



## **Annual SEN Report – 2024-2025**

### **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. There are currently 260 pupils on roll and a 10 place Additional Resource Centre for children with Communication Difficulties. We also have a Nurture Provision across Key Stage 1 and Key Stage 2 and an internal provision for Early Years and Key Stage with significant communication and Interaction needs called The Cove.

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 a 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**

| Name of staff member | Email address  | Phone number  |
|----------------------|--|---------------|
| Sarah Hunt-Vincent   | <a href="mailto:s.hunt-vincent@neatat.org.uk">s.hunt-vincent@neatat.org.uk</a> | 0191 262 6227 |

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.

Our school data:

| <b>Number of pupils with SEND 2024-25</b> |  |
|---|--|
| Pupils with SEND                          | 56 children (21.5%) (National average 13.5%) |
| Pupils with EHCP                          | 23 children 8.8%                             |

| <b>Primary area of need of SEND children at Tyneview</b> |                                      |   |                          |
|--|--------------------------------------|---|--------------------------|
| <b>Cognition and learning</b>                            | <b>Communication and interaction</b> | <b>Social, Emotional and Mental Health Difficulties</b> | <b>Sensory/ physical</b> |
| 18   | 26                                   | 14  | 2                        |

## **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 90.7% this includes those pupils on agreed Partial Timetables. 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 2024-2025 our targets were to:

- Continue to develop and embed Relational Practice across the school.
- Establish more effective and specialist provision for children with the highest level of needs
- Create systems and routines which robustly record the progress and attainment of children with SEND in all areas, including in their social, emotional and mental health.
- Develop our learning passports to more effectively share progress, attainment and targets with parents, professionals and school staff.

In 2025-2026 our targets are to:

- Consider and implement strategies to improve SEND attendance.
- Evaluate current assessment systems and procedures and adapt this where needed.
- Implement The Cove to support some of our youngest pupils.



## 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) Miss Armstrong (Support assistant), Miss Ash (Support Assistant) and Miss Rosario (Support Assistant).

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

Across NEAT, we now also employ Juliana Da Cunha who provides a counselling service within Tyneview.

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.)
- 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
- Local Authority SEN School Improvement Service and consultants
- Violence Reduction Unit (VRU)
- Danny Sutherland (Wider Community Support)

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

### **Training and expertise development in the last year have included:**

- All staff have had updated Safeguarding training. (September 2025)
- 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 children with sensory needs from Occupational Therapist.
- Quality First Teaching Training from Newcastle Research School
- Introduction to the Universally Available Provision

### **Next steps:**

- Sensory training for a wider range of staff
- Further relational training to widen and develop practice
- Training from speech and language therapists to further develop our total communication approach.

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 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 agreed 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.

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

Next Steps:

- Further development of person-centered planning meetings to develop more holistic views of our children.



## Handling complaints

The procedures and policy for complaints are published here:

[https://www.neat.org.uk/web/complaints\\_policy\\_and\\_procedure/336948](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.