



Annual SEN Report – 2023-24

Evaluating the Effectiveness of Tyneview's Provision for Pupils with SEND

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Our school's approach to supporting pupils with SEND

Tyneview 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. There are currently 276 pupils on roll (this compares with the national average primary school size of 282) including 34 children in nursery and 25 children in the Playgroup and an 10 place Additional Resource Centre for children with Communication Difficulties. We also have a Nurturing Provision across Key Stage 1 and Key Stage 2.

At Tyneview 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.

Tyneview is committed to providing an education that enables all pupils to make progress so that they 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 Provision (ARP) for children with Communication Difficulties. This is an 10 place ARP. The ARP is staffed by an ARC manager and support staff. The expertise of the ARP staff is also used across the school, where appropriate, to support children within the mainstream who may have Communication Difficulties.

The SENCO

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Catering for different kinds of SEND

At Tyneview, 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.

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Our school data:

Number of pupils with SEND 2023-2024	
Pupils with SEND	54 children (19.55) (National average 13.5%)
Pupils with EHCP	15 children 5.4%

Primary area of need of SEND children at Tyneview			
Cognition and learning	Communication and interaction	Social, Emotional and Mental Health Difficulties	Sensory/ physical
12	24	19	1
22	44	35	1.8%

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Target setting and support plans:

All SEND pupils across school have targets set within their 'Learning Passports' 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. Time is spent by the SENCo working with children in their classes, speaking to class teachers and working alongside parents in order to review and set targets.

For pupils on the SEND register who require support above and beyond Quality First Teach, 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 is 91.23% this includes those pupils on agreed Partial Timetables. This has improved since 2022 where we have a SEND attendance of 86%. There were 3 children on the SEND register who had a period of exclusion.

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 2022-23 our targets were to:

- Continue to embed and develop the provision for pupils with SEMH needs including using Newcastle Local Authority training and support as well as support from our school Educational Psychologist to understand a trauma-based approach including PACE.
- Continue to develop and embed Relational Practice across the school.
- Continue to embed the provision with our trust Speech and Language therapist.
- Develop assessment systems for all pupils including those with SEND needs using a range of systems including: PAT (Trust-based Pupil Assessment Tracker); SCARTs, SCERTs, Boxall profiling and other suitable systems for children with specific needs.
- Ensure early identification of need and effective use of funding for children within the Early Years Provision.

In 2023-2024 our targets are to:

- Embed the use and awareness of the Universally Available Provision within school to support all SEND learners
- To develop the use of person-centred planning meetings to ensure all voices are heard in the SEND Review process.
- To support high needs pupils within the Early Years environment with support from outside professionals.
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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 ARP (Additional Resource Provision), staff include Mrs Phillips (ARC Manager), Mrs Stone (Support assistant) and Mrs McMillan (Support assistant.) We also have two members of staff who are employed on a temporary basis to meet the current needs of pupils in the ARP.

Staff across the wider school include Miss Underwood (KS2 nurture) and Miss McAllister (KS1 nurture).

Across NEAT, we now also employ Juliana Da Cunha who provides a counselling service within Tyneview and Nicky Waters our youth worker who supports year 6 pupils and those transitioning to Benfield.

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)
- SENDOS (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

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- Local Authority SEN School Improvement Service and consultants

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

Training and expertise development in the last year have included:

- All staff have had updated Safeguarding training. (September 2022)
- Specific training for Early Years from Educational Psychologist and Speech and Language Therapist in line with needs.
- Specific SALT training delivered by our trust-based SALT therapist in line with need.
- Training for relevant staff in working with pupils with specific ASD needs provided through the Autism Education Trust.
- PACE training delivered by our Educational Psychologist.
- Introduction to the Universally Available Provision

Next steps:

- Regular SEN training sessions to match school priorities and developing needs.
- Relational Practice training
- Trauma-based approaches including PACE CPD for all staff.
- Specific training for Early Years staff in line with needs.
- Continuing Speech and Language CPD provided by newly appointed SALT therapist.
- SCARTs training for relevant staff.
- Descriptors of need training through Newcastle LA for relevant staff.
- Individual staff support and CPD where relevant and appropriate.
- Universally Available Provision Training for all staff.

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)

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If concerns are raised around a child at Tyneview, 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 including use of sites such as Survey Monkey and Google Forms;
- Social media;
- Review meetings
- Class Dojo

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 'Clued up Kids' to anonymously collate 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. Children's views are also collected through our curriculum Book Studies.

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The School Council meet regularly. They are encouraged to gain views of other class members to pass on and share.

Next Steps:

- To ensure that children are represented at all review meetings and within referrals where appropriate.
- 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>

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