



West Jesmond Primary School

SEND Report

2022-2023

As a school and staff, we believe in an ethos where children of all backgrounds and cultures are welcomed and valued; 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.

The SEND school policy was reviewed in September 2023

The SEND Information Report was reviewed in September 2023.

The Accessibility plan was reviewed in September 2023

Information on the website is reviewed and updated annually.

SEND Profile of the School:

Overall SEND: 10.3% (63)

50 children (8.2%) on the SEND register at SEND Support. This is compared to national average of 13.5%.

13 children (2.2%) on the SEND register with and Education Health Care Plan. This is compared to national average of 2.5%.

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)



SEND register:

EYFS:	Key Stage 1:	Lower Key Stage 2:	Upper Key Stage 2:
Reception: 6 1 EHCP 5 SEND support	Year 1: 6 2 EHCP 4 SEND support Year 2: 13 3 EHCP 10 SEND support	Year 3: 7 0 EHCP 7 SEND support Year 4: 10 3 EHCP 8 SEND support	Year 5: 6 0 EHCP 6 SEND support Year 6: 14 4 EHCP 10 SEND support

	Boys	Girls
SEND Support	31	19
EHCP	8	5

Breakdown of areas of need:

Social, Emotional and Mental Health <ul style="list-style-type: none"> • Rec:1 • KS1: 2 • Lower KS2: 7 • Upper KS2: 5 15	Cognition and Learning <ul style="list-style-type: none"> • Rec: 1 • KS1: 7 • Lower KS2: 7 • Upper KS2: 6 21
Physical Difficulties <ul style="list-style-type: none"> • Rec: 0 • KS1: 2 • Lower KS2: 0 • Upper KS2: 4 6	Speech, Language and Communication <ul style="list-style-type: none"> • Rec: 5 • KS1: 8 • Lower KS2: 3 • Upper KS2: 5 20

Attendance: 2022-2023

	Autumn Term	Spring Term	Summer Term	Cumulative
SEND Support	94.4	92.9	90.2	92.3
EHCP	89.3	91.8	89.0	89.9
Non SEND	95.8	95.7	94.6	95.3

Exclusions: There were no exclusions in this academic year



One child with an EHCP follows a flexi-school timetable which is written into his EHCP. He attends school for two days each week.

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:

- employed an LSA for an extra hour each week to support a child to be able to attend weekly art club.
- invited a parent to work alongside her child in 'Fun Little Foodies' club to ensure that the child was able to attend this club safely.
- funded children with physical difficulties to attend externally run sports clubs.
- 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, including a wheelchair user, to attend.
- 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.

Next steps:

- Continue to work alongside Sports Mentor to develop sports offer for children with SEND, including extracurricular clubs and inter-school sporting events.
- Continue to fund sports and enrichment clubs for children on SEND register where this enhances their provision.
- Introduce morning Sensory Circuits club to offer a softer start to some children and implement recommendations from OT and specialist communication and interaction teachers.

Provision



All

children across school access Wave 1 provision as part of inclusive quality first teaching. Making adjustments to everyday classroom practise to ensure all children are able to access all lessons is essential.

Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical	Communication and Interaction
<ul style="list-style-type: none"> • Pre-learning vocabulary. Clarify, display and refer back to new vocabulary. • Pre-teaching key concepts • Clear and simple instructions • Check for understanding • Visual prompts and cues • Give time to process and respond • Repetition and reinforcement of skills <p>Record ideas in different ways (speak/scribe)</p>	<ul style="list-style-type: none"> • Specific feedback • Language of choice • Praise effort as well as outcome • Consistency <p>Preparation for change (including of staffing)</p>	<ul style="list-style-type: none"> • Seating plan • Enlarged resources • Access to resources <p>Regular opportunity for movement</p>	<ul style="list-style-type: none"> • Give time to respond (7 seconds) • Question prompts • Sentence starters • Chunking information • Single step instructions • Visual prompts and cues • Language of choice • Expectations made explicit • Preparation for change (including of activity or lesson)

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.

2022-23 Interventions	
SOCIAL, EMOTIONAL AND MENTAL HEALTH <ul style="list-style-type: none"> • 1:1 Nurture sessions (Jacqui) • Lego Club • Counselling • Chatty Tuesdays • Zones of Regulation 	COGNITION AND LEARNING <ul style="list-style-type: none"> • Lexia • Talk 4 Number • Year 6 Reading Comprehension • Phonics • Maths tutoring • Reading Tutoring • Project Code X Reading • Reciprocal Reading • Rekenrek • Times Tables • Dyslexia support
PHYSICAL DIFFICULTIES <ul style="list-style-type: none"> • dough disco • write from the start • 1:1 OT sessions • PE support from sports mentor 	SPEECH, LANGUAGE AND COMMUNICATION <ul style="list-style-type: none"> • 1:1 Speech and Language • Lego Club • Talk 4 Number • Box/Special time

Next steps:



- Introduce Sensory Circuits sessions
- Develop whole school approach to social and emotional learning (Zones of Regulation)

Working with outside agencies

In 2022-2023 we had SLAs with the following local authority teams:

- 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
- We have an SLA with an independent Educational Psychologist, Ellie Roberts.

We also work closely with:

- school health
- Children and Young People's Services (CYPS)
- CAMHs
- NHS Occupational Therapy
- NHS Physiotherapy
- NHS Speech and language
- when appropriate, social services and the Children in Care Team.
- Northern Guild Counselling – this year we facilitated a counselling placement for a third year student who worked with four children

Next steps:

- Develop links with RISE mental health support
- Buy in specialist support from Toucan Education
- OLT SEND monitoring – audit of support plans Autumn term and SCART moderation Spring term.



Attainment and Progress of pupils with SEND 2022-2023

End of Key Stage 2 Attainment:

Note: 3 pupils with EHCPs and 1 pupil at SEND support were disappled from SATs

READING	WTS WJ	WTS Newcastle	WTS National	EXE+ WJ	EXE+ Newcastle	EXE+ National	GDS WJ	GDS Newcastle	GDS National
SEND support (WJ 9 pupils)	22.2	53.4	55.2	77.8	46.6	44.8	44.4	15.3	11.7
EHCP (WJ 1 pupil)	0	62.2	62.7	100	37.8	37.3	0	10.0	8.1
No SEND (WJ 73 pupils)	10.5	18	18.3	89.5	82	81.7	50	33	34

WRITING	WTS WJ	WTS Newcastle	WTS National	EXE+ WJ	EXE+ Newcastle	EXE+ National	GDS WJ	GDS Newcastle	GDS National
SEND support (WJ 9 pupils)	22.2	64.2	66	77.8	35.8	34.0	33.3	6.0	3.0
EHCP (WJ 1 pupil)	0	84.2	87.9	100	15.8	12.1	0	0	1.1
No SEND (WJ 73 pupils)	11.8	16.6	17.3	88.2	83.4	82.7	40.8	21.7	16.2

MATHS	WTS WJ	WTS Newcastle	WTS National	EXE+ WJ	EXE+ Newcastle	EXE+ National	GDS WJ	GDS Newcastle	GDS National
SEND support (WJ 9 pupils)	33.3	55.1	57.7	66.7	44.9	42.3	22.2	9.9	7.5
EHCP (WJ 1 pupil)	0	82.3	83.6	100	17.7	16.4	0	3.8	3.4
No SEND (WJ 73 pupils)	7.9	15.7	17.3	92.1	84.3	82.7	68.4	27.6	28.4

Progress Data:

	Reading			Writing			Maths		
Progress	WJ	Newcastle	National	WJ	Newcastle	National	WJ	Newcastle	National
SEND support (WJ 9 pupils)	-0.32	-0.29	-0.59	2.64	-0.95	-1.54	-1.79	-0.67	-0.84
EHCP (WJ 1 pupil)	-4.38	-3.41	-4.39	0.98	-3.02	-4.44	1.39	-3.29	-4.15
No SEND (WJ 73 pupils)	2.15	0.50	0.41	3.35	1.30	0.63	5.50	0.68	0.46



Analysis of the data shows that the children who did not take SATS have been factored into the data. Out of the 8 children on the SEN register:

- one did not have KS1 data, so no progress score is factored in (this child achieved EXE in all subjects)
- 2 children got a negative progress score in reading (-0.49 and -0.29)
- 1 child got a negative progress score in writing (-2.49)
- 2 children got a negative progress score in maths (-2.14 and -4.61)
- The average progress score in reading was **2.34**
- The average progress score in writing was **5.44**
- The average progress score in maths was **0.32**

Next steps:

- Consider maths progress data – does the approach to maths teaching work for all children with SEND?
- Consider interventions and tutoring to run 23-24

End of Key Stage 1 Attainment:

Note: 2 pupils with EHCPs and 1 pupil at SEND support were disapplied from SATs

READING	WTS WJ	WTS Newcastle	WTS National	EXE+ WJ	EXE+ Newcastle	EXE+ National	GDS WJ	GDS Newcastle	GDS National
SEND support (WJ 9 pupils)	33.3	67	68	66.7	33	32	16.7	4.1	4.9
EHCP (WJ 1 pupil)	0	90.4	87.5	100	10.6	12.5	100	1.4	1.9
No SEND (WJ 77 pupils)	15.2	25.3	23	84.8	74.7	77.0	35.4	19.7	21.9

WRITING	WTS WJ	WTS Newcastle	WTS National	EXE+ WJ	EXE+ Newcastle	EXE+ National	GDS WJ	GDS Newcastle	GDS National
All pupils (WJ 88 pupils)	50	76.7	88.3	50	23.3	21.7	0	0.7	1.4
SEND support (WJ 8 pupils)	0	94.4	92.3	100	5.6	7.7	0	0	0.6
No SEND (WJ 80 pupils)	24.1	34.1	31.1	75.9	65.9	68.9	26.6	10.6	9.7

MATHS	WTS WJ	WTS Newcastle	WTS National	EXE+ WJ	EXE+ Newcastle	EXE+ National	GDS WJ	GDS Newcastle	GDS National
All pupils (WJ 88 pupils)	33.3	62.2	63.3	66.7	37.8	36.7	33.3	4.3	5.2
SEND support (WJ 8 pupils)	0	88	85.4	100	12	14.6	100	2.1	2.4
No SEND (WJ 80 pupils)	12.7	23.3	21.3	87.3	76.7	78.7	38.0	16.5	18.9



Children passing Year 1 phonics screen:

	Pass		
	WJ	Newcastle	National
SEND Support (4)	50	42.4	48.5
EHCP (2)	50	13.7	19.8
No SEND (83)	95.2	82.0	85.9

Children meeting Early Learning Goal in EYFS:

Reception 2022-2023	Good level of development achieved		
	WJ	Newcastle	National
SEND Support (5)	0	26.5	24.5
EHCP (1)	0	7.7	3.8
No SEND (84)	90.5	71.5	74.2

Next steps:

- Ensure all staff are able to talk confidently about individual children and their progress to explain data. Pupil Progress meetings Autumn 1.
- Interventions planned to target gaps in learning.
- All children in Y2 who did not pass phonics screen to continue with daily phonics sessions.



Staff

CPD:

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.

SEND CPD 2022-23:

DATE	COURSE AND FOCUS	WHO
5.9.22	Training Day: Effective use of LSAs	All staff
27.09.22, 08.11.23, 29.11.22, 17.01.23	SEND Mental Health Lead training Place2Be	G Jordan
Throughout the year – 16 hours per course	Makaton Levels 1 and 2	J Draper N Robinson O Horshkova K Rennison J Nicholson
2.11.22	Social and Emotional Learning – Zones of Regulation	All Teaching Staff
16.11.22	Zones of Regulation	All LSAs
8.12.22	Autism and Anxiety course - AET	Lucy Edwards
15.3.23	Dyslexia Training	All LSAs All teaching staff
24.5.23	Dyslexia drop in session	Available to all staff
24.4.23	Colour Monster – Emotional regulation	K Fletcher
6.6.23 Plus 2 further days in Autumn term	EBSNA Training	Cathy Hogan, Jacqui Nicholson, Emma Clark
Termly	6 x SENCo Network Meetings	Cathy Hogan
Ongoing	Counselling Level 3	Vanessa Corker

Next steps:

Staff SEND CPD audit

7 members of staff booked onto Makaton Training Autumn term

Members of staff undertaking AET training throughout the year

Universally Available Provision whole staff training

Further Zones of Regulation training for all staff

GJ to attend new SENCo training

GJ and CH to attend half termly SENCo Network meetings

HE to attend SaLT training to support specific child

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

- Develop expertise of assistant SENCo, Gemma Jordan.
- Focus on maths in KS2 to ensure progress is expected or accelerated for children with SEND



- Ensuring that all teachers feel confident to deliver high quality teaching in the classroom to enable all children with SEND to access the curriculum. 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.
- Embed Zones of Regulation throughout school