



## West Jesmond Primary School SEND Report 2024-2025

The Annual SEN Report should be read in conjunction with the SEN Information Report, the SEND Policy and the Accessibility Plan. This report reflects how school has used SEN funding to meet pupils' needs.

As a school and staff, we believe in an ethos where children of all backgrounds and cultures are welcomed and valued and all children will make the very best progress that they can. Our vision for West Jesmond Primary School 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.

West Jesmond Primary School is part of the Ouseburn Learning Trust which is a partnership of 7 schools and Newcastle City Council. The SENCOs across the Trust work together closely and this gives many opportunities for the sharing of good practice, resources and strategies all with the aim of improving the provision and the outcomes for children with Special Educational Needs.

*The SEND school policy was reviewed in September 2025*

*The SEND Information Report was reviewed in September 2025*

*The Accessibility plan was reviewed in September 2025*

*Information on the website is reviewed and updated annually.*

### SEND Profile of the School:

**Overall SEND: 14.47% (88) compared to 9.92% (60) for the previous academic year.**

- ❖ **73 children (12.01%)** on the SEND register at SEND Support, compared to **47 children (8.1%)** the previous academic year.
- ❖ The national average for children on SEN Support without an EHCP, across all state-funded nursery, primary, secondary and special schools, non-maintained special schools, pupil referral units and independent schools is **14.2%**.
- ❖ **15 children (2.47%)** on the SEND register with an Education Health Care Plan, compared to **13 (2.5%)** the previous academic year.
- ❖ The national average for children with an EHCP, across all state-funded nursery, primary, secondary and special schools, non-maintained special schools, pupil referral units and independent schools is **5.3%**.



- ❖ Number and percentage of learners who are SEND and Pupil Premium: 12 (1.9% of school population, 13.6% of SEND register)
- ❖ Number and percentage of learners who are SEND and EAL: 16 (2.6 % of school population, 26% of SEND register)
- ❖ Number and percentage of learners who are SEND, Pupil Premium and EAL: 2 (0.5% of school population, 4.8% of SEND register)

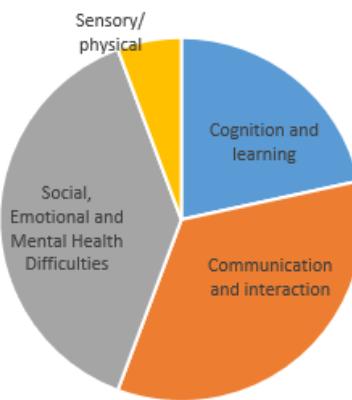
Year group	Cohort total	Cognition and learning	Communication and interaction	Social, Emotional and Mental Health Difficulties	Sensory/physical	Total	% of cohort	% of SEND register
Reception	90	0	4	1	1	6	6.67%	7%
Y1	90	0	4	3	1	8	8.89%	9%
Y2	91	1	6	4	0	11	12.09%	12.50%
Y3	87	4	4	8	1	17	19.54%	19%
Y4	90	6	4	3	1	14	15.56%	16%
Y5	76	3	7	6	1	17	22.37%	19%
Y6	84	5	1	9	0	15	17.86%	17%
School	608	19	30	34	5	88	14.47%	100%

EHCP	% Reg	% YG	% School
R	2	2.27%	0.33%
1	1	1.14%	0.16%
2	3	3.41%	0.49%
3	4	4.55%	0.66%
4	3	3.41%	0.49%
5	1	1.14%	0.16%
6	1	1.14%	0.16%
<b>Total</b>	<b>15</b>	<b>17.05%</b>	<b>2.47%</b>

School	% Reg	% School
SEN Support	73	82.95%
EHCP	15	17.05%
<b>Total</b>	<b>88</b>	<b>14.47%</b>

### The Primary needs of the children on the SEND Register at WJPS

Four broad areas of need



SEMH is the most common area of need, however, Communication and Interaction also remains as one of the most common areas of need, with autism being the most common type of need within that area.



## Attendance: 2024-2025

- ❖ Attendance of children with SEND was 95.7%. This was just below the attendance of all children and the top 10% of all schools for children with SEND.
- ❖ One child with an EHCP accessed alternative provision out of school on a full time basis. This was written into his EHCP and agreed by the Local Authority.

**Exclusions:** There were no exclusions in this academic year

## Children with SEND participating in Extra-curricular Activities

All children with SEND are actively encouraged to join extracurricular clubs and almost all children on the SEN Register were involved in at least one extra curricular activity, some accessed a variety.

To ensure that our extracurricular offer is accessible to all children, this year we have:

- ❖ Invited parents to work alongside children in clubs to ensure that the child to support attendance.
- ❖ Increased staffing for clubs including the Out of School Club.
- ❖ Invited specific children to join a range of school led extracurricular clubs.
- ❖ Funded music lessons for children who have expressed interest in learning an instrument.
- ❖ Ensured that both the Year 6 and Year 4 residential trips were suitable for all children.
- ❖ Carefully considered staffing for the Year 6 and Year 4 residential trips to ensure that all children get the support they need to make the trips a positive experience.
- ❖ Planned in extra parent meetings to discuss support around specific children in order for them to access the residential.
- ❖ Provided children with visuals and detailed information about the location and activities for the Year 4 and Year 6 residential.
- ❖ Specific children with SEND invited to attend morning Sensory Circuits club.
- ❖ Continued to work alongside Sports Mentor to develop sports offer for children with SEND, including extracurricular clubs and inter-school sporting events.
- ❖ Worked with all providers of clubs to ensure that where possible adaptations are in place to ensure all children can access the club.
- ❖ Continued to fund sports and enrichment clubs for children on SEND register where this enhances their provision.

## Next Steps

- ❖ Continue to monitor all children on the SEN Register to ensure they are accessing extra curricular clubs and activities, inviting children who have not accessed any and making adjustments where needed.
- ❖ Continuing to ensure both school run and outside club providers allow children of all areas of need to be able to access their clubs and ensure they make adaptations where necessary, seeking professional advice when and if needed.



## Provision

### For all pupils at West Jesmond Primary School who have special educational needs and/or disabilities (SEND):

We use pupil friendly support plans which clearly state the pupil's area(s) of need, their SMART targets and the provision and resources to be implemented to support them in meeting the targets set for them.

We use Newcastle Universally Available Provision Guidance to support provision.

We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of individual support plans.

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 seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.

We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCo.

Use of the Descriptors of Needs documents to support graduated response.

All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.

We use strategies to reduce anxiety/ promote emotional well-being.

We ensure that our school activities and trips are accessible to all our SEND pupils.

Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.

All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.

Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.

We offer support to all pupils and parents during all periods of transition

We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible.

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 have a full time SENCo who can provide advice and guidance to staff.

We support families with children with SEND formally through review meetings and informally through our "open door" approach.



Children who have additional needs access a wide range of Wave 2 interventions (small group provision to enable children to work at ARE or above). A small number of children access Wave 3 (highly personalised) interventions. For some children, including those who we may refer to other professionals for additional support and advice, we will use the Descriptors of Need documents in order to help assess the range of need and recommended strategies within those ranges.

### 2024-25 Interventions

<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b> 1:1 Nurture sessions Lego Club Counselling Chatty Tuesdays Cube Club Zones of Regulation Sensory Circuits (Wake up, Shake up) Noticing Nature Football Intervention Small group and 1:1 check-ins Voices Heard Upsatirs Downstairs Brain Intervention	<b>COGNITION AND LEARNING</b> Lexia Talk 4 Number Year 6 Reading Comprehension Targetted phonics Maths tutoring Reading Tutoring Project Code X Reading Readin Rocketeers Times Tables Dyslexia support (Toucan) Regular reading sessions Parent volunteer reading sessions
<b>PHYSICAL DIFFICULTIES</b> write from the start 1:1 OT sessions PE support from sports mentor Sensory Circuits (Wake up, Shake up)	<b>SPEECH, LANGUAGE AND COMMUNICATION</b> 1:1 Speech and Language Lego Club Talk 4 Number Box/Special time

### Next steps:

- ❖ Develop the physical aspects of the school building and areas within the grounds that can be adapted to help meet a variety of needs within school
- ❖ Ensure all new staff are given support and training
- ❖ Provide all staff with a wide and targeted training/CPD offer both for individuals and as a whole staff
- ❖ Develop whole staff understanding and use of the Descriptors of Need documents

### Working with outside agencies

Agencies who have provided support and advice (including Newcastle LA teams) this year are:

- ❖ Special Educational Needs and Disabilities Outreach Service (SEND OS) who provide support for Specific Learning Difficulties (Dyslexia and Dyscalculia), Speech and Language, Communication and Interaction and Social, Emotional and Mental Health.
- ❖ Newcastle School Effectiveness SEND Team, who offer support to SENCOs to keep them up to date with key SEND developments in the Local Authority and nationally. This year we bought into a bespoke package created for the Ouseburn Learning Trust
- ❖ School Effectiveness SEMH Team
- ❖ We have an SLA with an independent Educational Psychologist, Ellie Roberts.



- ❖ School health
- ❖ Children and Young People's Services (CYPS)
- ❖ CAMHs
- ❖ Toucan Education
- ❖ NHS Speech and language
- ❖ Family Support Partners
- ❖ Hearing Support Services

The information and strategies that have been provided by outside agencies has been invaluable in informing our efforts to further improve provision for children with SEND.

#### Next steps:

- ❖ Continued OLT SEND monitoring
- ❖ SENCo to be supported to further develop relationships with key external agencies

#### Attainment and Progress of pupils with SEND 2024-2025 Statutory Assessments

- ❖ **EYFS: 0% of children reached GLD\*.** (\*Only one child was on the SEN Register at the end of Reception.)
- ❖ **Phonics: 62.5% (5/8) children reached the Phonics Threshold.**

Key Stage 2 SATs	All (89)	National (*Nat SEND)	WJPS SEND
RWM	80%	61%	28%
Reading	87%	74% *41%	71.4% (GDS 29%)
Writing	88%	72% *30%	43% (GDS 14.3%)
Maths	95%	73% *38%	86% (GDS 28.6%)

#### Next steps:

- ❖ Build in regular learning walks and class drop ins in order to observe provision and offer support to staff where needed
- ❖ Ensure pupil progress meetings support all staff to confidently discuss the needs of individual children and ensure we are able collectively seek strategies and next steps to further improve teaching and learning across school
- ❖ Build on the assessment and reviewing of SMART Targets within support plans to ensure progress
- ❖ Continuously review Interventions and reasonable adjustments to ensure they target gaps in learning and focus on the steps of learning each child requires.
- ❖ Further Develop staff awareness and ability to meet SEN needs in class and in wider school provision, including new members of staff.



## Staff CPD 2024 -25:

The training needs for all staff are identified through audit of staff strengths and areas to be developed, identification of specific needs for individuals and how staff need to be trained to support the pupil and key objectives on the school development plan that may need addressing through training.

Makaton Training – Levels 1 & 2

Precision Teaching ER Ed Psych

Training from vision team

SENCo Network Meeting

SEMH Team Trauma

SEMH Team ADHD

AET Making Sense of Autism

Lexia – Tailoring provision to individual needs

OLT Twilight SEN focus

OLT Twilight EAL focus

OLT Twilight SEMH focus

Scaffolding Staff Meeting Kirsty Mulholland

NEAT SEND Conference

DM – Identifying early Autism

Autism – identifying and supporting

David McLeod Drop-ins

SEMH Team Staff Meeting – PACE

LSA Training with SEMH Team – Trauma, ADHD and PACE

AET Leadership and Inclusion Training

AET Good Autism Practice Full Day

Neurodiversity and Mental Health training

OLT SENCo Network Meeting

Avengers Assemble PE and SEND training

Supporting Staff Wellbeing and Resilience Session 1

Physical Intervention Restraint De-escalation Training

Supporting Speech, Language and Communication skills in the classroom Webinar

SEMH Team Noticing Nature Intervention Training

School Effectiveness EHCP support

Neurodiversity and Mental Health training

AET Autism Anxiety Training

Supporting Staff Wellbeing and Resilience Session 2

Communication Commitment and Classroom Audit

Speech and Language UK CPD Communication Commitment and Classroom Audit

SENCos Network Meetings

### Next steps:

- ❖ VI Team to provide whole school staff training
- ❖ Specific Learning Difficulties drop-ins and staff meeting session
- ❖ GJ to attend half termly SENCo Network meetings
- ❖ GJ to attend half termly OLT SENCo network meetings



### **Our key areas for development *and* progress for SEND:**

- ❖ Develop expertise of SENCo, Gemma Jordan – look to begin SENCo qualification
- ❖ Ensuring that all teachers feel confident to deliver high quality teaching in the classroom to enable all children with SEND to access the curriculum. Further training and guidance on the Descriptors of Need documents
- ❖ Monitor support plans to ensure continued rigorous review and include descriptors of need for key children and consistent use of the Universally Available Provision
- ❖ Continue to gather parent voice and use it to make improvements to the provision and offerings given
- ❖ Promote SEND/inclusion coffee mornings for parents of SEND children

**For further information and support relating to SEN please visit: [www.newcastlesupportdirectory.org.uk](http://www.newcastlesupportdirectory.org.uk)**