SEND Annual Report

"Enjoying learning and growing together."



Respect



Persevere



Achieve

Coordinators:	SENDCO MA
First written:	September 2026
Approved by Governors:	Oct 2026
To be reviewed:	September 2027
Updates:	**Pupil Numbers, attainment info**

What is the purpose of The SEND Information Report?	The information and data in this report relates to the academic year 2025/26. Its purpose is to reflect how school has used SEN funding to meet pupils' needs and should be read in consultation with the SEN Information Report, the SEND policy and the Accessibility Plan. The report provides clear, comprehensive and accessible information about the provision available for all children in our school. It also demonstrates how West Denton Primary School meets the needs of pupils with SEND to parents/carers and all stakeholders and how it will review and adapt to meet all future provision requirements.
Context:	• West Denton Primary School is a one and a half form entry mainstream school for pupils who are aged 3 - 11 years • The proportion of pupils known to be eligible for support through the pupil premium is above the national average • The proportion of pupils with SEND is above the national average (19.8%nationally -27% WDPS).
SEN profile of West Denton Primary School 2025/26	• Total number of learners on roll: 311 children • Number of learners with SEN: children 84(27%) • Number of learners at SEN support level: children 71 • Number of learners with EHCP: 12 children • Number of learners who are SEN and Pupil Premium: 56/84 • Number of learners who are SEN and EAL: 7 • Number of learners who are SEN, Pupil Premium and EAL: 4 • Number of learners with SEN who are girls: 30 • Number of learners with SEN who are boys: 54 • The number of pupils identified with SEN at WDPS is historically above the national figures at SEN Support level, however, the number of pupils with an Education Health and Care Plan (EHCP) at WDPS continues to be below national figures • The school historical pattern is that West Denton Primary is annually above the national figure for pupils eligible for the Pupil Premium grant. A large proportion of our SEN population are also eligible for the Pupil Premium Grant. This academic year, 53/84=63% are eligible • Our SEN register has seen a fluctuation in numbers due to intake from other provisions as well as some children being removed from the register due to progress made against assess, plan, do, review targets.

Breakdown of needs	Number of pupils	% SEN of pupils	% of whole school
Cognition and Learning	18	18/84 = 21%	18/311 = 5.7%
Communication and Interaction	38	38/84 = 45%	38/311 = 12%
Social, Emotional and Mental Health	26	26/84 = 31%	26/311 = 8.3%
Sensory and/or physical	2	2/84 = 2.3%	2/311.= 0.6%

SEN Population throughout WDPS		
	SEN/Number in EYFS	***SEN/School roll***
EYFS	**11/69 = 16 %**	**11/311 = 4%**
KS1	**18/81 = 22 %**	**18/311= 6%**
Lower KS2	**32/84 = 38 %**	**32/311= 10%**
Upper KS2	**23/77 = 30 %**	**23/311= 7%**

SEND Attainment and Progress 25-26

SATs Assessment Data							
	Number of SEN	***Reading***		***Writing***		***Maths***	
		Expected Progress or above	*Attained Age Related Expectations*	*Expected Progress or above*	*Attained Age Related Expectations*	*Expected Progress or above*	*Attained Age Related Expectations*
KS2	***14***	*100%*	*64%*	*100%*	*71%*	*100%*	*86%*

All SEN pupils have targets set on their individual support plans. These are reviewed termly in a formal review meeting with the SENCO and/or class teacher or at parents' evening. The outcome of bespoke and recommended interventions are recorded on these plans.

Attendance

Pupils at SEN	**Pupils with an Education, Health and Care Plan(EHCP)**	**Overall for pupils without SEN**
92%	**86.2%**	**94%**

What proportion of children currently at West Denton Primary School have SEND?

Currently **27%** of our pupils are registered on our SEND Register with 4 **%** having EHCPs.

Pupils will receive additional support to meet their individual needs. These children receive intervention support either on an individual or group basis from their class teacher or other professional.

Policies

The following policies are available on the website:

- SEND
- Safeguarding
- Behaviour
- Equality and Diversity
- Medical Policy - If your child has medical needs please refer to this policy
- Accessibility Plan
- Admissions Policy
- Concerns and complaints procedure

How does a child get a place at the school?	Parents/carers interested in a place for their child must make an application via Newcastle City Council. The Admissions Policy for casual admissions is available on the website. An allocation by Newcastle City Council will be followed by a contact phone call from our admissions secretary and a visit to a school will be arranged. The visit provides an excellent opportunity to meet the pupils, staff and the Headteacher.
What type of placement is available at West Denton Primary School?	The vast majority of our pupils attend West Denton Primary School on a full-time basis. The school has a Nursery offering part-time placements of fifteen hours per week. Parents/carers should contact us if their 3 or 4-year-old is eligible for 30 hours of nursery provision. Most children enter school in Nursery or Reception Class, but we welcome children as casual admissions in all year groups.
What SEND needs are provided for at West Denton Primary School?	A pupil has a Special Educational Need or Disability if he or she: has a learning difficulty or disability which calls for special educational provision to be made for him or her, has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. In addition, Special Educational Needs and Disabilities are identified within the context of the usual differentiated curriculum within the school. Pupils are identified as having special educational needs if they are not making progress within a curriculum that: • sets suitable learning challenges; • responds to pupils' diverse learning needs; • aims to help pupils overcome potential barriers to learning. In accordance with the SEND Code of Practice 2014, four broad categories of need are identified: ● **Communication and interaction** Pupils with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others. ● **Cognition and learning** Support for learning difficulties may be required when pupils learn at a different pace to their peers, even with appropriate adaptation to the curriculum. This also includes specific learning difficulties (SpLD) which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. ● **Social, emotional and mental health** Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other pupils

	and young people may have disorders such as attention deficit disorder or attention deficit hyperactivity disorder. ● **Sensory and/or physical needs** Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all opportunities available to their peers. **Difficulties which may not be related to SEND.** Some pupils may be underachieving, which may be caused by a poor early experience of learning, but they will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils 'catch up'. Difficulties related solely to English as an additional language are not SEND. The following concerns may impact on a pupil's progress and attainment but are not in themselves indicators of SEND: ● Attendance and Punctuality ● Health and Welfare ● Being in receipt of Pupil Premium ● Being a Looked After Child ● Being a child of serviceman/woman
How much support will my child receive?	All staff are well qualified and have access to a wide range of further continuous professional learning. All our pupils have access to a knowledge and skills based, broad, balanced and creative Early Years Foundation Stage curriculum followed by the National Curriculum. Our pupils receive an appropriate balance of quality first teaching through whole class, small-group and individual teaching. If a child is assessed to have special or disability needs or needs which are deemed to be additional to or different from most of the children within our school, we will ensure that additional support is available to them.
What resources are available at West Denton Primary School?	The school has a well-stocked library and a dining space. All classrooms have access to IT facilities to support pupils' learning and calm corners to support regulation. The school also has a cosy room to welcome pupils in and The Rainbow room and Hive for our pupils working on an adapted curriculum suited to their needs. The school has additional rooms available for pupils who require additional support or intervention or when they need a quiet space that is distraction-free. Large accessible outdoor play areas include Early Years outdoor classrooms, gardens, reflection areas, playgrounds and fields.
How do children travel to school?	Children walk, cycle, scooter, arrive by private car or arrive by taxi / transport.
What specialist services are available at West Denton Primary School?	Specialist staff on site: ● Early Talk Boost and Talk Boost trained staff to lead Speaking and Communication intervention groups. ● Read Write Inc trained staff to lead Early reading and writing groups and additional intervention phonics groups. We also have access to a wide range of external services to support our pupil's health and education, these include: • Speech and Language Therapy (SALT)

	• Children and Young People's Services (CYPS) • Single Point of Access (SPA) • Educational Psychologist (ASK Psychology - contract to be terminated July 26) • School Health • Hearing Impairment Team • Visual Impairment Team • Neurological Nursing Service • Diabetes Nurse • SEND Outreach Service • SEND Outreach Service – Early Years • Attendance and Inclusion • CNDS • Social services • Family support service • SEMH Team • Zone West • North East Wellbeing • ASAP • Specific Learning Difficulties Team • Music Service • EP Service- Homunculi Approach • Paediatric Urology • Northumbria University Doctorate research programme in Neurodiversity **Next Steps:** • continue to work with external agencies • Research and develop ideas for SEN/ Intervention spaces and continue to develop The Rainbow room and The Hive •To explore, as part of The ONE Trust, buy in the services of an educational Psychologist.
What specialist equipment is available to support SEND pupils?	Occupational therapy resources e.g. lap cushions; wobble cushions; tangle toys; putty; high steps; individual workstations; ear defenders; special pencils with handgrips; writing slopes; sprung scissors, tripod grip pencil supports, support trays, pressure bands, sensory room. Accessible toilet. Quiet areas and individual workstations in class.
What will my child learn at school?	Our curriculum is based upon the Early Years Foundation Stage Framework and the subjects of the National Curriculum. Every pupil is offered a broad and ambitious enquiry curriculum that is appropriate to his or her age and stage of development, based on enquiry. Our SEND pupils make good progress from their individual starting points in their development of knowledge and skills including those in early reading, writing and mathematics. All pupils are prepared for the next stage of their education and life. There is a strong emphasis on the development of pupils' cultural understanding and emotional, spiritual, personal and social skills and on giving them the skills and knowledge that will allow them to live a good quality of life as young people. There is a strong emphasis on building our pupils' resilience and understanding of their individual mental health needs. In addition to our whole class teaching we use a rich variety of tried and tested interventions and programmes to support our pupils' learning and these include: ● Phonological Awareness

	● Precision teaching ● Action Words ● Black sheep press ● Early Talk Boost ● Talk Boost ● Lexia ● Doodle ● HAST, Salford and Sandwell to inform intervention All interventions are accessed either through group or individual sessions according to the needs of our children.
How do you promote inclusion within West Denton Primary School? ***Including for day and residential trips***	Children with SEND are fully included in all school activities as well as on day trips and residential visits. If needed additional support can be provided to ensure support and safety of individual pupils, through a risk assessment process. Inclusive lessons are provided with adaptations made to meet the needs and learning styles of individual children. Multi-sensory teaching strategies and a range of resources are available including laptops, visual timetables and aids, working memory activities, knowledge mats, quiz apps. Support staff and lunchtime supervisory staff are aware of the needs of individual children. Adaptations to less structured aspects of the school day to accommodate the needs of individual pupils. Peer support through the buddy system. Communication friendly classrooms and sympathetic teaching approaches, accommodating individual learning styles. We follow the Graduated Approach to meeting SEND pupils' needs. When children have more complex and lifelong needs then an Educational Health Care Plan may be requested.

How will I know what progress my child is making at school?	Teachers assess pupils' formative attainment continuously on a day-to-day basis and make a summative assessment at key points in the year. Assessments are moderated internally and externally with colleagues to ensure that they are consistent and accurate. Pupils from Year One to Year Six are assessed against National Curriculum End of Key Stage and Pre-Key Stage expectations. The Early Years Foundation Stage Profile is used to assess the attainment of our younger pupils. Pre Key Stage descriptions are used nationally and are linked to performance descriptions which have been written for use with pupils of all ages who have a range of special educational needs. These processes enable us to monitor all our pupils' progress and provide valuable information to aid target setting for individual pupils. In this way we are able to address any concerns as soon as possible. Pupils' progress is discussed with parents/carers at our 'Parent Consultation Meetings' held in the Autumn, Spring and Summer terms. This is a great opportunity to observe and discuss pupil progress. Parents are always welcome to speak to members of staff through our appointment system. This can be either face to face or, if it is more convenient for parents, via the telephone or on-line. In addition to this, we review the progress and next steps of our pupils with Special Educational Needs during the termly parents' SEND review meeting and more often when required. The Headteacher or SENDCo is available to meet with parents/carers should they have concerns over their child's progress. When required we can operate a Home-School Liaison Diary which is used to communicate essential information between teachers and parents/carers. Staff write a message in the child's diary every day and parents are asked to do the same. Early Years staff also use the online platform "Seesaw" to communicate regularly with parents.
What are the arrangements for consulting SEND pupils?	Pupils are encouraged to express their feelings within school and use their pupil voice. Staff develop personal 'My Plans' to record pupil voice and assess, plan, do, review these regularly. Children are alerted to designated contact adults throughout school, that they know are aware of their needs. Communication mats are used by our pupils who required adaptations to ensure every child has a right to express their views and be heard. Adults work with children (and their parents when appropriate) to develop their own social stories or plans. These are kept by the child and used to refer to throughout the day. Staff use the 10:2 check in model with all pupils, but specifically with those chosen by the staff in each phase. This is a positive check -in approach to demonstrate that the adults in school value each child as an individual. **Next Steps:** • Extend training in SEMH/EBSNA and wellbeing. • Explore technology for communication. • Install large communication mats in the outdoor areas so pupils can express their feelings and needs in unstructured times.
What are the arrangements for consulting with parents/carers?	Parents/Carers' Views We work closely with parents to support their children's needs and have an open- door policy. We collect the views of parents and carers in a variety of ways. These include the following: • Parents' Evenings • Thursday morning SENDCo drop ins • Questionnaires (School and Local Authority) • Review forms • Social Media (Twitter)

	Parents speak highly of the empathy, support and family experience the children receive at WDPS. Many express their appreciation of how accommodating the school is to children who have diverse needs. **Next steps:** • Collect parent views on courses or expert speakers that could be hosted in school.
How will my child's health and well-being be supported?	Pupil's emotional well-being and mental health is paramount to us, and we take great care to ensure that all of our pupils enjoy school and have positive learning experiences throughout their time with us. Considerable emphasis is put on the teaching of personal, social and health education and pupils are given many and varied opportunities to enjoy a range of spiritual, moral, social and cultural experiences during their time at school. Each year the pupils choose peers to be House and Vice Captains. They conduct a wide range of roles to support the development of the school. Staff treat pupils with respect and have high expectations of them. Much emphasis is placed upon developing pupils' confidence and self-esteem and ensuring that all our pupils feel valued. Relationships between pupils are excellent. All children are taught what they should do if they experience any form of bullying. There is a positive learning environment at the school and staff provide excellent role models. The school operates a 'Buddy system' which allows older pupils to support and act as positive role models for younger children.
What training do staff at the West Denton Primary School have?	The deployment of staff is regularly reviewed to ensure that the support and staff expertise is matched to the need in the year group, ensuring the maximum impact and progress for SEN pupils. This deployment is carried out by the SENDCo with the agreement of the Head teacher. We have a bespoke continuing professional learning programme which is accessed by all staff. All staff receive comprehensive and on-going training in meeting the learning and health/medical needs of our pupils. SENCo Training • SENCO is supported by the School Effectiveness SEN Team: Cathy Hogan and Sue Alexander SEN Advisors • Attended OWL Trust/ONE Trust Meetings • Attended Network SENDCo meetings Training undertaken: • Working memory Training- Ask Psychology Uk • Newcastle SEND Descriptors of Need • Dyslexia Awareness- Katie Stone • Stammering Workshop • Making sense of Autism-Christie Johnston • Blurred lines between Autism and ADHD • EAL psychology Training • PACE training

- EYFS CACHE
- EBSNA training-SEMH Team
- Hypopituitarism Deficiency Training
- Mental Health Awareness and Wellbeing Training
- Nasen resources

This training is disseminated to staff in half termly meetings, 1:1 support for staff according to needs, shared training sessions with teachers and LSA's and shared information shared by e-mail with relevant staff.

Staff training

This may be 1:1 dependent upon needs, in small group or in whole school meetings and training days.

- Using the Universally Available Provision to identify and support pupils
- Using visuals to support all learners
- Understanding and Managing the Behaviour of Pupils with SEND
- Co-Regulation Training
- Scaffolding to Support Disadvantaged Pupils-ASK Psychology
- Descriptors of need training
- Positive handling
- Working memory training –Ask Psychology
- Dyslexia Training
- SENTA Networks
- EBSNA training
- SEMH training
- LEGO Therapy Training
- Precision Teaching training

In addition, specific staff also received the following training:

- Supporting Children with SEND in the Early Years
- Visuals and Special/Box Time
- Box-Time training
- Speech and Language Therapy support
- Alphabet arc training
- RWI/ booster training for new staff
- Hearing Impairment Support and Advice
- Visual Impairment Support and Advice
- Young Carers
- Homunculi Approach
- Elklan Training

Staff also receive bespoke wellbeing sessions, supported by the SEMH Team.

The annual training days are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement.

All teachers and teaching assistants undergo yearly appraisal procedures which identify any training needs.

Next steps:

Continue to engage in relevant training to meet SEN needs, specifically:

- Revise and revisit Zones of Regulation
- Develop support of SEMH and EBSNA training
- Attention Autism training

	• Develop engagement model assess, plan, do, review using Cherry Garden/Tapestry • Coaching sessions to support staff • SENCo to continue to observe pupils and deliver coaching sessions to staff to support the individual needs of pupils.
How does West Denton Primary School support families?	West Denton Primary School staff establish a relationship with parents/carers prior to their child starting our Nursery or Reception class and we strive hard to ensure that this is a positive experience for parents/carers and other family members. Parents/carers are encouraged to play an active role in their child's education. Parents of children starting Reception in September are invited to meetings in the second half of the summer term with the class teacher to enable a smooth transition into school and to enable us to get to know your child and his or her needs well. The children attend transition visits so they can get to know their new teachers and friends. When Early Help Assessments (EHA) are required. Multi-agency meetings are subsequently held at regular intervals. These can be a valuable source of support for parents/carers. Staff can support your child in school and help to support any additional issues you may be experiencing at home, by signposting parents to parenting programmes and other local parent support groups and organisations. Staff have a wealth of knowledge and ideas for support and are very keen to help the children, parents/carers and their families. They can also suggest the names of other local and national organisations that may be able to help. Parents/carers are always welcome to speak to members of staff and are asked to make an appointment with the class teacher, this can be either face to face or via the telephone, if it is more convenient for parents/carers.
How do we support Parents/Carers' Engagement?	Parent's and carers had access to support and advice via the Head and deputy head teacher, SENDCo and Pastoral Lead. Events have been arranged to engage our families with local community events and services, such as through positive family events like bush craft mornings, cookery sessions, coffee morning and family learning events. We also invite parents into school to Snuggle and Read with their children termly. In addition, there are links via our website, to agencies and organisations that parents can access. Fliers from local support groups and Hubs are e-mailed to parents. Family Partnership work is offered throughout the year. Zone West Practitioners work closely with parents throughout the school year. **Next steps:** • Create SEN newsletter termly • Coffee Morning Termly
What activities are available to children	West Denton Primary School operates after school clubs, please contact the school for full details of sports clubs that are currently being held. Children can attend Breakfast and Twilight clubs.

outside of the school day?	
How will West Denton Primary School support my child at times of change?	In the Early Years all children are invited for a series of taster sessions prior to their admission to school. Time is spent talking with parents/carers, as we respect that they know their child better than we ever could. These approaches allow our staff to gain as much information as is practical to support a child's admission to school. When children move year group this is supported through a visit for the child to the new class on Transfer Day and, where necessary, additional transfer visits are arranged. Members of Secondary School SENDCo and pastoral and learning support team work closely with the Primary SENDCos, Headteachers and other key staff to ensure a smooth transition from primary to secondary. Parents/carers have the opportunity to meet secondary staff during transition evenings and events. We also arrange additional transfer sessions for pupils transferring to secondary school. These transition sessions cover: Meeting new staff Getting to know the layout of the secondary campus Play times Lunch times.
Who was consulted about this SEND Information Report?	The SEND Information Report for West Denton Primary School is shared with Governors, Parents/Carers and Staff.
What can a parent do if they feel that The SEND Information Report is not being delivered or if their child's needs are not being met?	If a parent has concerns about the provision available to their child at West Denton Primary School, they are invited to discuss these promptly with their child's class teacher in the first instance. If the class teacher is not available the Headteacher, Director of SEND or SENDCo will be available to meet with you at a convenient time. Parents are also able to contact "SENDIASS", the SEND information, advice and support service, they offer advice and support to families of children and young people with special educational needs or disabilities, this is a free and confidential service. This service can be contacted by following: Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service | calling 0191 211 6255 or email: SENDIASSadmin@newcastle.gov.uk
How will The SEND Information Report be reviewed?	The SEND Information Report will be formally reviewed and updated on an annual basis to ensure that it is up to date. Governors, parents/carers and staff will be invited to take part in this process.
Who can I contact for further information about West Denton Primary School?	If you require any further information, please do not hesitate to contact: **Miss M Alexander** SENDCO West Denton Primary School Hillhead Road West Denton Newcastle upon Tyne NE5 1DN

	0191 2674211 admin@westdenton.newcastle.sch.uk **The Newcastle City Council Local Offer can be found at:** SEND Local Offer | Newcastle Support Directory