



Annual SEN Report – 2024-2025



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

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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. There are currently 218 pupils on roll.

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.

The SEN staff

Name of staff member	Email address	Phone number
Megan Scorgie	m.scorgie@neatat.org.uk	0191 262 4130
Kelly English	k.english@neatat.org.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- be withdrawn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 2024-2025	
Pupils with SEND	53 children →

Pupils with EHCP	11 children →
Pupils with pending EHCP	5 children →

Primary area of need of SEND children at West Walker			
Cognition and learning	Communication and interaction	Social, Emotional and Mental Health Difficulties	Sensory/ physical
7	31	15	0

Actions for EYFS in 25/26:

- Focus on communication and language skills
- Working closely with SALT to ensure a rich vocabulary environment is established and maintained.
- Development of sensory area within EYFS setting
- SENDOS support

Actions for Nursery in 25/26:

- Focus on communication and language skills
- Working closely with SALT to ensure a rich vocabulary environment is established and maintained.
- Development of sensory area within EYFS setting
- SENDOS support

Actions for Y1 in 25/26:

- Continue to closely monitor progress of vulnerable learners.
- Provide interventions linked to reading and writing.
- Gross and fine motor skill opportunities

Actions for Y2 in 25/26:

- Necessary referrals to outside agencies to be made during 25-26.
- Teacher to plan interventions identified through PiXL assessments.
- Phonics interventions for children who did not pass the screener – phonics tracker to inform next steps.
- Working closely with EP to ensure specific needs are met

- Extra support staff where necessary
- Movement breaks implemented when required
- Individual speech and language programmes delivered.

Actions for Y3 in 25/26:

- Class to follow RWI scheme for phonics.
- Phonics interventions for children who did not pass the screener – phonics tracker to inform next steps.
- Working closely with EP to ensure specific needs are met
- Specialist reading intervention for children with SpLD.
- Individual speech and language programmes delivered.

Actions for Y4 in 25/26:

- Targeted intervention following RWI scheme for phonics for those pupils who require further support.
- Specialist reading intervention for children with SpLD.

Actions for Y5 in 25/26:

- Interventions to be linked to gaps identified in PiXL assessments.
- Children with SpLD to access literacy lessons linked to their stage of literacy development and to access RWI for phonics.
- RWI interventions where necessary

Actions for Y6 in 25/26:

- SENTA support for children with significant need.
- Intensive reading support for SpLD pupils.

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, parents and children 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 83%. There were 3 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 are identified by an external professional and regular interventions take place.

In 2024-2025 our targets in relation to provision were to:

- Continue to evaluate and develop our provision for SEND including working with NEAT staff, other professionals and the Local Authority.
- Continue to 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.
- Develop effective provision within Year 2 using the expertise of our newly appointed Occupational Therapist who works across the NEAT 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.
- Ensure SEN progress is being tracked effectively on Newcastle Phase Tracker for children with significant SEND across the school.
- Continue to collaborate with specialist provisions to build relationships across the provisions.
- Embed zones of regulations in all areas of the school and encourage children to use these.

In 2024-2025 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.
- Continue to develop effective provision in Early Years alongside our 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.
- Continue to collaborate with specialist provisions to build relationships across the provisions.
- Embed zones of regulations in all areas of the school and encourage children to use these.
- Develop alternative breaktime experiences to support children with additional needs.
- Develop sensory spaces within the school to be accessed by pupils with identified SEND.



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.

Across NEAT, we now also employ Saima Sahr who provides a counselling service.

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

- Dr Kate Hodgson (Educational Psychologist)
- Laura Scott (NEAT Speech and Language therapist)
- Newcastle Educational Psychology Service
- Speech and Language therapists (including those from Newcastle Local Authority and Newcastle University.)
- SENASAP (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
- Clennell 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 2024)

- SENCo has completed 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.
- Precision Teaching training delivered to Support Staff by our Educational Psychologist.

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.
- Introduction for teaching staff to SEND Teacher Handbook (NASEN).
- Speech and Language CPD provided by newly appointed SALT therapist.
- Zones of regulation training for all staff



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.)

What OFSTED say:

'The school supports pupils with special educational needs and/or disabilities (SEND) well. All pupils with SEND have access to the good quality curriculum. In the resource base, dedicated and skilled staff meet pupils' individual needs. Adults make sure that activities and resources are matched to pupils' abilities. This promotes pupils' good development.' OFSTED report 2020.



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.