



Annual SEN Report – 2020-21



Evaluating the Effectiveness of West Walker's Provision for Pupils with SEND

Contents

1. [Our school's approach to supporting pupils with SEND](#)
2. [Catering for different kinds of SEND](#)
3. [Key staff and expertise](#)
4. [Identifying pupils with SEND](#)
5. [Consulting with pupils and parents](#)
6. [Involving key stakeholders](#)
7. [Handling complaints](#)
8. [Local Offer](#)
9. [Additional support](#)



Our school's approach to supporting pupils with SEND

West Walker Primary school (part of Newcastle East mixed multi-Academy Trust (NEAT)) is an average sized inner-city primary in the East End of Newcastle, which has grown considerably over the last three years due to the implementation of a Playgroup (Little Walkers). There are currently 261 pupils on roll (this compares with the national average primary school size of 282) including 33 children in nursery and 16 children in the Playgroup and an 8 place Additional Resource Centre for children with Social, Emotional and Mental Health Needs.

At West Walker Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish and where diversity is celebrated. We will respond to individuals in ways which take into account their varied life experiences and particular needs, recognising that all pupils have equal entitlement to this.

West Walker Primary School is committed to providing an education that enables all pupils to make progress to enable them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. We are committed to working in partnership with parents in order to provide the best possible education for all children.

We have an Additional Resource centre (ARC) for children with Social, Emotional and Mental Health Needs. This is a 6 place ARC. The ARC is staffed by an ARC teacher and one member of support staff. The expertise of the ARC staff is also used across the school, where appropriate, to support children within the mainstream who may have Social, Emotional and Mental Health Needs.

The SENCO

Name of staff member	Email address	Phone number
Megan Scorgie	Megan.scorgie@westwalker.newcastle.sch.uk	0191 262 4130



Catering for different kinds of SEND

At West Walker, we cater for different needs of pupils incorporating the four broad areas of need (SEND Code of Practice.) The areas of need are:

Cognition and Learning:

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

Social, Emotional and Mental Health:

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

Communication and Interaction:

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Sensory and/ or physical needs:

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

Our school data:

Number of pupils with SEND 2020-21	
Pupils with SEND	65 children → 24% (National average 13.9%)
Pupils with EHCP	12 children → 5%

Primary area of need of SEND children at West Walker			
Cognition and learning	Communication and interaction	Social, Emotional and Mental Health Difficulties	Sensory/ physical
22 34%	25 38%	9 14%	9 14%

Data:

There is no formal data available for 2019-20 or 2020-21 due to school closures as a result of the Covid-19 pandemic, however the data can be obtained for the previous SEND information report for 2018-19.

Target setting and support plans:

All SEND pupils across school have targets set within their 'SEN Support Plans' related to their primary area of need. These are reviewed termly with the SENCO in a formal review or with class teachers during Parents' evening. Support Plans are co-produced with SENCO, Class teacher, support staff (where applicable) and parents in order to create a plan which demonstrates key information about what is known about pupils in order to provide them with appropriate support.

Clubs are attended well by pupils with SEND.

Attendance for pupils with SEND was 84%. There were 0 children on the SEND register with exclusions.

Interventions are identified for individual children and groups. These are often in response to Quality First Teaching but some identified and regular interventions take place.

In 2020-21 our targets in relation to provision were to:

- Focus on establishing more effective SEN support in EY
- SENCo / NEAT Peer Review system to review the quality of SEND provision within classes across the school.
- Learning Passports scrutiny with SEND governor. Learning Passports will be revisited across NEAT and with CTs focusing on SMART targets
- SEN progress to be tracked on Newcastle Phase Tracker for children with significant SEND in one class.
- Collaborative work between all school within NEAT around identification of SEN, moderation and sharing of resources and expertise.
- EP to work alongside class teachers to further develop resilience and positive interactions between classes with a high level of SEMH need.

In 2021-22 our targets will be to:

- Continue to evaluate and develop our provision for SEND including working with NEAT staff, other professionals and the Local Authority.
- Develop effective provision in Early Years alongside our newly appointed speech and language therapist and our current Educational Psychologist who both work across all Trust schools.
- Continue to use effective Support Plans to support all children with SEN in a beneficial way.
- Use the Graduated response approach to support pupils appropriately.
- Continue CPD for staff where appropriate.
- SEN progress to be tracked on Newcastle Phase Tracker for children with significant SEND across the school.
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Key staff and expertise

Staff Training and Expertise:

We employ some staff in school to work specifically with pupils with SEND. The deployment of staff is regularly reviewed depending on need.

Within our ARC provision, staff include Mrs Pearce (ARC teacher) and Mrs Ward (support assistant).

Across NEAT, we now also employ Rachel Nevins-Lewis who provides a counselling service.

Other professionals that we work with include, but are not limited to:

- Dr Kate Hodgson (Educational Psychologist)
- Laura Dixon (NEAT Speech and Language therapist)
- Newcastle Educational Psychology Service
- Speech and Language therapists (including those from Newcastle Local Authority and Newcastle University.)
- ASAP (Newcastle Local Authority)

- SEND Caseworkers (Newcastle Local Authority)
- EEAST team (specifically for those pupils in the Early Years of education)
- Children and Young People's Services (CYPs)
- School Health
- Clennel Solutions (Safeguarding)
- Occupational Therapy Services
- Local Authority SEN School Improvement Service and consultants

We work closely with other schools within NEAT Trust which includes four primary schools and two secondary schools.

Training and expertise development in the last year have included:

- All staff have had updated Safeguarding training. (September 2021)
- SENCo is currently completing NASENCo award.
- Specific training for Early Years from Educational Psychologist in line with needs.
- Specific work with Speech and Language therapist in regard to Early Years provision.

Next steps:

- Regular SEN training sessions to match school priorities and developing needs.
- Training for relevant staff in working with pupils with specific ASD needs provided through the Autism Education Trust.
- Precision Teaching training delivered by our Educational Psychologist.
- Introduction for teaching staff to SEND Teacher Handbook (NASEN).
- Speech and Language CPD provided by newly appointed SALT therapist.



Identifying and assessing pupils with SEND

The 2014 SEND Code of Practice puts emphasis on the importance of early identification and schools' role within this: 'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improve long-term outcomes for the child or young person.' (section 6.14 of the Code)

If concerns are raised around a child at West Walker Primary School, initially a meeting will be held with parents/ carers, class teacher and SENCo (if appropriate) this allows for all concerns to be discussed opening.

Usually, a child will then be monitored for an agree period of time while school-based strategies are implemented. This is then reviewed. If there are still concerns around a child, they may be added to the SEND register and other professionals may be asked to work with the child. In some circumstances, a child may be referred to an outside professional immediately however this will always be discussed with parents/ carers (and the child where possible.)



Consulting with pupils and parents

Parents

We collect parent views in a number of ways including through:

- Parents' evening
- Regular Parent surveys
- Social media and class dojo
- Review meetings

The views of our parents and carers are extremely important to us and we try and act quickly on issues which are of concern.

Pupils

We regularly collect the views of pupils and pupils are encouraged to have a voice within school in order to pass on concerns and worries which are addressed as quickly as possible. We make use of 'School Council Reps' to anonymously collect pupil views across Key Stage 1 and Key Stage 2. There are also strong links between SEND and Welfare teams within school in order to share information appropriately. During Summer term reviews, children's views are collated and considered for the next year. The School Council meet regularly. They are encouraged to gain views of other class members to pass on and share.

Next Steps:

- To encourage children to attend review meetings to give their views.
- Involvement with Local Authority in designing appropriate provision for children to share their views.



Handling complaints

The procedures and policy for complaints are published here:

https://www.neat.org.uk/web/complaints_policy_and_procedure/336948



Local Offer

Please follow the link to access the Newcastle Local Offer for further information on services linked to SEN and Disability in Newcastle.

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>



Additional support

If you are concerned about your child, please contact school to discuss these concerns.