



West Jesmond Primary School SEND Report 2023-2024

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 2024

The SEND Information Report was reviewed in September 2024.

The Accessibility plan was reviewed in September 2024

Information on the website is reviewed and updated annually.

SEND Profile of the School:

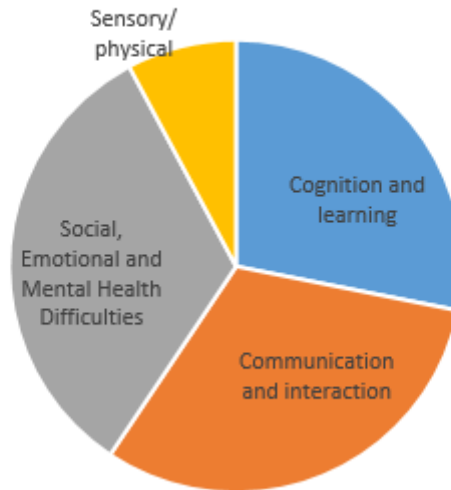
Overall SEND: 9.92% (60) National average of 14% Primary Schools.

- ❖ 47 children (8.1%) on the SEND register at SEND Support.
- ❖ 13 children (2.5%) on the SEND register with and Education Health Care Plan. This is compared to national average of 3%.
- ❖ Number and percentage of learners who are SEND and Pupil Premium: 8 (1.3% of school population, 13% 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)



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

Four broad areas of need



Attendance: 2023-2024

- ❖ 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 followed a flexi-school timetable which was written into his EHCP.

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. 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 the year 6 residential trip was 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.
- ❖ Specific children with SEND invited to attend morning Sensory Circuits club.

Next steps:

- ❖ Continue to work alongside Sports Mentor to develop sports offer for children with SEND, including extracurricular clubs and inter-school sporting events.
- ❖ Work with all providers of clubs to ensure that where possible adaptations are in place to ensure all children can access the club.
- ❖ Continue to fund sports and enrichment clubs for children on SEND register where this enhances their provision.



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 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.

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.

2023-24 Interventions	
SOCIAL, EMOTIONAL AND MENTAL HEALTH 1:1 Nurture sessions (Jacqui) Lego Club Counselling Chatty Tuesdays Zones of Regulation Sensory Circuits (Wake up, Shake up)	COGNITION AND LEARNING Lexia Talk 4 Number Year 6 Reading Comprehension Phonics Maths tutoring Reading Tutoring Project Code X Reading Reciprocal Reading Rekenrek Times Tables Dyslexia support (Toucan)
PHYSICAL DIFFICULTIES dough disco write from the start 1:1 OT sessions PE support from sports mentor Sensory Circuits (Wake up, Shake up)	SPEECH, LANGUAGE AND COMMUNICATION 1:1 Speech and Language Lego Club Talk 4 Number Box/Special time

Next steps:

- ❖ To develop curriculum based alternative provision offer within school, for children who require a highly bespoke curriculum
- ❖ Develop further capacity for Sensory Circuits sessions and targeted movement interventions
- ❖ Develop whole staff expertise by working alongside external professionals to deliver targeted interventions (e.g. SEMH Team, Toucan)

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 Occupational Therapy
- ❖ NHS Physiotherapy



- ❖ NHS Speech and language
- ❖ Family Support Partners
- ❖ Hearing Support Services
- ❖ RISE

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:

- ❖ OLT SEND monitoring – audit of support plans Autumn term and SCART moderation Spring term
- ❖ New SENCo to be supported to further develop relationships with key external agencies

Attainment and Progress of pupils with SEND 2023-2024 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:

- ❖ Review adaptations in planning to meet the needs of all children in classrooms
- ❖ 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
- ❖ Continuously review Interventions 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.

Staff CPD 2023 -24:

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.

- ❖ Level 1 and 2 Nessler understanding Dyslexia training
- ❖ Level 1 and 2 Makaton Training
- ❖ Mental Health in the Early Years training
- ❖ AET Early Years Good Autism Practice (Teams)
- ❖ AET Making Sense of Autism Central Training for new staff
- ❖ AET Good Autism Practice for staff who work with autistic pupils



- ❖ AET Anxiety Module Central Training for staff who work with autistic pupils
- ❖ AET Leadership, Inclusion and Structured Reasonable Adjustments
- ❖ SENDOS Check-in Training
- ❖ EBSNA Training
- ❖ SENCo Network Meetings
- ❖ New to SENCo Training
- ❖ Universally Available Provision Staff Meeting
- ❖ Zones of Regulation Training from ER Ed Psych
- ❖ Dyslexia support training
- ❖ On-going attendance at Trust and City-wide network meetings for the SENCO and the SENTA networks for the TAs
- ❖ On-going liaison and support from SEND Outreach, EP and ASAP
- ❖ Positive handling training to key staff
- ❖ Emotional regulation training from RISE practitioners
- ❖ Support from the SEMH team for individual children, staff, parents and children
- ❖ Support from specialist teachers from the communication and interaction team
- ❖ Support from specialist teachers from the specific learning difficulties team

Next steps:

- ❖ 6 members of staff booked onto Makaton Training Autumn term
- ❖ All teaching staff undertaking AET training Autumn term
- ❖ LSA Precision Teaching Training
- ❖ All teaching staff to undertake SEMH training in Autumn term
- ❖ Selected staff to undertake SEMH team training throughout the year
- ❖ Selected staff to attend AET training courses throughout the year
- ❖ OLT Training sessions to have a focus on 'Meeting the needs of all'
- ❖ 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
- ❖ 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 new Universally Available Provision document.
- ❖ Ensure all subject leaders are able to explain how children with SEND are able to access and make progress within their subject area. Including identifying adaptations in planning.
- ❖ Develop support plans to include rigorous review and include descriptors of need for key children
- ❖ Continue to embed Zones of Regulation throughout school
- ❖ Gather parent voice
- ❖ Promote OLT coffee mornings for parents of SEND children

For further information and support relating to SEN please visit: www.newcastlesupportdirectory.org.uk