



SEND Information Report

The SEND Information Report should be read in consultation with the [SEND policy](#), and [Accessibility Plan](#). Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

(Children and Families Act 2014, Part 3)

Our school

At West Jesmond Primary School our vision is to provide the community we serve with a truly outstanding school, consistently providing the highest quality of teaching and support for every individual child, in every year group.

We envisage an education for all pupils that enables them to be creative, inquisitive, compassionate and successful young people, through a curriculum that is rich, exciting, innovative and varied.

As a school and staff we believe in an ethos where children of all backgrounds and cultures are welcomed and valued; all children will make the very best progress that they can; leaving us confident to participate and take a lead role in society.

We believe our pupils should demonstrate outstanding behaviour and self-discipline, supported by parents and our partners in the wider community.

Finally, we believe our pupils should leave us confident, but not arrogant, proud of their success, able to encourage others and understand the changing world around them. They will be able to look back on a wonderfully happy primary education and be eager to start the next stage of their learning.

SEN information

This document is intended to give families general information regarding the ways in which we support our pupils with special educational needs and disabilities (SEND) to reach their potential. The strategies, resources and support explained are continually developed and our provision modified to meet the changing requirements

of individual pupils. We embrace the fact that every child is unique and therefore will receive provision and support to reflect their individual needs.

Inclusion Team



The SENDCo at West Jesmond Primary School is Mrs Cathy Hogan.



The advocate for SEND on the Senior Leadership Team is Mrs Rebecca McVittie, Deputy Headteacher.

Mrs Hogan can be contacted in the following ways:

Phone: 0191 281 0000

Email: CHogan@westjesmond.newcastle.sch.uk

The SENDCo's role is to coordinate the provision for pupils with SEND, promote inclusion throughout the school, advise and support staff and ensure the school's SEND policy is implemented across the school,.

The school has developed a dedicated Inclusion team with a variety of skills and knowledge to support your child. In addition to Mrs Hogan and Mrs McVittie, this team consists of Bilingual Lead: Verity Groot, Wellbeing and Extended Services Lead: Jacqui Nicholson, Assistant Headteacher: Helen Sykes and Attendance Officer: Helen Jordan.



Rebecca
McVittie



Cathy
Hogan



Verity
Groot



Jacqui
Nicholson



Helen
Sykes



Helen
Jordan

Additionally, supporting this team are: SEND HLTA (Sharon Kennett), Vulnerable Pupils Link Governor: Julia De Soyza, Medical Liaison Assistant: Julie Sengupta, EYFS Coordinator: Liz Thompson and School nurse: Karen Nicholson.

We have a team of teaching assistants and play workers with a diverse range of skills and training. We work closely with various professionals from a wide range of outside agencies.

We have a range of ways in which we identify children who may need extra help with their learning or who may have additional needs. Children are continuously assessed and monitored both on a day to day basis and through more formal methods such as SATS, reading and spelling assessment.

If you think your child is experiencing difficulties in school, whether this might be with their learning or problems with social skills or emotional difficulties, then please contact us. Your child's teacher is your first point of contact. We know that parental involvement and input is an essential element in a child's education.

When children are identified as having additional needs, we (family, school and, if necessary, other professionals) will work together to consider and provide effective support. We use individual provision mapping and resources which help support their development, address areas of concern and speed up progress. A parent or carer may be asked to sign a consent form to acknowledge that they are aware that their child is receiving Special Educational Needs support.

All children across school access Wave 1 provision as part of inclusive quality first teaching. Children who have additional needs (SEND/EAL/other) access a wide range of Wave 2 interventions (small group provision to enable children to work at age related expectations or above). A small number of children access Wave 3 (highly personalised) interventions.

The impact of these interventions is assessed and reviewed as part of termly inclusion meetings. This is done by class teachers, staff running interventions and the Inclusion team. This information is updated on the provision map and used to inform future support and provision.

We hold 3 meetings/reviews per year to discuss progress. At times these meetings may be held as part of Parent and Carer consultations. Professionals involved with your child will also be invited as appropriate. Key Stage 2 children will be invited to contribute to the meeting and share their views. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress.

We seek support and advice from a range of outside agencies to ensure any barriers to achievement are fully identified and responded to. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.

All staff receive ongoing training in relation to meeting the individual needs of children within school.

If you would like further information about what West Jesmond Primary School can offer then please do not hesitate to contact us. Mrs Hogan is happy to discuss the needs of any pupil with their parents/carers.

Parents can also contact their local Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS) for impartial information, advice and support in relation to their pupil's SEN and/or disability.

SEND IASS can be contacted on 0191 284 0480 or by email at: sendiassadmin@newcastle.gov.uk ask for Judith Lane or Sarah Francis

Please see the [SEND local offer](#) for further information.

Other useful documents such as our [SEND policy](#), [Accessibility Plan](#), [Medical Needs Policy](#) and [Admissions Policy](#) are available on the school website www.westjesmondprimary.org.uk.

School entitlement offer to pupils with additional needs

For <u>all</u> pupils at West Jesmond Primary School who have an additional need and/or disabilities (SEND):
<ul style="list-style-type: none">• West Jesmond Primary School values all pupils.• We recognise that the family is the expert on their child and work in partnership with them• We use a variety of means to gather and collate information to create an individual provision map. Parents, pupils, professionals and staff review and monitor the implementation of actions.• We differentiate the curriculum and resources to promote pupil progress and meet the needs of all children.• We seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to.• We ensure there is access to high quality teaching and learning, appropriately differentiated for pupils with SEND, monitored through the school's self-evaluation process.• We operate a graduated response based upon need, following a cycle of: assess, plan, do, review which is monitored by the SENDCo.• We evaluate our intervention groups and strategies on a termly basis.• We assess pupils for access arrangements for SATs examinations.• We hold 3 meetings/reviews per year to discuss progress. At times these meetings may be held as part of Parent and Carer consultation evenings. Professionals involved with your child will also be invited as appropriate. Key Stage 2 children will

be invited to contribute to the meeting and share their views.

- For children with an Education Health and Care Plan, progress is formally discussed within a Statutory Annual Review, with recommendations submitted to the Local Authority.
- We ensure support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.
- We have a fully qualified SENDCo who can provide advice and guidance to staff.
- All staff have undertaken, and will continue to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We ensure that our school activities and trips are accessible to all our SEND pupils.
- We use strategies to reduce anxiety/ promote emotional well-being.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Local Offer.
- We support families with children with SEND formally through review meetings and informally through our "open door" approach.
- We offer Primary to Secondary transition support for pupils and parents and liaise closely with other schools at transition times to ensure that the move to the next school is as smooth as possible.
- Support for homework through in-school clubs.

Specific provision is also provided for the different areas of need:

- Communication and interaction
- Cognition and learning needs
- Social, Emotional and Mental Health Needs
- Sensory and Physical/Medical Needs

The tables below give more information about these specific strategies and resources:

Types of SEN:	Type of support/provision made at West Jesmond Primary School:
<p>Communication and Interaction</p> <p>This may include;</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • Visual timetables in all classes, with some children having access to more individualised versions • A range of resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball • Areas of low distraction/individual workstations • Use of ICT where possible to reduce barriers to learning • We offer social skills support including strategies to enhance self-esteem and nurture groups. • We use strategies/programmes to support speech and language development. This includes facilitating small group or one to one support for children following programmes of work provided by outside specialists such as speech and language therapists. • Use of individualised reward systems to promote learning and enhance self-esteem • We have a number of very skilled playworkers, who can support vulnerable pupils at unstructured times of the day such as playtime and lunchtime as well as through 1:1 and small group nurture and social skills sessions. • We have staff who are trained to deliver 'lego therapy' sessions to promote social and communication skills • Where necessary we seek advice and training from outside agencies • We offer curriculum support to pupils with English as an Additional Language (EAL) which is coordinated by our dedicated Bilingual Lead Teacher Mrs Verity Groot .

<p>Cognition and Learning Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Learning Difficulties (Moderate – MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia) 	<ul style="list-style-type: none"> • Our SEN Assistant has an OCR accredited level 3 qualification in dyslexia. • Children are taught through a mastery curriculum which allows all children to reach their full potential • Use of table top materials and resources to ensure learning is multi-sensory and practical and promotes independence • We provide opportunity for pre-teach and reinforcement sessions • Additional small group support in class from the class teacher and teaching assistant • We use small group or 1:1 targeted intervention programmes to improve skills in a variety of areas, e.g. phonics groups, Memory skills, Word wasp/Hornet and the Lexia programme. • We use ICT to reduce barriers to learning where possible. • We promote alternative approaches to capturing and recording work, for example pictorial rather than written. • We use a range of resources to reduce barriers to learning e.g. coloured whiteboards and overlays, recordable whiteboards and ICT resources. • We ensure children who need it are given additional processing/thinking time for responding to questions, completing tasks, sharing ideas • We seek support, advice and training from SENTASS and other outside agencies to ensure any barriers to success are fully identified and responded to. • We assess pupils regularly and report progress to parents and staff. • We use specific strategies and resources to support pupils with dyslexia e.g. coloured overlays for reading, word banks to support spelling of key words, ACE dictionaries, reading rulers. • Differentiated and, where applicable, individually personalised homework.
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<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include:</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties 	<ul style="list-style-type: none"> • Our behaviour management systems in school are based on encouraging pupils to make positive decisions about behavioural choices. • The school's behaviour policy identifies where reasonable adjustments or changes can be made to ensure the need for exclusion is kept to a minimum. • We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • We use small-group or 1:1 targeted support to improve social skills, self esteem and emotional resilience. • Residential trips which help to develop social, emotional and behavioural resilience and promote independence • We provide support and additional preparation for examinations • We seek support from outside agencies such as the School Health Advisor and the Children and Young People's Service (CYPS). • We have staff who are trained to deliver 'lego therapy' sessions to promote social and communication skills • Please see our Behaviour Policy for further information.
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<p>Sensory and/or Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • We provide support and aids to ensure access to the curriculum and develop independent learning. • We seek and act on advice and guidance for pupils who have significant medical needs. • We provide access to medical interventions. We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed. • We work closely with SENTASS Hearing Impairment and Visual Impairment Teams to ensure pupils' needs are met. • Our staff are trained to support the needs of pupils with hearing or visual impairment, including the use of hearing aids and microphone systems. • We work closely with the Occupational Therapy service to deliver and monitor therapeutic programmes. • We provide support with personal and intimate care if and when needed. • All entrances to our school allow wheelchair access. • Our school has a disabled toilet on both the ground and first floors. • We have a lift to allow ease of movement between the ground and first floor of the school building. • Our staff receive training to ensure they understand the impact of a physical/sensory need on teaching and learning. • We have a medical liaison officer who will liaise with parents to create Individual Care Plans when necessary. • Our staff understand and apply the medicine administration policy. • Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. • Our school works hard to ensure that parents/carers are able to work in partnership with us to support their children. • We use small group or 1:1 targeted intervention programmes to improve fine and gross motor skills • We ensure movement breaks for pupils with motor coordination difficulties as and when required • We provide additional handwriting support through targeted intervention programmes
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