



West Jesmond Primary School

SEND Policy

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Special Educational Needs Coordinator (SENCo) – Miss Gemma Jordan



Gemma Jordan has been in post since September 2024

Gemma Jordan can be contacted in the following ways:

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This policy was written in consultation with Newcastle’s SEND Advisors. In its development, it has been shared with staff, governors and parents and is published on our website.

The SEND policy should be read in consultation with the Accessibility Plan, SEND Information Report, SEND Annual Report, Inclusion Policy, Positive Relationships and Behaviour Policy and Admissions Policy. Together, they include details of:

- The school’s admission arrangements for pupils with SEND or disabilities
- The steps school have taken to prevent pupils with SEND or disabilities from being treated less favourably than other pupils



- The facilities provided to assist access to the school by pupils with SEND and disabilities.

(Children and Families Act 2014, Part 3

These documents can be found on the school website.

Rationale:

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, though 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. We ensure that children are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise, and value, the need for a wide range of educational and pastoral support.

West Jesmond Primary School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. We liaise closely with a wide range of Middle and Secondary schools to ensure transition from West Jesmond Primary School is a positive experience for all children.

Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being less favourably than others:

Accessibility Plan, Anti-bullying Policy, Equality Policy, SEND Information Report, Inclusion Policy, Positive Relationships and Behaviour Policy and SEND Annual Report.

Policy objectives:

- To ensure equality of provision for pupils with special educational needs and disabilities (SEND)
- To take into account legislation related to SEND and Disabilities , including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014 (Updated 2024), The Special Educational Needs and Disability Regulations 2015 (Updated 2024), Equality Act 2010, The Mental Capacity Act 2005, Supporting pupils at school with medical conditions 2014 (Updated 2017), Keeping Children Safe in Education 2016 (Updated 2025)



- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

Admissions Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupil with any level of SEND. Please see our admissions policy for details of admission arrangements for pupils with SEND and disabilities.

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCo):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEND
- Liaising with the virtual school where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The class/subject teacher:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils



- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupil's achievements and pupils well-being.

The school has developed a dedicated Inclusion team with a variety of skills and knowledge to support your child.

The Inclusion team includes:

- SENCo: Gemma Jordan
- Safeguarding lead: Mark Dinsley
- EAL co-ordinator: Verity Groot
- Wellbeing and extended services lead: Rachael Spanner
- Raising aspirations lead: Lucy Oades
- Family support worker: Emma Clarke

Learning support assistants are deployed where they are needed throughout the school to ensure pupil progress and independence. Some work in class to support pupils and others may use their skills to run targeted interventions/ programmes. We have a number of skilled play workers who can support vulnerable pupils at playtime and lunchtime, as well as through 1:1 and small group intervention sessions.

Additionally, supporting this team are:

SEND Link Governor: Jill Maddison, Vulnerable Pupils Link Governor: Laura Cordy,
Children in Care Link Governor: Hannah Evans
EYFS Coordinator: Liz Thompson

The Governor responsible for monitoring SEND provision is Jill Maddison

The designated leads for child protection are:

Mr Matt Ward, Headteacher and Mark Dinsley, Deputy Headteacher

The designated member of staff responsible for managing pupil premium is
Mr Matt Ward, Headteacher



Looked after children (LAC)

The designated member of staff for looked after children is Miss Gemma Jordan. Gemma Jordan ensures that arrangements are in place for supporting pupils that are looked after and also have SEND. SEND reviews and PEP meetings are coordinated and, where possible, meetings are held on the same day.

Access to Facilities and Provision:

Please refer to school's accessibility plan which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Please see our [Accessability Plan](#) and SEND Information Report for more details.

Allocation of Resources:

The Headteacher and SENCo are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum:

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. Teachers are responsible and accountable for the progress and development of the pupils.

Our Parents/Carer's SEND Information Report provides a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Please see our [Teaching and Learning Policy](#) for more information.



Identification, Assessment, Planning and Review Arrangements:

West Jesmond Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEND support and is updated each term.

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are **not** SEND but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

SEND support – four part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly, pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified this is discussed with the SENDCo and parents/carers.

Assess

The class teacher, working with the SENCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified, through meetings with the class teacher and SENCo of any planned interventions or support. Adjustments, interventions, support and a review date will be agreed with staff, parents and the pupil.



Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher and SENCo will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year (this may be as part of parent's evening appointments). The class teacher, working with the SENCo, will revise the support in light of the pupil's progress.

If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychologist, School Health, CYPS/CAMHS, School Effectiveness SEND Team, School Effectiveness SEMH Team, SEND Outreach Service (SENDOS) and, when appropriate, Social Services and Virtual Schools.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

Further details on provision for pupils with SEND can be found in the SEND Information Report.

SEND Information Report

This report can be found on the school website. It outlines the provision normally available for pupils with SEND as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; Sensory and/or physical.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school. Parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

Partnership with Parents/Carers:



West Jesmond Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND register and the graduated response, outlined in the Code of Practice, is explained to them.

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.

The Newcastle SENDIASS Manager is Sarah Francis. She can be contacted on 0191 2116255 or by email: sarah.francis@newcastle.gov.uk

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

Parents/Carers are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The inclusion team is proactive in supporting parents in a variety of ways including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all pupils are valued. Pupils with SEND are involved in decision making and supported to express any concerns. Pupils are involved in writing and updating their support plans each term. Pupils in key stage 2 are invited to attend their review meetings.

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Regular observation of teaching by the Senior leadership team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND



- The views of parents/carers and pupils through annual questionnaire for parents of pupils with SEND and pupil voice activities.
- Regular meetings between SENCo, Headteacher and the Inclusion team
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- IQF (Inclusion Quality Framework) to externally validate provision and outcomes for pupils with SEND



Staff Development:

The Senior Leadership Team reviews the training needs of staff through Professional Development reviews and pupil progress to plan appropriate CPD in relation to SEND. The SENCo ensures staff are informed of local and national developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Early Career Teachers are offered support and in school training by the SENCo. There is a half termly training programme in place for all Teaching Assistants.

See [SEND Information Report](#) for details.

Medical Conditions

West Jesmond Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. Please see our [Medical Policy](#) for more details.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that class teacher attempts to resolve matters, then if required the SENDCo and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

This SEND policy will be reviewed and amended annually

Date agreed by governing body:

Review due: September 2026

Related Documents:

Admissions Policy, Accessibility Plan, Annual SEND Report, Positive Relationships and Behaviour Policy, Inclusion Policy, Medical Policy, Safeguarding Policy, Teaching and Learning Policy





