

Walkergate Community School: SEND Information

September 2025- 2026

What is 'Special Educational Needs' (SEN) or a 'Disability'? 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.' (Special Educational Needs Code of Practice, 2014)

The SEND Information Report should be read in conjunction with the following school Primary policies:

- Accessibility Plan
- Behaviour Policy
- Equality, Diversity and Inclusion Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy

We are a large primary school based on 2 sites in the east end of Newcastle. The school is part of NEAT Academy Trust (NEAT). The school was awarded teaching school status in July 2017 and a Research School in 2019. In this role we work with a number of schools to share good practice and research based CPD to develop the expertise and skills of teachers across the city. Our school motto is 'Together we make a difference'.

Our staff are dedicated to working with children, parents and families to ensure that all Walkergate children achieve their very best in everything they do in a safe, happy and nurturing environment. Staff regularly go the extra mile to support our children and families. In our recent inspection the school was described as "a large school with an even larger heart". The school is popular in the local area and we are lucky to have generations of families coming through school which helps to create the real sense of community which we have.

We are a restorative practice school which underpins our behaviour management, encouraging all children to take responsibility for their learning and behaviour. All adults in school have high expectations of our children in both their behaviour and learning. We have 3 core values which we promote and celebrate. They are: Aspire, Belong and Care. In our most recent OFSTED we maintained our grading as a good school. OFSTED reported that: "Strong relationships form the bedrock of the school's success" and that "Staff know every pupil exceptionally well". Visitors to our school always comment on the calm atmosphere and how polite and friendly our children are.

Our most recent Ofsted inspection recognised that: "The school has effective systems in place to identify the needs of pupils with special educational needs and/or disabilities (SEND). Staff adapt the curriculum well so that pupils with SEND can learn alongside their

peers.” (April 2025) Working together, our aim is to help every child to reach their full potential. We recognise and value the need for a full range of educational and pastoral support, and as such the school has a dedicated welfare lead. We also have excellent links with outside agencies. Outlined below are the types of things we do to support all of our children with additional needs as well as targeted types of support that we are able to provide in relation specific areas of SEND. If you would like further information about the support that we can offer, then please contact a member of the senior leadership team on 0191 2655737.

For all pupils who have an additional need:

- We value and recognise the expert role families play in their children’s lives and work closely in partnership with them.
- We support our families with children with SEND, formally through review meetings and informally through our “open door” approach. Support is offered to families through our dedicated SEND and Welfare team. We are also able to signpost to services and organisations which may offer appropriate input or advice via the Local Offer.
- We deliver high quality teaching, adapting the curriculum and our resources to support access to learning.
- We use pupil-friendly targets and needs-based SEND Support Plans. We involve pupils, parents and staff to write, implement and review them. We use this information to inform future planning, teaching and provision.
- We seek support and advice from outside agencies such as: SENDOS, Community Paediatrics, CYPS, Speech and Language Therapy and the Educational Psychology Service, Virtual Schools, Counselling services, Occupational Health, Physiotherapists etc to ensure any barriers to success are fully identified and responded to.
- We support access to teaching and learning for pupils with SEND, monitored through the school’s self-evaluation process.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- We use ICT (both hardware and software) to promote access to the curriculum.
- We use strategies to promote emotional wellbeing through a Restorative approach.
- Whole school policies such as those for behaviour, anti-bullying and SEND are evaluated on a regular basis with a focus on the impact upon pupils with SEND.
- Activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.
- Support staff are placed where they are needed throughout the school to promote pupil progress and independence.
- We have an experienced SENCO who can provide advice and guidance.
- Staff receive on-going training in relation to meeting pupils’ needs in the classroom.

For pupils who have a higher level of additional need, in addition to all the above, we may also provide additional support to pupils:

- To support the pupil to work on their individual targets.
- To support access to the curriculum.
- To provide pastoral support.
- To deliver specific targeted interventions where necessary.

Specific provision is also provided for different areas of need. The table below explains some of the details of support that we use within our quality first teaching and adaptive teaching methods.

<p style="text-align: center;">Communication and Interaction Needs (C&I) e.g. Autism, Speech, Language and Communication Needs</p>
<ul style="list-style-type: none"> • We use visual supports, for example visual timetables etc. to help children to understand what will happen and when. • We have a sensory room designed to support children with their sensory needs. • We can offer support and supervision at unstructured times of the day e.g. break and lunchtime when appropriate. • We offer social skills programmes/support including strategies to enhance self-esteem e.g. social skills group. • Where appropriate we individualise reward systems to promote learning and enhance self-esteem. • We use social stories and comic strip conversations etc. to help children learn how to approach and deal with different social situations. • We spend time with children helping them to identify situations that cause anxiety and finding ways to relive this, for example, through regular “check ins” with identified members of staff, counselling, fiddle toy, time out and communication cards etc. • We use strategies/programmes to support speech and language development in partnership with the relevant agencies. For example, individual speech and language programmes, BLAST etc. • We can provide specific one to one support, for example through the use of box time. • We make use of ICT where appropriate for example the use of iPads. • Use of intensive interaction activities and box/special time activities.
<p style="text-align: center;">Cognition and Learning Needs (C&L) e.g. Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)</p>
<ul style="list-style-type: none"> • We support access to the curriculum and to develop the skills for independent learning e.g., through changes to classroom environments, use of IT, support staff, specific interventions etc. • We use resources to promote multi-sensory, practical and independent learning. • We use small group targeted intervention programmes to improve skills in a variety of areas of learning including Literacy and Numeracy: e.g., RWI, Action Words etc. • 1:1 targeted intervention programmes are delivered to pupils to improve skills. • We recognise and support children with additional time to process information and ideas. • We assess pupils regularly and report progress to parents and staff. • We assess pupils for access arrangements for SATs testing and provide appropriate arrangements. • As well as during school time, we offer support before and after school e.g. booster groups. • We make use of ICT where appropriate for example the use of iPads, Dictaphones, interactive whiteboards etc. • We have a variety of specifically targeted IT programmes available to support learning in school including Nessy. • Where appropriate learning aides such as coloured overlays, reading rulers and Ace Spelling dictionaries are available within school.

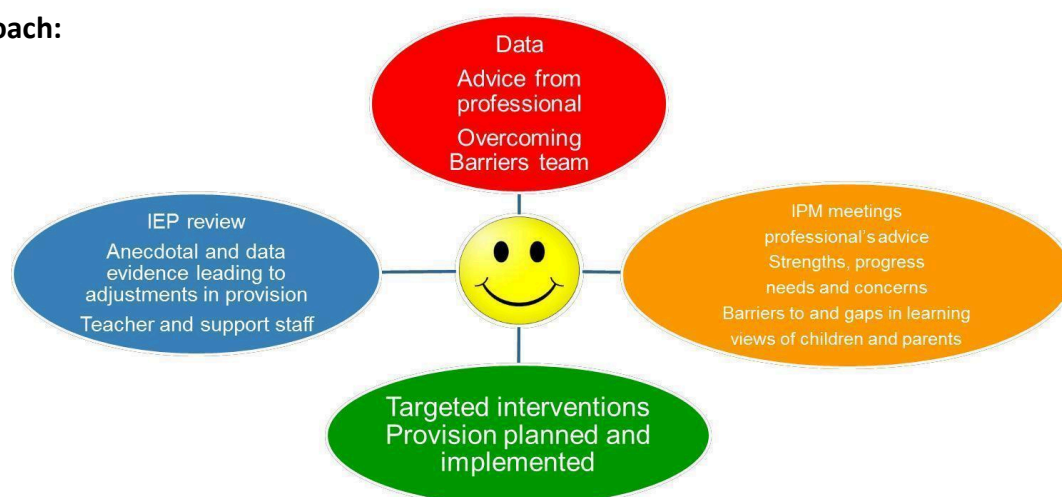
<p style="text-align: center;">Social, emotional and mental health needs (SEMH) e.g. Social Difficulties Mental Health Conditions and Emotional Difficulties</p> <ul style="list-style-type: none"> • The school provides an excellent robust pastoral care for all pupils through the support of the school welfare team in addition to the SENCO. • The school also offer welfare/parent support and a school counsellor. • Our behaviour management systems in school are based on encouraging pupils to make positive decisions about behavioural choices. • Pupils are supported according to Behaviour Policy and the key principles of restorative practice. • We use relational circles to support children's SEMH development in school three times per week and whole school playtimes. • The school's behaviour policy identifies where reasonable adjustments or changes can be made to ensure the need for exclusion is kept to a minimum. • We use risk assessments and act to ensure the safety and inclusion of all pupils • We use small-group and 1:1 targeted programme to develop social skills and emotional resilience, e.g. social skills groups, individual behavioural support programmes etc. • The school has clear sanctions and rewards that are followed to offer children structure and routine. • Access to alternative curriculum options, where appropriate, provides a different approach to the curriculum. • Our outstanding pastoral staff support all aspects of social, emotional and mental difficulties • We can put in place tailored support for a specific emotional need, for example, bereavement. • We seek support from outside agencies such as School Health, Community Paediatrician, the Children and Young People's Service (CYPS) • We have a nurture provision for children who have SEMH difficulties.
<p style="text-align: center;">Sensory and/or Physical Needs (SPN) e.g. Hearing/Visual Impairment Multi-sensory, Physical Disabilities and Medical Needs</p> <ul style="list-style-type: none"> • Advice and guidance from relevant agencies such as Physiotherapy, Occupational Therapy, Newcastle Children's Vision team and Hearing Impairment team etc is sought and acted upon to ensure barriers to success are reduced or removed. • Where appropriate we provide support and aids to ensure access to the curriculum and develop independent learning, including resources to support fine and gross motor skills and alternative ways of recording. • We seek and act on advice and guidance for pupils who have significant medical needs. • We provide support with personal and intimate care, if and when needed. • The school makes every effort to be as accessible as possible, for example, lifts, disabled toilet facilities and shower facilities etc. For further information please see the Disability Equality Access Policy. • The school has three dedicated sensory rooms. • Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips etc. • Small group or 1:1 targeted intervention programmes are delivered to pupils to improve skills e.g. sensory sessions, motor skills groups • We use transition to support children to make a smooth transfer between age phases and successfully prepare for adulthood.

Identification, Assessment, Planning and Review Arrangements:

Walkergate Community School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils.' (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

Our approach:



SEN support – four-part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly progress meetings support the early identification of pupils who may have SEND. Where concerns are identified an initial concern checklist is completed and discussed with the SENCO. An SEN Support Plan is then created and implemented in partnership with parents, pupils and staff.

Assess

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment through review meetings etc.

Plan

Working together with parents we will make the appropriate adjustments to the curriculum/physical environment, support with interventions, and provide pastoral support as necessary. Class teacher will create an SEN Support Plan to reflect the agreed targets. Review dates will be agreed with staff, parents and where appropriate the pupil and outside agencies. This will be recorded on the school information system.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess

the impact of support and interventions with any teaching assistants or specialist staff involved.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be formally reviewed both at periodic review meetings and progress meetings.

The class teacher will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with a range of services including - Educational Psychology Service, School Health, ASAP and, when appropriate, Social Services and Looked After Children Team.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the concern cannot be resolved by the class teacher you can also speak to your child's phase leader, SENCO or a member of the Senior Leadership team. If the concern is not resolved informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is contained within the complaints policy.

Please contact the school directly if you have any further questions on 0191 2655737

Mrs F Waterhouse (Assistant Head Teacher and SENCO for Early Years) or

Mrs J Stroughair (Deputy Head Teacher and SENCo for Year 1- Year 6)

Other useful information/contacts:

Newcastle Support Directory – SEND Local Offer

www.newcastlesupportdirectory.org.uk/send-local-offer

Family, Advice and Support Team:

Tel: 01912818737

Email: information@skillsforpeople.org.uk

Parents can contact the Special Educational Needs and Disabilities Information, Advice and Support Service, (SENDIASS) for impartial information, advice and support in relation to their child's SEND and/or disability. Contact details:

Tel. 0191 2116255

Email: SENDIASSadmin@newcastle.gov.uk

The National Autistic Society

Web: www.autism.org.uk

Email: mailto:nas@nas.org.uk

Autism Helpline Tel: 0808 800 4104

Text: 07903 200 200

Newcastle Families Information Service

Tel: 01912787878

Email: admissions.information@newcastle.gov.uk