



West Jesmond Primary School

SEND Information Report

Updated September 2025

The SEND Information Report should be read in consultation with the SEND policy, Accessibility Plan and Annual SEN Report. 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, 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.

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

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:

Phone: 0191 281 0000

Email: gjordan@westjesmond.newcastle.sch.uk or
SEN@westjesmond.newcastle.sch.uk

The SENCo'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 Inclusion team includes:

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

Learning Support Assistants (LSAs) are deployed where they are needed throughout the school to ensure pupil progress and independence. Some work in class to support pupils, either as whole class support or in some cases, on a 1:1 basis. 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 and 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 Mr Dinsley, Deputy Headteacher

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



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 and details of all services available for children with SEND in the area.

Other useful documents such as our SEND policy, Accessibility Information Report, Medical Needs Policy, Inclusion Policy, Positive Relationships and Behaviour Policy and Admissions Policy are available on the school website:

www.westjesmondprimary.org.uk.

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 assessments.

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.

All children across school access Wave 1 provision as part of inclusive quality first teaching. All teaching staff and support staff are familiar with and use the Newcastle City Council Universally Available Provision to provide supportive strategies linked to each specific area of need. Children who have additional needs 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.

All children with additional needs will have an SEN support plan written by the class teacher but incorporating both child and parent views. The support plans will include a small



number of SMART Targets that are directly linked to the child's main area of need and supportive strategies used to help achieve these targets will be included. The majority of these will come from the Newcastle Universally Available Provision.

When assessing the range of need, some children will be assessed using the Descriptors of Need documents. This will allow anyone working with or sharing information about a child with SEND needs use a shared language and understanding of the range the child sits in. This will also provide additional strategies and supportive measures for anyone working with a child.

Support plans will be reviewed regularly to track progress, and this progress will be shared with parents.

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: School Health, School Effectiveness SEND Team, School Effectiveness SEMH Team, SEND Outreach Service (SENDOS), NHS Paediatric Speech and Language, NHS Paediatric Occupational Therapy, CYPS/CAMHS and, when appropriate, Social Services and Children in Care Team. We have a service level agreement with an educational psychologist and buy in the appropriate number of hours each year.

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. Miss Jordan is happy to discuss the needs of any pupil with their parents/carers.



School entitlement offer to pupils with additional needs

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 set SMART Targets in order for them to be small steps that are specifically linked to the needs of the individual and achievable within the timeframe.
- 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, clubs 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.
- We provide additional transition support for children moving on to new year groups or phases with the uses of transition booklets with information and visuals
- We will ensure extra visits for children to meet their new teacher before the summer break as well as providing extra opportunities to visit the new classroom or learning area
- For those children moving on to secondary school, the SENCo and the Year 6 team work closely together as well as with all the secondary schools our children move on to in order to ensure smooth and robust transitions. This can involve additional visits to schools, small group sessions in advance with members of the local authority SEMH Team, detailed handover meetings with relevant staff in the secondary schools, including the SENCos

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

Communication and Interaction needs

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 SEND:	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"> • Autism • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> • Visual timetables in all classes, with some children having access to more individualised versions • Areas of the classroom are clearly defined and labelled • A range of resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Support during times of stress or anxiety. • 'Zones of Regulation' to support children learning about their emotions and how to self-regulate • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toys, stress ball • Areas of low distraction/individual workstations • Use of ICT where possible to reduce barriers to learning • Social skills support including strategies to enhance self-esteem and nurture groups. • 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. • Opportunity to communicate in different ways e.g. Makaton, PECs • Use of individualised reward systems to promote learning and enhance self-esteem • We have a number of skilled LSAs/play workers, 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. • Staff who are trained to deliver 'Lego therapy' sessions to promote social and communication skills • Individual daily 'box time' sessions for children who this has been recommended for • Where necessary we seek advice and training from outside agencies

Cognition and Learning Needs

This may include:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (Dyslexia, Dyscalculia)

- Children are taught in a way to promote and develop literacy and mathematical skills with increasing independence.
- Tasks are appropriately adapted to ensure all children are able to access and achieve with increasing independence
- Use of materials and resources to ensure learning is multi-sensory and practical and promotes independence
- Additional processing/thinking time for responding to questions, completing tasks, sharing ideas
- Opportunity for pre-teach and reinforcement sessions
- Topic vocabulary is introduced in advance and reinforced throughout.
- Additional support in class from the class teacher/teaching assistant
- Small group or 1:1 targeted intervention programmes to improve skills in a variety of areas, e.g. phonics groups, Lexia, Talk 4 Number, Reading Rocketeers, Project Code X.
- We use external specialists to provide targeted interventions for children with dyslexic tendencies (Toucan)
- 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 specific strategies and resources to support pupils with dyslexia e.g. word banks to support spelling of key words, ACE dictionaries, reading rulers.
- 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 SENDOS and other outside agencies, including Educational Psychologist, to ensure any barriers to success are fully identified and responded to.
- Multi-agency involvement with the family as required
- We assess pupils regularly and report progress to parents and staff.
- Differentiated and, where applicable, individually personalised homework.

Social, Emotional and Mental Health Difficulties

This may include:

- Social difficulties
- Mental health conditions
- Emotional difficulties
- ADHD

- Our 'West Jesmond Way' provides clear expectations and is based on encouraging pupils to make positive decisions about behavioural choices.
- Our positive relationships and behaviour policy identifies where reasonable adjustments or changes can be made to support children with specific needs
- We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities.
- The school has a dedicated inclusions team which provides effective pastoral care for all pupils.
- We have a wellbeing lead in school who monitors and provides targeted support for specific children
- We have a trained school counsellor who works with specific children
- We have a family support worker who is able to offer support for families and signpost to external avenues of support
- We use small-group or 1:1 targeted support to improve social skills, self-esteem and emotional resilience.
- 'Zones of Regulation' is used to support children learning about their emotions and how to self-regulate
- Breakout spaces are available for children who need time to regulate outside of the classroom
- Residential trips which help to develop social, emotional and behavioural resilience and promote independence
- We provide support and appropriate access arrangements for statutory assessments
- We seek support from outside agencies such as the School Health Advisor, Children and Young People's Service (CYPs), Educational Psychologist, School Effectiveness SEMH Team.
- We have staff who are trained to deliver 'Lego therapy' sessions to promote social and communication skills
- Please see our Anti-bullying Policy and Positive Relationships and Behaviour Policy for further information.

Sensory and/or Physical Needs

This may include:

- Hearing impairment (HI)
- Visual impairment (VI)
- Multi-sensory impairment
- Physical Disabilities
- Medical Needs

- 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 SEND Sensory Service to ensure pupils' needs are met and our staff are trained to support the needs of pupils with hearing or visual impairment.
- We work closely with the Occupational Therapy and Physiotherapy 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 access 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 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



West Jesmond

Primary School