

Walkergate Primary School



Annual SEND Report 2024-2025

Evaluating the Effectiveness of Walkergate Primary School Provision for Pupils with SEND

September 2025

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Agreed by	Dan Nelson (Headteacher); approved by the Chair on behalf of the Local Governing Committee 13.02.26

This report should be read in consultation with the SEND Information Report, the SEND Policy and the Accessibility Plan. It reflects how school has used SEND funding to meet pupils' needs.

School context:

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). There is a link to the NEAT website on the menu above. 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 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. Our OFSTED report from April 2025 states that 'The school has effective systems in place to identify the needs of pupils with special educational needs and/or disabilities (SEND). The school seeks the advice and support of specialists when needed. Staff adapt the curriculum well so that pupils with SEND can learn alongside their peers.' 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 relational school and this approach 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 2025 OFSTED inspection we were judged to have maintained our status as a good school. OFSTED reported that we are 'a large school with an even larger heart.' Visitors to our school always comment on the calm atmosphere and on how polite and friendly our children are.

SEND population at Walkergate Primary:

Total number of learners on roll: **631**

Number of children EHCP and SEN Support: **131 (21%)**

Number of learners at SEN Support level: 104 (**79% of SEN cohort, 16% of school population, 67% are PP**)

Number of learners at High Needs level: **27 EHCPs (21% of SEN cohort, 4% school population, 56% are PP)**

Number of learners who are SEN and Pupil Premium: 85 (**65% of SEN cohort**)

Number of learners who are SEN and EAL: **11 (8% of SEN)**

Number of learners who are SEN, Pupil Premium and EAL: 7 (**5% of SEN**)

Attendance for SEN pupils: **94%**

SEN population (SEN Support and EHCP):

Year Group	EHCP	SEN Support	Total
PN	0	0	0
N	0	11	11
R	2	15	17
Y1	5	6	11
Y2	7	11	18
Y3	5	13	18
Y4	2	13	15
Y5	3	14	17
Y6	3	21	24
Total	27	104	131

	Communication & Interaction		Cognition & Learning		Other	SEMH	Sensory and Physical			TOTAL
	SLCN	ASD	MLD	SpLD	Med		HI& VI	PD	MSI	
PN										0
N	6 (6)	5 (5)	-							11 (11)
R	9 (9)	2 (2)	-			6 (6)				17 (11 + 2)
Y1	3 (3)	3 (3)	2 (2)			2 (1 + 1)		1 (1)		11 (6 + 5)
Y2	6 (5 + 1)	6 (2 + 4)	1 (1)			4 (2 + 2)		1 (1)		18 (11 + 7)
Y3	3 (3)	4 (1 + 3)	2 (2)			8 (8)		1 (1)		18 (13 + 5)
Y4	1 (1)	3 (2 + 1)	3 (2 + 1)	4 (4)		4 (4)				15 (13 + 2)
Y5	2 (2)	1 (1)	3 (3)	2 (2)		7 (6 + 1)	1 (1)	1 (1)		17 (14 + 3)
Y6	7 (7)	4 (2 + 2)	3 (2 + 1)	5 (5)	1 (1)	4 (4)				24 (21 + 3)
TOTAL	37(36 + 1)	28(13 + 15)	14(10 + 4)	11 (11)	1 (1)	35(31 + 4)	1 (1)	4 (2 + 2)		131 (100+31)

SEN Support **EHCP**

SLCD – Speech and Language Communication Delay

ASD – Autism Spectrum Disorder

MLD – Moderate Learning Difficulty

SpLD – Specific Learning Difficulty

Med - Medical

SEMH – Social Emotional and Mental Health

HI& VI – Hearing and Vision Impairments

PD – Physical Disability

MSI – Multi Sensory Impairment

SEND Profile of the School:

- Number of children on SEND register is comparable with the previous year but the register is increasing. There were 8 more children added to the SEN Support register.
- 131 children out of 631 are identified as having a level of SEND.
- 27 children have an EHCP and 30 ASAP funding and support applications submitted
- EHCP numbers are comparable to national average. (School EHCP Population 4%, national average 5.3%)
- SEN Support numbers are above national average. (School SEN Support 16%, national average 14.2%)
- PP and EAL within the SEND population remain similar.
- SEMH and CI are the most significant areas of need across the school.
- The most prevalent type of need for those with an EHCP is Autism and for those with SEN Support it is Speech, Language and Communication and SEMH.

Exclusions: 0

SEND provision at Walkergate

Interventions 2024-2025	
Communication and Interaction (incl. SALT)	Cognition and Learning
<ul style="list-style-type: none"> ● Talk Boost ● 1 to 1 SALT programmes ● Special Time ● Box Time ● Visual timetable ● First and Next ● BLAST 	<ul style="list-style-type: none"> ● Additional R, W and M groups ● Handwriting group ● Fast Track Tutoring (RWI) ● Tutoring ● Booster groups ● Precision teaching ● Nessy
Social, Emotional and Mental Health	Physical Difficulties (incl. sensory)
<ul style="list-style-type: none"> ● Counselling ● Play Therapy ● Colour Monsters ● Zones of Regulation ● Regular individual check-ins ● PACE approaches ● Check in's with Welfare ● Nurture sessions ● Noticing Nature ● Lunch clubs ● Cycling ● Sports Intervention ● Youth worker sessions 	<ul style="list-style-type: none"> ● Individual physio exercises as per OT advise ● Use of sensory room ● Dough Disco ● Sensory Circuits ● Movement breaks ● Fidgets ● Kick bands ● Wobble cushions

Nursery

Communication Language and Literacy focus, speech and language referrals and programmes in place. Box Time/Special Time regularly delivered to pupils with SEND in EY. Increased access to the outdoor environment to encourage development of physical skills. Access to sensory room.

Reception

Universal SEND provision reflects that speaking and listening skills are embedded in Quality First Teaching. BLAST and speech and language programmes in place. Box Time/Special Time/Tap Tap Box regularly delivered to pupils with SEND in EY. Phonics intervention and Pinny time used to support early phonological awareness. Access to sensory room and nurture group provision run for those with high level needs.

Year 1

SEN provision: individual speech and language programmes in place, RWI Fast Track Tutoring with additional teacher and LSAs. Box Time and sensory room used with specific children. Visual timetables and first/ next boards. Dough disco and handwriting interventions.

Year 2

Y2 SEND cohort accessed: additional reading/phonics sessions with additional teacher, handwriting with class LSAs, individual speech and language sessions. Individual children also accessed Box Time and sensory room.

Year 3

Y3 SEND cohort accessed: additional phonics and reading sessions, maths basic skills group and gross/ fine motor skills group. Speech and language programmes delivered on individual basis. Access to sensory room. Nurture sessions.

Year 4

Y4 SEND cohort accessed: 1 to 1 reading, basic number group and basic writing skills group. Access to sensory room. Nurture sessions.

Year 5

Y5 SEND cohort accessed: additional 1 to 1 and GR groups, handwriting group and basic maths group. Access to sensory room. Nurture sessions.

Year 6

Y6 SEND cohort accessed: additional 1 to 1 reading, additional spellings and maths sessions. Individual speech and language programmes in place. Action Tutoring – reading intervention. Access to sensory room. Nurture sessions.

Next steps:

- Further develop SEMH provision across school and review the universal classroom offer.
- Continue to develop PACE approaches with all staff.
- Develop classroom environments so that they become low arousal spaces.
- Develop the playtime offer across Y1-Y6 with introduction of a quality play playtime.
- Audit current SEND practice to measure more accurately the outcomes of our interventions.

- Further develop the sensory rooms in Oasis and KS1.

Extracurricular Activities:

Activity	Total	SEND	% SEND
Mini Golf Y3-Y6	43	12	28%
I Pad Club Y1-2	43	2	5%
I Pad Club Y3-6	18	4	22%
Movie Club Y1-2	47	6	13%
Movie Club Y3-4	15	3	20%
NUFC Y4-6	49	7	14%
Performing Arts Y3-6	86	7	8%
Cricket Club Y4-6	13	3	23%
Drawing Club Y3-4	36	4	11%
Lego Club Y3-5	44	11	25%
Mindfulness Sketching Y5-6	28	3	11%
NUFC Y1-3	53	6	11%
Chess Club	12	2	17%
Craft Club Y1-3	18	2	11%
Craft Club Y4-6	13	2	15%
Girls Football	13	1	8%
Judo Y5-6	27	11	41%
Judo Y3-4	30	6	20%
Music Y1-2	16	1	6%
Photography	18	2	11%
Lunch Club	9	7	78%
Lego Club (playtime)	5	4	80%

Next steps:

Range of clubs to increase with further access to structured programmes delivered by outside agencies. Breakfast Club clubs to be introduced.

Attainment data

EYFS – pupils reaching a good level of development in July 2025

	GLD WG	GLD NCL	GLD NAT
All pupils	61%	66.4%	68.3%
SEN Support Pupils	13.0%	25.9%	26.4%
EHCP Pupils	0.0%	3.7%	4.0%

Year 1 phonics screen - pupils meeting the expected standard of phonics decoding in June 2025

	Pass WG	Pass NCL	Pass NAT
All pupils	83%	76.0%	80.0%

SEN Support pupils	29%	48.0%	52.0%
EHCP Pupils	25%	12.0%	20.0%

KS2- pupils reaching expected standard in Y6 in May 2025

READING	EXE+ WG	EXE+ NCL	EXE+ NAT
All pupils	70%	77%	75%
SEN Support pupils	24%	51%	50%
EHCP Pupils	0%	22%	20%
WRITING	EXE+ WG	EXE+ NCL	EXE+ NAT
All pupils	76%	74%	72%
SEN Support Pupils	24%	39%	39%
EHCP Pupils	0%	12%	13%
MATHS	EXE+ WG	EXE+ NCL	EXE+ NAT
All pupils	84%	76%	74%
SEN Support Pupils	48%	51%	47%
EHCP Pupils	33%	20%	18%
RWM Combined	EXE+ WG	EXE+ NCL	EXE+ NAT
All pupils	68%	66%	62%
SEN Support Pupils	19%	32%	29%
EHCP Pupils	0%	10%	9%

Y6 transition included:

- Conversations with SENCo from each school to discuss children on SEND register.
- Conversations between Y6 team with other relevant secondary staff (e.g: pastoral leads, heads of year) to discuss vulnerable children.
- Conversations with parents and SENCo of the new school to discuss transition and support needs
- Extra transition visits with staff or parents/families.

Whole school impact:

- Continue to work with all staff to ensure that all SEND children have access to QFT and needs are being met to ensure good progress.
- Support staff changes to encourage SEND pupils' independence and to balance the school's budget.
- Monitor use of SCART for assessment and track pupil progress for those children working significantly below age related expectations (complex SEND pupils with EHC plans). Moderation within school and across NEAT. Staff upskilling with expertise being shared across school.
- Continuing to further develop SEMH provision through relational approaches rationale and developing PACE practice across the whole school through circles and CPD.

- Working with ASK psychology accessing support from Kate Hodgson, Anna Dias Carolas and Laura Scott, Occupational Therapists.
- School SENCO to continue to meet the NEAT SENCOs to develop new accessibility plan and relational approaches.

Next steps:

- Ensure all subject teams continue to develop their curriculum area taking steps to embed access for all pupils with SEND leading to them making progress within the subject area.
- Expansion of the Nurture provision in school to support high level pupils with SEMH Needs, RIISE assessments to be carried out by ASK Psychology so that progress can be measured more effectively.

Staff Training and Expertise:

The training needs for all staff are identified through performance management to best support the needs of specific children/cohorts. Key objectives on school development plan are also considered.

Read Write Inc: 12 staff members	ASD awareness: 4 staff members
Visual Strategies All EY support staff	Quality First Teaching: All teachers
Providing Intense Support to Families with Multiple and Complex Needs: 1 staff member	Pillars of Play: 2 staff members
Talk Boost: 2 staff members	Sensational Classrooms: All class teachers
Metacognition and memory: All teachers	Developing Inclusive environment All staff
Adverse Childhood Experiences: All class teachers and support staff accessed initial training LSAs accessed more in-depth training at a later date.	Relational Practice All staff
PACE and trauma informed approaches All staff- teachers and support staff	Revisit of SEND interventions available across the school All staff
Special/Box Time All 1 to 1 LSAs at EY	Zones of Regulation/Colour Monsters All teachers

Next steps:

- Continue PACE training-deepening staff knowledge and supporting them to implement the approaches into their practice
- SEN Support Plan writing CPD for new online system
- SEN Audit

Working with Outside Agencies

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 team. We also employ a counsellor and have excellent links with outside agencies. NEAT SENCOs meet regularly.

In 2024-2025 we had service level agreements with the following local authority teams:

- Special Educational Needs and Disabilities Outreach Service (SENDOS) who provide support for Specific Learning Difficulties (Dyslexia and Dyscalculia), Speech and Language, Communication and Interaction and Social, Emotional and Mental Health.
- Newcastle School Effectiveness SEND Team, who offer support to SENCOs to keep them up to date with key SEND developments in the Local Authority and nationally.
- We have an SLA with an independent Educational Psychologist, Kate Hodgson; independent speech and language therapist Laura Scott and Occupational Therapists.

We also work closely with:

- school health
- Children and Young People's Services (CYPS)
- CAMHs
- NHS Occupational Therapy
- NHS Physiotherapy
- NHS Speech and language
- when appropriate, social services and the Children in Care Team.

SEN Outreach Services (SENDOS)

Newcastle Local Education Authority Special Educational Needs and Disabilities Outreach Service are a team of local authority specialist teachers and support staff who assess and work with children and young people who have a range of Special Educational Needs. They accept referrals from schools for children with difficulties around their:

- Cognition and Learning (C&L)
- Specific Learning (SpLD)
- Developmental Language (DLD)
- Communication and Interaction (C&I)
- Social, Emotional and Mental Health (SEMH)
- Hearing Impairment (HI)
- Visual Impairment (VI)

SEND School Effectiveness Team

We work with the SEND Effectiveness Team: Sue Alexander and Cathy Hogan. They provide advice and support through SEND networks for SENCOs and teaching assistants, SEND surgeries each half term, telephone and email support and an annual check of the school website to ensure SEND information is compliant. They also work with a group of NEAT SENCOs to support trust priorities linked to SEND.

[SEN School Effectiveness](#)

Educational Psychology Service (EPS)

We buy educational psychologist sessions that can be used to assess individual pupils to ensure that they receive the right support and to help them overcome barriers to learning and development. This is often for children with a high level of need who may need an Education

Health and Care Plan. The time can also be used for training staff and reporting to parents. This academic year our educational psychologist is Kate Hodgson.

NHS

Health Services (GPs, School Nurses, Occupational Therapy, Health Visitors, Paediatrics)
We work with health professionals in a wide range of ways to support the education and development of pupils. More information about the ways the NHS support parents and children can be found on the Newcastle upon Tyne Hospitals website.

[School Health](#)

Paediatric Speech and Language

Children may need assessment of their speech and language development and we liaise closely with the Paediatric Speech and Language team. We can deliver individual speech and language programmes, written by speech therapists.

[SALT](#)

Children and Young Peoples Services (CYPS)

If a child is having mental health difficulties and the support put in place in school has not helped improve the situation, we can refer children to CYPS and NEAT counsellor, Rachael Nevin-Lewis. We will work with the child, their family and the CYPS team to improve outcomes.

[CYPS](#)

Pupils Views:

Pupils' ideas and thoughts about themselves and their time at school are collected regularly during learning walks. Children also work with a familiar member of staff to collect their views when information is gathered for their SEND Support Plans. Where this is not possible due to child's age or levels of communication staff working with them act as their advocates. This information is then used to inform discussions at the SEND review meetings with parents/carers to review provision. Where possible, the timetabling of interventions takes into account children's favoured lessons.

Parents Views:

The views of parents and carers are extremely important to us and we try to act quickly on issues which are of concern. Unfortunately, due to the pandemic it was not possible to gather all SEND specific parents' views and therefore an accurate analysis could not be carried out at this time.

What OFSTED says...

In April 2025 Walkergate Community School was inspected by Ofsted. OFSTED stated in their report that "The school has effective systems in place to identify the needs of pupils with special educational needs and/or disabilities (SEND). The school seeks the advice and support of specialists when needed. Staff adapt the curriculum well so that pupils with SEND can learn alongside their peers."

Useful links:

The Newcastle City Council Local Offer [Link to Newcastle SEND Local Offer](#)

Special Educational Needs and Disabilities information Advice and Support Service.

[Link to Newcastle SENDIASS](#)

The Family, Advice and Support team (previously known as North East SEN Network)

information@skillsforpeople.org.uk