



West Jesmond Primary SEND Governor Report 2026

The Annual SEN Report should be read in conjunction with the SEN Information Report, the SEND Policy, the Inclusion 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 2026
The SEND Information Report was reviewed in September 2026
The Accessibility plan was reviewed in September 2026
Information on the website is reviewed and updated annually.

SEND Profile of the School:

Overall SEND 14.77% (90) compared to 14.47 (88) for the previous academic year

- ❖ **76 children (12.47)** on the SEND register at SEND Support, compared to **73 children (12.01%)** the previous academic year.

The percentage of pupils with SEN support (no EHC plan) across all state-funded nursery, primary, secondary and special schools, non-maintained special schools, pupil referral units and independent schools has increased to **14.8%**, from **14.2%** in 2025.

- ❖ **14 children (2.29%)** on the SEND register with an Education Health Care Plan, compared to **15 (2.47%)** 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 has increased to **6.0%**, from **5.3% in 2025**.

In primary, **19.4%** have an EHC plan or SEN support, an increase from 18.2%.



West Jesmond remains below national average, however, in addition to the children on the SEN Register, a further 22 children were at monitoring with a support plan, 6 were on Initial Concerns, 3 at low level monitoring and 4 with speech and language input only. This gives a total of 136 **(22.33%)** children accessing some additional level of support.

An additional child with an EHCP who was on our role at the beginning of the year, transitioned to specialist provision mid-way through the year. We had a further 2 children in the Year 6 cohort, who at the end of the academic year were going through the EHCP assessment process and both were granted EHCPs in August 2026, along with another 1 EHCP assessment that was also in progress.

Numbers at the start of 2026

- ❖ Number and percentage of learners who are SEND and Pupil Premium: 15 (2.4%) of school population, 19% of SEND register)
- ❖ Number and percentage of learners who are SEND and EAL: 24 (3.8%of school population, 31.5% of SEND register)
- ❖ Number and percentage of learners who are SEND, Pupil Premium and EAL: 9 (1.4% of school population, 12% of SEND register)

End of 2025-26 Numbers

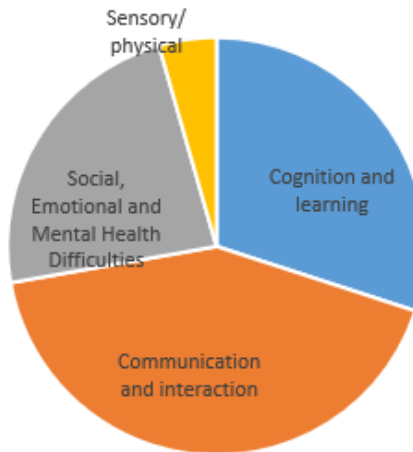
Year group	Cohort total	Cognition and learning	Communication and interaction	Social, Emotional and Mental Health Difficulties	Sensory/physical	Total	% of cohort	% of SEND register
Reception	90	0	3	1	0	4	4.44%	4%
Y1	90	1	3	3	1	8	8.89%	9%
Y2	91	5	4	2	0	11	12.09%	12.22%
Y3	90	6	10	2	0	18	20.00%	20%
Y4	90	6	3	6	1	16	17.78%	18%
Y5	88	6	5	5	1	17	19.32%	19%
Y6	70	3	10	2	1	16	22.86%	18%
School	609	27	38	21	4	90	14.78%	100%

EHCP		% Reg	% YG	% School
R	0	0.00%	0.00%	0.00%
1	2	2.22%	2.22%	0.33%
2	1	1.11%	1.10%	0.16%
3	3	3.33%	3.33%	0.49%
4	4	4.44%	4.44%	0.66%
5	3	3.33%	3.41%	0.49%
6	1	1.11%	1.43%	0.16%
Total	14	15.56%		2.30%



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

Four broad areas of need



Compared to the previous year, where SEMH was the most common area of need, Communication and Interaction is now the most common area, with an increase in Cognition and Learning compared to the previous year.

Identification and Assessment

At West Jesmond, pupils are identified for SEND support in a number of ways and early identification is promoted. Identification may be through teacher concern, transition information from nurseries or previous school as well as parental concerns.

We use a variety of assessment tools such as observations, external professionals' involvement and teacher assessment.

We track and assess progress through the use of support plans, and the SMART targets used that relate to the child's specific area of need. Each target is RAG rated and targets are changed and adjusted from there. These are reviewed on a termly basis and shared with parents and carers 3 times a 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.
- ❖ Opportunity offered to access music 'nurture' lessons with a therapeutic ethos.
- ❖ 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 reasonable 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.
- ❖ Share out of school extra-curricula opportunities through SEN parent distribution list and SEND Newsletter

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 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.



2025-26 Interventions	
SOCIAL, EMOTIONAL AND MENTAL HEALTH 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 Upstairs Downstairs Brain Intervention SEMH Reading Intervention Freddie the Feelings Frog Pets as Therapy reading sessions with therapy dog	COGNITION AND LEARNING Lexia Talk 4 Number Year 6 Reading Comprehension Targeted phonics Maths tutoring Reading Tutoring Project Code X Reading Reading Rocketeers Times Tables Dyslexia support (Toucan) Regular reading sessions Parent volunteer reading sessions Precision Teaching Alphabet Arc Toucan Education Intervention
PHYSICAL DIFFICULTIES 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

Transition

We have developed our transition arrangements to ensure a thorough and robust transition for all pupils joining us in Reception, leaving us in Year 6 and also every child as they move up to the next year group. This has involved:

- ❖ Visits to nurseries by the SENCo
- ❖ SENCo conversations between West Jesmond and previous or new schools
- ❖ Transition booklets provided with photos of staff and physical spaces
- ❖ A virtual tour video of the school for children and parents to access over the summer
- ❖ Transition handover meetings between current and new teachers
- ❖ Parent and carer transition meetings to share support plans and meet new teachers alongside current teacher
- ❖ Settling in phone calls home at the start of the new academic year
- ❖ Visual holiday calendars sent home
- ❖ SEMH Team led transition intervention for key Y6 children to be picked up in Y7
- ❖ Stronger links between Jesmond Park Academy and West Jesmond, particularly for key children
- ❖ Extra transition visits to Jesmond Park Academy for children with SEND
- ❖ Transition resources shared with and sent home to parents
- ❖ Transition check-in sessions with well-being lead
- ❖ Opportunities for children to have extra visits to their new classroom and meet adults who they will be working with



- ❖ Relationships focus for first week in new academic year
- ❖ SEND Newsletters that have a transition focus

Provision and transition next steps:

- ❖ Continue to 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
- ❖ Develop the outdoor space to provide a greater number of children access to safe spaces they are able to use for regulation
- ❖ 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 LSA skills and specialisms that can be delivered across year groups and phases
- ❖ Develop the relationship building opportunities at the beginning of the new academic year

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
- ❖ Skills for People
- ❖ Welfare Rights

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
- ❖ Build and develop the knowledge and skills of LSAs through observations and mirroring work of external professionals



Staff CPD 2025 -26:

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

Makaton Training - Level 4

Precision Teaching ER Ed Psych

Visual Impairment Team Training sessions for all LSAs and all teaching staff

SENCo Network Meeting

AET Making Sense of Autism

NEAT SEND Conference

SEMH Team Staff Meeting – De-escalation and Regulation

LSA Training with SEMH Team – De-escalation and Regulation

OLT SENCo Network Meeting

Physical Intervention Restraint De-escalation Training

Elklan Speech and Language

Triple A Training – Durham University

SENCo Network Meetings

Schools North East Annual Inclusion Conference 2026

Clennell SEND Network

Designated Teacher Network

SEMH Team Reading Intervention Training

Alphabet Arc Training SpLD Team

Phonological Awareness SpLD Team

Dyslexia training -SpLD Team

SpLD Team drop-ins

Next steps:

- ❖ Demand Avoidance Training
- ❖ Drop-ins Communication and Interactions outreach teacher
- ❖ Drop-ins SpLD
- ❖ SEMH Team CPD for all staff
- ❖ GJ to attend half termly SENCo Network meetings
- ❖ GJ to attend half termly OLT SENCo network meetings
- ❖ Monitor all staff SEND CPD

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

- ❖ Develop expertise of SENCo, Gemma Jordan –to begin SENCo qualification in November
- ❖ 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
- ❖ Develop Inclusion Team and strategies within that

Attainment and Progress of pupils with SEND 2025-2026 Statutory Assessments

- ❖ EYFS: 50% of children reached GLD*.
- ❖ Phonics: 62.5% (5/8) children reached the Phonics Threshold.

Key Stage 2 SATs	All (70)	National (*Nat SEND)		WJPS SEND
RWM	76.8%	63%		25%
Reading	86%	75%	*43%	56% (GDS 31%)
Writing	81%	73%	*34%	44% (GDS 19%)
Maths	86%	75%	*41%	50% (GDS 25%)

Next steps:

- ❖ Provide new staff with support through observations and drop-ins as well as training around support plans and provision
- ❖ Work alongside the school effectiveness team to monitor and assess provision and support, including support plans and targets
- ❖ Ensure all staff can confidently discuss the needs of individual children and pupil progress - ensure we are able to collectively seek strategies and next steps to further improve teaching and learning across school
- ❖ Continue to develop how interventions are managed, tracked and monitored
- ❖ Develop LSA deployment in terms of interventions, 1:1s and in class support
- ❖ Further Develop staff awareness and ability to meet SEN needs in class and in wider school provision, including new members of staff.

Attendance: 2025-26

- ❖ Attendance of children with SEND was 94.7%. This was below the attendance of all children (96.3%) but above the attendance of SEN children nationally.
- ❖ 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 was one fixed term exclusion in this academic year.

For further information and support relating to SEN please visit:

[SEND local offer](#) | [Children and Families Newcastle](#)