance procedures operating in school. If a student is still not making satisfactory progress with the support that is available in school, we would call upon external specialists. Such support could come from the Behavioural Support Service, the Educational Psychology Service, Social Services, Language and Communication team etc. Once professional services are involved students are given a Pupil Passport which is reviewed on a termly basis.

Students moving onto Learning Support

The trigger for SEND Support is when classroom teachers, Guidance Managers, and parents agree that action taken by subject teachers and other professionals is not alleviating a student's difficulties and that involvement of the Learning Support Department is necessary.

At this stage:

- All information is gathered concerning the student's performance.
- The student's perception of their difficulties is sought.
- Internal testing of areas of need are carried out with the young person; this may involve language & communication, Dyslexia, SEMH, literacy and numeracy tools.
- Parents are contacted, notified of concerns and invited into school to discuss their child's progress.
- The student's needs are assessed and if necessary, support is provided.
- Parents are notified about the support provision.
- The student's progress is monitored and reviewed by both teaching and support staff.

When a pupil is identified as having special educational needs, we support their development and progress by:

- Promptly identifying and assessing students who may have special educational needs as soon as cause for concern has been raised.
- Working in partnership with students so that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress.
- Developing a rigorous transition process between Yr9 and Y10 and between Yr11 and Yr12 in conjunction with feeder schools, Connexions and other education providers.

- Monitoring and reviewing student performance and progress, implementing agreed targets in Pupil Passports and evaluating these termly through the procedures outlined in the Code of Practice 2014.
- Ensuring students play a full and active role in their Pupil Passport review.
- Employing technology to support students to achieve their potential across the curriculum; including regularly training and keeping up to date with SEND developments.
- Providing the appropriate support to those with identified special educational needs that includes in-class support as well as short-term interventions tailored to the needs of the student and access the Learning Support Centre during unstructured times and for assessment, homework and coursework support.
- Working in partnership with family members or carers through liaison and support to develop strategies that will allow them to play an active and valued role in the education of their children.
- Developing a review process which fully considers the individual personality and needs of the student.
- Using the keyworker role to act as a point of contact and an advocate for vulnerable students on the SEND register.
- Developing strong links within the local cluster of schools, including the feeder schools, Amberley Primary, Backworth Primary, Westmoor Primary, Shiremoor Primary, Bailey Green Primary, Grasmere Primary and Holystone Primary.
- Liaising with colleagues at the Local Authority by attending Secondary SENCo Network of North Tyneside.
- Working in partnership with appropriate outside agencies to develop a multi-disciplinary approach to planning and implementing appropriate and effective support in line with the wider ECM agenda.
- Provide opportunities for wider integration into whole school activities both within and outside the curriculum.
- Creating detailed Pupil Passports, in conjunction with students and teaching staff, that give advice and guidance to staff that work with the young person.
- Assessing young people for exam access arrangements and supporting the in line with JCQ (Joint Council for Qualifications) guidance.
- Making sure that all students with SEND reach their potential.

On the basis of all the information available and on the views of the external specialist, the Local Authority would be informed, and a statutory assessment may be considered.

An Education, Health and Care Needs Assessment?

A request for an Education, Health and Care Needs Assessment (EHCNA) is a formal request made to the local authority to assess a child or young person's special educational need or disability (SEND) to determine if they require an Education, Health and Care Plan (EHCP). This assessment considers the child's educational, health, and social care needs.

A request for an EHCNA will be considered if there is significant evidence that, despite taking relevant and purposeful action to identify, assess, and meet the child's SEN, the child has not made expected progress. The evidence required includes:

- Academic attainment and progress
- Nature, extent, and context of the SEN

- Actions already taken by the school to support the child
- Physical, emotional, and social development and health needs
- This evidence is gathered through reports from the school, health professionals, and other relevant agencies involved with the child.

When an EHCNA is submitted, the local authority must decide within six weeks whether to carry out the assessment. Parents/carers and the child or young person are informed of the decision and the reasons behind it. Your views are considered through forms and meetings where you can express your opinions and provide additional information.

If the request for an EHCNA is agreed, the local authority will gather advice and information from various sources, including parents/carers, the child or young person, educational professionals, and health and social care services. Parents/carers and child or young person's views are considered through direct consultations and written submissions.

If the request is declined, the local authority must inform the parents/carers and child or young person, providing reasons for the decision⁵. Parents/carers can appeal the decision through mediation or the Special Educational Needs and Disability Tribunal.

What does an EHCP look like? How are parent/carer and CYP views considered?

An EHCP is a legally binding document that outlines the child's or young person's SEN, the support required to meet those needs, and the desired outcomes. It includes sections on the child's views, interests, and aspirations, ensuring that their voice is heard.

What is your process when an EHCP is issued? How does it impact on a CYP?

When an EHCP is issued, the local authority sends a draft plan to the parents/carers and CYP for review and comments. The final plan is issued within 20 weeks of the initial request. The EHCP ensures that the child or young person receives the necessary support to meet their educational, health, and social care needs, positively impacting their overall development and well-being.

Statutory assessment will not always lead to an EHC Plan.

Students with EHC Plans

The student is issued with an EHC Plan; this gives details of the barriers to learning that they are experiencing and the provision that must be made available to support their needs in school.

Annual review meetings

Young people who have a statement of special needs or EHC Plan have an annual review. This is a formal meeting to which all those involved in supporting the pupil, in and outside of school, are invited to discuss the child's progress. Parents and young people are invited to submit a report alongside professional's reports.

In addition to this formal meeting the parents of all young people on the SEND register are invited to an informal drop-in session to discuss their child's progress. Young people are invited to this meeting alongside their parents.

Young people with SEND are routinely consulted about the quality of the provision through internal monitoring and evaluation. This includes a pupil voice termly within the Learning Support department.

Monitoring and evaluation of SEND

The school regularly and carefully monitor and evaluate the quality of the provision offered to young people with SEND. This is done in several ways:

- Internal monitoring and evaluation of Quality First Teaching including adapting teaching to the strengths and needs of all students.
- Internal data monitoring every half term
- Parental consultation at annual reviews and regular contact with the key worker for your child.
- Parental voice at review meetings, regular data gathering and open evenings
- Student voice- young people are consulted and provide feedback about their learning and experience on a regular basis, furthermore, students with Pupil Passports, EHCP's offer their views about targets and outcomes a meeting.
- Staff voice- through annual review feedback and the review of Pupil Passport targets.

Assessing the progress of young people with SEND

The progress of young people with SEND is monitored closely through the Plan, Do Review process. Teachers submit data regarding the progress of all young people half termly by setting SMART targets on Pupil Passports. This data is analysed and the progress of all young people, including those with SEND, is monitored. Those young people who are not making expected progress receive additional interventions to support these young people to make progress from their starting point.

We conduct regular reviews of SEND provision through internal audits, lesson observations, and feedback from staff, students, and parents. Furthermore, we have stringent systems in which we use data from assessments and progress tracking to evaluate the effectiveness of interventions and support strategies. Continued work with external agencies and consultants provide an objective evaluation of SEND practices and outcomes for our young people.

We regularly distribute surveys to gather feedback from parents and carers about the SEND provision and their child's progress. Events such as the North Tyneside Parent Carer Forum sessions help to facilitate open discussions and gather collective input from parents which we act upon. We also offer individual sessions with the SENCO or Learning Support Centre Manager to address specific concerns and collaborate on Pupil Passports.

SEND students are represented in school councils and advisory groups to ensure their voices are heard in decision-making processes. We implement regular feedback sessions and surveys to capture the experiences and suggestions of SEND students.

We encourage parents to use the Ofsted Parent View platform to share their views on the school's SEND provision. We will use feedback from Ofsted Parent View to identify areas for improvement and inform strategic planning.

Our trained and fully qualified Special Educational Needs Coordinator provides advice and guidance to staff including meeting with Curriculum Leaders to share information, inviting external providers into school to provide training to staff and meeting with staff who work with students who have individual Pupil Support Plans, EHC Plans.

Supporting Families

Support is offered to families, and they are also signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer (such as SENDIASS). The school works in partnership with families to help them support their children's learning outside of school. Families can also be provided with short term support from within schools' resources through the Family Liaison Worker. We host various informal parental meetings throughout the year and have calendared 1-1 meetings which give parents the opportunity to speak with the SENDCo or Learning Support Centre manager to discuss needs, progress and signpost to other professionals where appropriate.

Staff training

The staff in the Learning Support department have a wide and varied experience in several areas of SEND. We currently have:

- Learning Support Centre Manager
- 10 Teaching Assistants
- 2 Cover Supervisors who also provide in-class support (1 is parttime)
- Literacy Co-ordinator
- Numeracy Co-ordinator

Details of staff skills and expertise in relation to SEND:

- Dyslexia - 6 Teaching Assistants
- Speech and language - 2 Teaching Assistants
- ASD - 1 x Cover Supervisor, 4 x Teaching Assistants, 2 x Higher Level Teaching Assistants
- ADHD - 1 x Cover supervisor, 2 x Higher level Teaching Assistants
- Social and communication - 1 x Cover Supervisor, 3 x Teaching Assistants
- Lego Club, 3 x Teaching Assistants 1x SENCo
- ASD in Girls - 3x Teaching Assistants
- Youth Mental Health - All TA's
- Independent Travel Training - 1x Teaching Assistant
- SEMH - All Teaching Assistants
- Adverse Childhood Trauma Training - All Teaching Assistants

All members of the department play a key role in CPL offering sessions to teaching staff on differentiation, dyslexia, literacy, ACEs, Language and Communication and ASD.

The SENCo has completed the NASENCo qualification and attends regular local authority training for SENCos including SENCo network meetings.

Securing resources for young people with SEND

At George Stephenson High School we are committed to making a differentiated and personalised education experience for all. We make reasonable adjustments to the school curriculum and/ or school environment based on the individual needs of the young person. We regularly seek advice from other professionals to ensure that all adjustments have been achieved. This is reviewed termly in conjunction with external agencies, young people and parents/guardians.

Supporting young people with SEND to engage in activities in school

All young people are able to participate in all activities in school this includes all young people with SEND. We provide additional support to young people who want to take part in extracurricular activities such as home learning clubs, sporting events and

course work 'catch-up' sessions. The Learning Resource Centre (LRC) is open every day from 8.00a.m, at break time, lunchtime and after school so that students can continue with their learning. In addition, the school's ICT facilities are also available for student use outside of the timetabled day.

Improving the emotional, mental and social development of young people with SEND

All young people are reviewed on a regular basis through learning support centre reviews and guidance team reviews. Pupil's social, emotional and mental development as well as their academic progress is discussed. Additional support is put into place for those young people whose progress is cause for concern. Students may be given a Behaviour Support Plan which is monitored by the relevant Guidance Manager. Internal SEMH testing may also be delivered to the young person to establish need and possible interventions. Support can also be provided in the form of a family support worker, social skills group, Lego Club, or a bespoke programme based on the young person's individual needs. Several students are identified as requiring short term intervention programmes which include NUFC foundation, improving engagement in school or Developing resilience and building confidence workshops.

Other individuals, agencies and teams providing services to children with a special educational need / disability in school include:

- Guidance Managers
- Family Liaison Workers
- Behaviour Support Manager
- School Nurses
- EHA co-ordinators Thrive Practitioners
- EWO
- Connexions
- The Student Support Base
- Progress Leaders

We can also support development and progress by working with the following agencies in the Local Authority:

- Dyslexia Team
- Speech and Language Team
- Language and Communication Team
- SEND Transport
- Educational Psychology Service

- CAMHS
- Early Help Assessment Team
- SENDIASS

Transition

Transition primary to secondary

The SENCo, Learning Support Centre Manager and Guidance Manager visit all feeder primary schools to discuss with the Primary SENCo the support needs of young people. Support is therefore put into place prior to young people attending George Stephenson High School.

Transition key stage 3 to 4

When moving from key stage 3 to key stage 4 a young person's academic, social, and emotional needs are considered. This is done in conjunction with the young person, parents/guardians and other agencies who supply support. At this stage Connexions are invited to offer their advice during discussions. Parent's evening provides an opportunity for young people and parents having dedicated time with the SENCO to advice on option choices.

Transition post 16

We will work in partnership with other education providers to ensure that students make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to students when they are leaving the school:

- Accompanying students on college/work-based provider visits
- Transition reviews
- Connexions attend annual reviews from Year 9 onwards.
- Regular Connexions visits throughout Year 11
- Access arrangements being shared with colleges in a timely manner.
- Sixth Form opening evenings
- Putting in place a 139A document with Connexions so that transition to college is smooth.

We recognise that the progress and achievement of our students can be influenced by a variety of factors beyond Special Educational Needs and Disabilities. It is our commitment to provide a supportive and inclusive environment that addresses these factors to ensure every child reaches their full potential.

Factors that may impact the progress of a young person include:

Attendance and Punctuality: Regular attendance and timely arrival at school are crucial for consistent learning and academic success. We monitor attendance closely and work with families to address any barriers to regular attendance.

Home/Family Circumstances: The home environment and family dynamics can significantly impact a child's learning. We collaborate with families to provide support and resources that foster a positive learning environment.

Health and Welfare: The physical and mental health of our students is paramount. We provide access to health services and support programmes to promote overall well-being.

English as an Additional Language (EAL): Students for whom English is not their first language may require additional support to develop their language skills. We offer tailored programs to help EAL students integrate and succeed academically.

Being in Receipt of Pupil Premium: Students eligible for Pupil Premium funding may face economic disadvantages. We allocate resources effectively to support these students in overcoming barriers to learning.

Being a Looked After Child (LAC): Looked After Children may have experienced trauma or instability. We provide specialized support to address their unique needs and promote their educational progress.

Being a Child of a Service Man/Woman: Children from military families may experience frequent relocations and parental absences. We offer support to help them adjust to new environments and maintain academic continuity.

Being Part of a Transient Family: Families that move frequently can disrupt a child's education. We work to ensure smooth transitions and continuity in learning for these students.

By acknowledging and addressing these factors, we aim to create an inclusive and nurturing educational experience for all our students. Our goal is to ensure that every child, regardless of their background or circumstances, has the opportunity to thrive and succeed.

Additional Support for parents:

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) 0191 643 8313 or 0191 643 8317

All Together Better- North Tyneside Parent Carer Forum- 0191 643 2628

Local Offer:

The school's SEND Information Report is published on the school website and links to the Local Authority Local Offer. The school's

SEND Information Report is reviewed at least annually in consultation with all stakeholders including parents and young people.

Further Information

All policies, including the behavioural and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon students with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

The school's self-evaluation process will look at teaching and learning for students with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of students with special educational needs and disabilities.

If you would like further information about what we offer here at George Stephenson High School then please do not hesitate to contact the Special Educational Needs Coordinator, Ms Rebecca Bennett on: 0191 216 1115 or email RBennett@gshs.org.uk

School entitlement offer to students with special educational needs or disabilities

Support Available Within School:

<p>Communication and Interaction Needs: For example:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Use of a child friendly student profiles and needs based plans. We will involve students, parents, carers and staff in the development, review and delivery of these documents • Differentiated curriculum and resources • Visual timetables. • Areas of low distraction • Support/supervision at unstructured times of the day • Social skills programme/support including strategies to enhance self-esteem • Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas • ICT is used to reduce barriers to learning where possible • Strategies/programmes to support speech and language development • Strategies to reduce anxiety/promote emotional wellbeing • Where appropriate we will use support and advice from other partners to meet the needs of students • Planning, assessment and review • Teaching resources are routinely evaluated to ensure they are accessible to all students • Staff training ASD Level One • In class support • Support sought from other agencies
<p>Cognition and Learning Needs: For example:</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Differentiated curriculum and resources • Strategies to promote/develop literacy and numeracy • Provision to support access to the curriculum and to develop independent learning • ICT is used to reduce barriers to learning where possible • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to • Planning, assessment and review

	<ul style="list-style-type: none"> • Access to teaching and learning for students with special educational needs is monitored through the schools self-evaluation process • Teaching resources are routinely evaluated to ensure they are accessible to all students • Ongoing differentiation training for all staff
<p>Social, Mental and Emotional Health For example:</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • Behaviour management systems in school are based upon encouraging students to make positive decisions about behavioural choices • The school's behaviour policy identifies where reasonable changes can be made to ensure the need for exclusion is kept to a minimum • Risk assessments are used, and action is taken to increase the safety and inclusion of all students in all activities • The school provides effective pastoral care for all students in the form of Guidance Managers. • Support and advice is sought from outside agencies such as CAMHS and the school nurse to ensure any barriers to success are fully identified and responded to • Small group targeted programmes are delivered to students to improve social skills and emotional resilience • Targeted groupwork the Behaviour Support Manager • There is a nurture group at lunch times/breaktimes to support vulnerable students • Information and support is available within school for behavioural, emotional and social needs • We use a number of additional agencies to support our SEMH students such as Someone Cares and the Children North East Charity Programme • We are a NECOP (Future Me) and also an Newcastle United Foundation School both of which provide bespoke support for students who are either disengaged or need additional support with transition.
<p>Sensory and Physical Needs: For example:</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Advice and guidance is sought and acted upon to ensure barriers to success are reduced or removed • ICT is used to increase access to the curriculum • Provision to support access to the curriculum and to develop independent learning

	<ul style="list-style-type: none"> • Advice and guidance is sought and acted upon to respond to students who have significant medical needs • Access to Medical Interventions • Access to strategies/programmes to support Occupational Therapy/Physiotherapy. • Staff understand and apply the medicine administration policy • Reasonable adjustments made to the school environment • The school has disabled toilets/facilities
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If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we will ask that you come into school and discuss matters further with your child's class teacher and/or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact North Tyneside Parent Partnership Service for impartial information, advice and support in relation to their child's special educational need and/or disability on telephone: 0345 2000 109.

Glossary of Terms

AEN – Additional Educational Needs

SEND– Special Educational Needs and disabilities

PP'S – Pupil Passports

LSA's - Learning Support

Assistant

LA – Local Authority

KS2, KS3, KS4 – Key Stage 2, Key Stage 3, Key Stage 4

EP – Educational Psychologist

CAMHS – Children and Adolescent Mental Health Service

LAC – Looked After Child

EAL – English as an Additional Language

FSM – Free School Meal

FSW – Family Support Worker

ASD – Autistic Spectrum Disorder

CAMHS – Child and Adolescent Mental Health Service

LSC – Learning Support Centre

EWO – Education Welfare Officer

Policy – July 2025

Policy – Updated October 2025