South Gosforth First School

'Roots to grow and wings to fly'

Annual SEND Report 2025-2026
Evaluating the Effectiveness of South Gosforth First School's Provision for Pupils with SEND

The Annual SEN Report should be read in consultation with the SEND Information Report, the SEND Policy, Accessibility Plan and Inclusion Strategy (as of January 2027).

Context:

South Gosforth First School is set in the heart of a wonderful community of parents/ carers, extended families and a wider network of interested and supportive parties. It is a school with a good reputation based on years of hard work. Families and school staff have invested significant energy and time to establish and develop strong, trusting relationships and positive communication that supports teaching and learning and this is evident in all we do each and every day.

In September 2023, South Gosforth successfully extended provision with the addition of a school nursery, taking the approximate number of pupils on roll to 326 (based on every class having 30 pupils on roll). The expansion has involved a great deal of hard work to significantly improve the learning environment and we are proud to be able to offer our community a school that is light, bright, welcoming and fit for purpose; creating a motivational environment where we can all learn together.

In September 2025, South Gosforth formally took over the school's wraparound care, Skylarks, which was previously managed through an external provider. By taking over the wraparound care, we have been able to offer additional support to a wider range of families, including our SEND cohort. Staff are also employed directly by the school and the wraparound management team communicate often with the SENDco, ensuring they aware of SEND pupils who access Skylarks, their presenting needs and provisions that should be considered.

We are a proud member of the Gosforth Schools' Trust and work closely with these schools and the Local Authority to ensure the best provision for all of our children. South Gosforth First School operates its SEND provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures.

There are a number of reasons why a child may be identified as having SEND:

- They are having significant difficulty with their learning and are making far less progress than would typically be expected.

- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a visual or hearing impairment.

At South Gosforth First School we strive to meet the needs of all the children in our care. Our aim is to create and offer a fully inclusive and neurodivergent-friendly learning environment, where child can access a broad, balanced and differentiated curriculum. We aim to ensure that all children reach their full potential, taking care to differentiate for their individual needs. We strive to help children build on their confidence and self esteem, thus helping them to realise the important contribution they can make to their own learning, to the school community and eventually to the wider community. For all pupils at South Gosforth First School who have an additional need:

- We discuss identified areas of need with parents, before agreeing support.
- Class teachers consult and complete a 'Descriptors of Need' profile, identifying level of support required and informing next steps.
- We use a 'Rainbow Plan' which clearly states the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set.
- We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of 'Rainbow Plans', with meetings that take place termly.
- Alongside Class Teachers, the SENDco creates a 'One Page Pupil Profile' to quickly identify areas of challenge and support that should be observed in the classroom.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual pupils and to promote pupil progress.
- Through ASAP, we seek support and advice from a range of outside agencies to ensure barriers to learning are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENDco.
- All school-related activities are evaluated and take into consideration inclusion and accessibility for SEND pupils.
- We use strategies to reduce anxiety and promote emotional wellbeing.
- We ensure that our school activities and trips are accessible to all our SEND pupils, carrying out risk assessments and considering accessibility for all.
- Teachers, support staff and academic mentors provide additional support when additional needs and intervention are identified.
- All staff continue to receive on-going training in relation to meeting pupils' needs in the classroom.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and parents during all periods of transition.
- We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible.

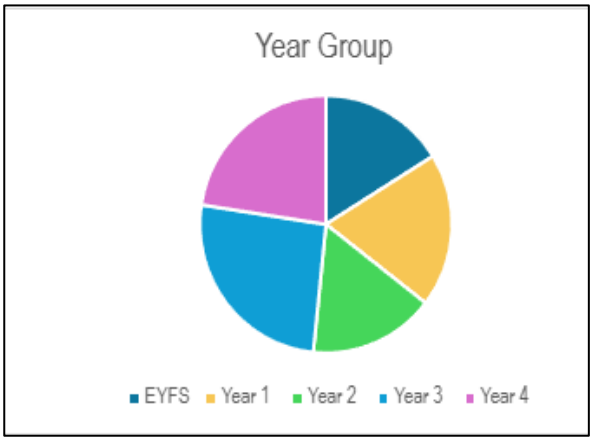
- We work in partnership with parents and carers to meet the needs of individual pupils, including through invitations to 'Inclusion Coffee Mornings' and SEND Drop-In Sessions, where experiences and questions can be shared and discussed.

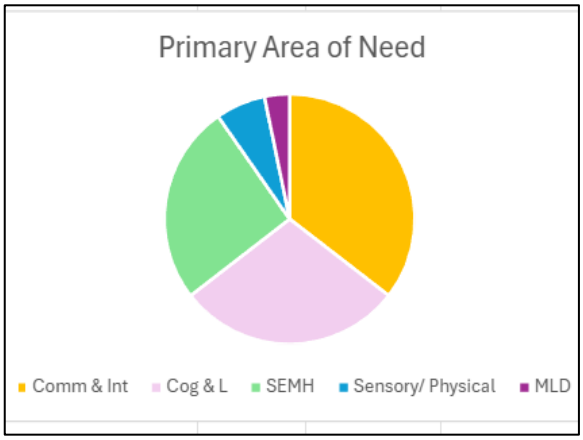
SEND Population in South Gosforth First School **Date: July 2026**

Total number of learners on roll: 324
Number of learners with SEN: 31 (7.9%)
Number of learners at SEN support level: 26
Number of learners at High Needs level (EHCP): 5
Number of learners who are SEND and Pupil Premium: 5
Number of learners who are SEN and FSM 4
Number of learners who are SEN and EAL: 5
Number of learners who are SEN, Pupil Premium and EAL: 2

Number of SEND learners in each year group:

Nursery/Reception: 5 Year 1: 6 Year 2: 5 Year 3: 8 Year 4: 7





In July 2026, 31 children were on the school SEND register at SGFS. This covers a range of primary areas of need and represented 9.57% of our school population (1.67% increase from July 2025). 3 pupils accessed additional IPS top-up funding through ASAP panel. 5 pupils on the SEND register had EHCPs (1.54% of the school population, increasing by 0.94% from July 2025) with two EHCP Plans produced by North Tyneside Authority. In addition to this, we applied for one further EHC plan and supported an additional parental referral for an EHCP (currently, in November 2026, one of the EHCPs is in draft stage and we have two EHCP applications that are at the needs assessment stage, awaiting the decision).
The Department for Education data from the 2026 school census highlighted that the number of pupils identified with a special educational need has increased, reflecting a continuing upward trend. There are now more than 1.8 million pupils receiving support through a SEN support plan or EHCP – this is an increase of 5.2% (91, 400 pupils) compared to 2025 data. Our school figures were below the average percentages for schools nationally*. Approximately 19.4% primary-aged pupils receive SEN support, either through a support plan or an EHCP (4.1% have an EHCP).

At South Gosforth, the number of pupils identified on the SEND register has steadily increased since 2021, but in recent years there has been a marginal difference in the total number of pupils. However, we are finding that the complexity of need has increased – more pupils on roll at South Gosforth are requiring a higher level of support, which is evident through the higher percent of pupils with EHCPs.

National Data published in June 2026 shows that the most common primary area of need for pupils with an EHCP is Autism Spectrum Disorder (Communication and Interaction, 33.5%), whereas the most common area for pupils with a SEN support plan is Speech, Language and Communication Needs (25.7%), closely followed by Social, Emotional and Mental Health Needs (24.8%). This data represents the current pattern in South Gosforth, too – Communication and Interaction is our main area of need for our EHCP pupils and all pupils with a SEN support plan (35.5%), with Cognition and Learning SEMH and steadily rising over recent years (29% and 25.8% respectively).
In addition to our pupils on the SEND register, a number of pupils remain on our 'monitoring list', where interventions and class observations from the SENDco identify their level of need, before considering further steps and possible addition to the register at a later date. Monitoring and review of all of these pupils and their provision takes place continually throughout the school year.

Funding:

In the financial year April 2025 - April 2026, the school received £1115, 522 of SEND notional funding from Newcastle Local Authority. This has increased from the previous financial year, where we received a total of £100, 278. EHCP top-up funding increased over 25-26, due to a higher number of pupils with an EHCP in place, as well as agreed funding band increases for some pupils. Looking towards 26/27, the level of EHCP funding is predicted to remain largely the same, with an additional EHCP currently being drafted.

A breakdown of this funding is shared with governors alongside the rationale behind the specific spending of this money. Some of the main investments into SEND pupils support include:

- Staffing to support high needs SEND children in accessing the curriculum and meeting their EHCP targets (1:1 support staff).
- Staffing to support SEND pupils with their 'My Support Plan' targets, both in class and as part of small group catch up and intervention sessions.
- 6 sessions purchased with ASK Psychology (private firm) – this has included observations of pupils and consequent reports, advice for staff and whole-school training opportunities.
- Staff training to support staff in meeting the needs of SEND pupils – this has included training on support plan target writing.
- Additional resources to support specific interventions or reasonable adjustments.
- Additional SEND School Effectiveness Team time as part of GST.
- Funding for SEND pupils to access specific extra-curricular clubs and wider provision, including weekly Outdoor Learning / Forest School provision for some of our pupils.

- Further development of the school sensory room and resourcing sensory circuits, which was introduced in 2026.

Data:

Nursery and Reception

By July 2026, there were 2 children in Reception on the SEND register and 3 pupils in Nursey, with additional pupils closely monitored for Speech and Language needs. From all 5 pupils across Nursery and Reception, 2 pupils have an Education Health Care Plan and require a high level of support in school (1:1 support). Additionally, we started the EHCP needs assessment process for 2 pupils in Reception – due to the complexity of their presenting needs, both pupils received 1:1 support, despite lack of funding through an EHCP. One pupil repeated Reception and two pupils were offset in Nursery (one agreed prior to attending school and was dual-registered) as both home and school agreed that they were not developmentally ready to make the transition to Year 1/ Reception respectively.

Summer assessment data shows that both Reception pupils did not achieve a good level of development. In Nursery, 1 pupil was on track with their targets, whereas the other two pupils were working below expected standard. Our SEN cohort in Early Years included some of our highest-needs pupils: both children in Reception were on the EHCP application pathway and had full time 1:1 support, due to the complexity of their needs. From the three SEN pupils in Nursery, 2 children had an EHCP (including one G+ band funding). Two children were offset in Nursey (the third child is repeating Nursery this academic year) and one of the pupils in Reception was also offset. Despite some pupils not meeting expected standard, they all progressed in a number of different areas – this is not necessarily visible or reflected in school data.

Year 1 to Year 4

Attainment

In Years 1 – 4, 52% achieved at least age-related expectations in Reading, 52% in Writing and 56% in Maths. Writing was one of our target areas last year and the percentage of SEND pupils meeting age-related expectations has increased by 17%, indicating that our focus on writing has had a positive impact. The percentages of SEND pupils meeting age-related expectations in reading and maths have decreased slightly, however last academic year we had a higher number of pupils who had Cognition and Learning as their primary area of need, compared to previous years, which is reflected in the data.

This academic year, we will continue to develop our early Oracy work across the school, which will support pupils to develop their literacy schools and, in turn, support their attainment. Our English co-ordinator has also delivered training to all staff on the new Little Wandle phonics tracker, which we hope will make it easier to identify both individual and whole-group target areas, supporting staff to therefore provide the appropriate intervention to plug any gaps.

Our Maths Co-ordinator continues to work closely with Maths Hub, sharing her expertise with all staff (including TAs) to further develop our maths curriculum, input and targeted interventions.

All staff have received training on adapted teaching and metacognitive strategies, which will inform planning and strategies used to reduce overwhelm, which is particularly important for our SEND cohort. Our SENDco will continue to explore assistive technology and programmes that can support our SEND learners with aspects of the curriculum they find a barrier, such as writing. We are confident that the amendments we have made to our curriculum will support more of SEND pupils in particular and lead to improved outcomes for this pupil group – this data will be shared termly with governors and other key stakeholders.
For our pupils who did not reach age-related expectations, catch up and interventions were delivered by a highly skilled, trained teacher in order to support them to make progress from their relative starting points in their specified areas of focus.

Progress
For our SEND pupils (Y1 – 4) during the academic year 2025-2026, in Reading:
85% of SEND pupils made expected progress from their relative starting points. 15%% of SEND pupils made accelerated progress from their relative starting points.

In Writing:
81% of SEND pupils made expected progress from their relative starting points. 19% of SEND pupils made accelerated progress from their relative starting points.

In Maths:
92% of SEND pupils made expected progress from their relative starting points. 23% of SEND pupils made accelerated progress from their relative starting points.

Attendance

Attendance of SEND pupils in academic year 2025-2026 stood at 94.6%. For pupils at SEND support level, this average 95.7%, whilst for our 5 EHCP pupils, attendance averaged 84.2%. It is important to note that for one of our EHCP pupils, there were a number of periods of absence due to their medical needs. For two siblings (one EHCP and one SEND support), their attendance was low due to an extended holiday during term time. Attendance for pupils at SEND support level was also impacted by weekly authorised Speech and Language appointments for one pupil and a partial timetable for another. Both factors, whilst also impacting the overall attendance for the SEND cohort, were necessary provisions to support their presenting SEND needs.

Senior leaders and the school attendance officer work very closely with families of pupils with SEND as soon as attendance figures start to fall and we put a range of reasonable adjustments and strategies in place to manage this accordingly. Over the past academic year, we have introduced Sensory Circuits three mornings a week and also supported some of our most vulnerable pupils, which includes our SEND cohort, to access breakfast club and clubs after school, prioritising increased attendance for our vulnerable learners

Short-Term Suspensions:

Four pupils were given fixed-term suspensions over the 2025-2026 academic year (0.5, 1.5, 4.5 and 7.5 days respectively). Fixed-term suspensions are only implemented as an absolute last resort at SGFS and, for all cases above, the decision to exclude followed a prolonged period of dysregulation and extremely unsafe physical behaviours which put both the pupil and other pupils and staff at significant risk. As a result of these suspensions, we have made a number of changes to provision for pupils and worked with a number of professionals and agencies to minimise the risk of further suspensions. Since we have done this, suspensions have decreased significantly.

SEND Access to Extra-curricular Activities and the Wider Curriculum:

South Gosforth First School works hard to ensure that children with SEND are fully involved in all aspects of school life, including extra-curricular provision and other important enhancements. In January 2026 all 7 children in Year 4 with SEND attended the residential trip with additional support arrangements in place where required. This was a three-day residential at Robinwood Outward Bounds Centre. Meetings with parents were arranged and agreed plans and reasonable adjustments were put in place for specific pupils to ensure that they felt well supported and able to access the activities during the visit.

Children with SEND were also encouraged to take part in a variety of clubs made available throughout the year, from Chimney Sweep drama, sensory circuits, choir, to both girls' football and boys' football. 90% of SEND pupils (R-Y4) accessed some form of extra-curricular / additional enrichment provision at some point last year – an agreed quota of these clubs for SEND pupils were funded by school for all activities which were run by external providers.

Interventions & Catch Up Programmes:

Delivering effective 'Quality First Teaching' across school is our main approach to providing all of our children with the tools which they need to succeed and make progress. However, for our pupils who require additional support, school staff deliver a range of targeted catch-up and intervention programmes which are designed to support in a range of different areas. School staff and senior leaders carefully monitor the impact of these intervention and catch-up programmes and make appropriate adjustments to these as necessary, ensuring that the support provided is meeting the needs of all learners and enabling them to make progress. Attainment and progress data for all year groups for Reading, Writing and Maths (as well as other key areas in EYFS) is submitted termly on our school online tracking system 'Insight'. This data is carefully analysed and then used to inform clear and structured plans of support to ensure that all children across school are making expected progress from their relative starting points. The SENDco and Year 4 teachers also work closely with our feeder school, Gosforth Central Middle School, and any additional schools to discuss transition for those children moving up to ensure that continuity of provision and support remains in place as they move to a new school.

Interventions include:

- A variety of fine motor skills schemes to promote handwriting that involve big and small movements, finger and strengthening exercises (using pencils, chalks, paint and sand) and letter formation.
- Gross motor skills and sensory circuits to support the development of vestibular and proprioceptive systems as well as shoulder stability.
- Sensory diet programmes, which have been advocated by private OT providers (for example, Sensory Worx, Treetops, ASK Psychology).
- 'Little Wandle' phonics activities to promote recognition of letter sounds and how these can be used to build words for reading and spelling.
- Circle Time and Social Skills activities based around restorative and relational practice to promote language, confidence, relationships and emotional resilience.
- A relational play approach in EYFS for developing pupils' socialisation and interaction skills
- Numicon maths which promotes a real understanding of the basics underlying all aspects of the Maths curriculum.
- 'Mastering Number', 'Number Sense' and 'Counting Collections' were also used to support Maths teaching approaches and delivery across school.
- Boxall Nurture Groups to support pupils with a range of core skills, including social interactions, emotional and mental health.
- 'Time to Talk' intervention, focussing on developing oral and social interaction skills.
- Specific intervention programmes and activities suggested by SENDOS Outreach team, including support for Dyslexia and Dyscalculia.
- Specific 'Tap Tap' and 'Special Time' interventions suggested through the Communication and Interaction team.
- Forest school and Noticing Nature interventions.

Staff Training and Expertise:

Delivery of high-quality CPD for staff is an integral part of the school's approach to ensuring that the staff who work with SEND pupils are well equipped to manage their needs and delivering effective, evidence-based support. The needs of children can change rapidly and may be complex. As a result, the SENDco and wider SLT team liaises with a wide range of external professionals, including LA professionals, Early Help Team and Social Workers, NHS staff, medical staff, psychologists and other private organisations and other schools to ensure that each child receives the provision required to meet their needs.

Staff briefings and a planned staff meeting programme allows for SEND to be discussed frequently and information to be shared throughout the academic year. Leadership Team Meetings also regularly review SEND practices in school and consider emerging themes to be addressed, including staff deployment and training needs.

Last year, South Gosforth First school provided an in-house Forest School activity offer, led by our fully trained Forest School Leader. Our lead TA, who organised and facilitated the sessions, holds a Level 3 Certificate in Forest School Programme Leadership. By running the Forest School offer in-house, we were able to target a wider range of pupils. In addition to

this, Early Years introduced fortnightly 'Little Explorers' sessions, focussing on Personal, Social and Emotional Development which in turn provided strategies to support some of our SEND pupils in target areas.

Relevant members of the Leadership Team have received Designated Person Safeguarding Training and regular refresher sessions are delivered to all staff by one of these individuals or Clennell Education Solutions.

The CPD needs of all staff are regularly discussed and training is provided to match the SDP, Subject Co-ordinator Action Plans and individual career progression targets.

Specific Staff Training Attended in Relation to SEND and Meeting Specific Needs of Pupils: September 2025-July 2026:

- Senior Leaders attend half-termly 'Team Around the School' Meetings with a range of professionals who advise on SEND and Safeguarding provision
- Head Teacher receives half termly supervision meetings with a social worker (Vicky Reid) to discuss SEND and Safeguarding needs across school.
- All staff accessed training from Dan Tolan (Clennell Education Solutions) on safeguarding practices, with additional guidance on supporting vulnerable learners and effectively safeguarding alternative provisions.
- TA and SENDco training on delivering Sensory Circuits (SEMH Team).
- Noticing Nature training for a group of TAs (SEMH Team).
- Individual TA training on 'Attention Time' (Amy Lowther, Communication and Interaction Team).
- 'Alphabet Arc' and 'Precision Teaching' training for teachers and TAs. Whole staff team training from the 'OPAL' Team around supporting children with effective play and socialisation strategies.
- Teaching staff accessed training from School Nurture Lead on using The Boxall Profile and nurture principles across school.
- SLT termly visits from the attendance team to support pupils who may have lower attendance (including SEND pupils, particularly around EBSNA).
- Senior Leaders accessed the 'Linking Leaders' programme of support, which had a focus on how to best support vulnerable learners across school.
- Teaching staff received further training on new writing curriculum which focuses on the mastery of basic skills before moving on to more complex areas and composition.
- Teaching staff accessed GST Year Group meetings (twice in the year) where good practice around SEND was shared with all. This included writing moderation.
- Teaching staff all accessed training from Julian Hughes (GEM Education) on effective use of AI in schools. training from Mental Health Lead (RA) on Restorative and Relational Practice
- All staff took part in 'Teacher Learning Communities' which focused on effective provision to meet the needs of all learners – Throughout the academic year.
- All staff received a PACE training refresher (SEMH Team).
- Individual staff drop-in sessions with Nicki Cook, focussing on particular pupils who require additional reading and writing support, suggesting new strategies

- SENDco team attended city-wide SEND Network meetings
- Teaching staff attended a range of CPD provided by Benton Park Primary School around effective task design and adaptive teaching strategies for pupils with additional needs
- Rob Adams, Rachael Blackburn, Catherine Burnett and Amanda Logan – DSL refresher training
- Teaching staff accessed Maths Mastery and adaptive teaching strategies training from Maths Co-ordinator. Clennel Educational Solutions – Restrictive Intervention training (EYFS/ 1:1 supports).
- Paediatric First Aid training (SENDco).
- The Nursery team received Makaton training through the Local Authority.
- SENDco commenced National Professional Qualification in SEND.
- Gestalt training for SENDco, supporting some of our learners who use Gestalt Language Processing to communicate (ASK Psychology).
- Metacognition training for Rachael Blackburn (Deputy) and Kate Bruce (SENDco).
- All teaching staff participated in SEND support plan training from Sue Alexander and Cathy Hogan (SEND Advisors) and follow-on individual drop-in sessions.
- ELKLAN training for one TA (Rebecca Pearsall) who has rolled this out to all staff.
- Anna Paul ECT training, including a SEND support focus module.
- Little Wandle training for all staff, delivered by Catherine Burnett (English Co-ordinator).
- ShREC training for all EYFS staff.
- Kate Bruce (SENDco) visited other schools in the local area to meet with the SENDco and discuss their SEND provision.
- Three members of staff started 'Coaching' CPD sessions.

Working with Outside Agencies:

South Gosforth First School values the input that outside agencies can offer in terms of support and expertise. The SENDco and Senior Leadership Team liaises closely with these individuals and teams of professionals and frequently arranges meetings involving multiple agencies with school and parents/ carers so that a holistic approach can be employed when creating plans for children. School has also supported parents and carers who have chosen to seek support from private organisations.

From September 2025 - July 2026 school has worked alongside the following agencies:

- Janice Butterworth - Private Psychotherapist ('National Guild of Psychotherapists')
- Bernadette Mein – Private School Nurse ('My School Health')
- Sarah Brook – Private Educational Psychologist (ASK Psychology)
- Ailsa Hutchinson – Private Occupational Therapist (ASK Psychology)
- NHS Speech and Language Team
- NHS Occupational Therapy Team
- LA SEND Outreach SEMH Team
- NHS Consultant Paediatrician
- Amy Lowther – Local Authority Communication and Interaction Teacher Consultant (SENDOS)

- Alison Cairns – Vulnerable Learner Offer (Clennell Education Solutions)
- Nicki Cook – SpLD teacher appointed through ASAP to support pupils with Dyslexia and Dyscalculia
- Jade Wang - Local Authority Educational Psychologist
- Children and Young People's Services (CYPS) Team
- School Health Team
- Newcastle Special Educational Needs Information, Advice and Support Service (SENDIASS)
- LA SEND School Improvement Team
- Hearing Impairment Team
- Vision Impairment Team
- Complex Neurodevelopmental Disorder Service (CNDS)

The school acknowledges the value and input of all of these external professionals but is aware that some have a lengthy waiting list which can be a frustration for parents/ carers. School does all it can to minimise waiting lists and to offer support in the interim from private providers which the school funds from its own SEND budget (ASK Psychology etc). However, school also supports the right for parents and carers to seek private support and works with them as it would an L.A. or N.H.S. equivalent, including them in review meetings and providing access to school information and resources with the consent of the family.

Pupils' Views:

The views of those with SEND are considered when writing policies and reflecting on teaching and learning practices in school. Due to the age and understanding of those children with SEND, it is not always possible or appropriate for them to attend review meetings. However, their views are fed into their 'My SEND Support Plans' by class teachers and we frequently gather their ideas and opinions through pupil voice initiatives. Learning walks around school, lesson observations and book scrutinies also focus this group of children and their thoughts are captured at these times and any recommendations are discussed with the Leadership Team, Class Teachers and SENDco for implementation into school practices and procedures.

Pupil questionnaires and Pupil Voice have also been carried out by the SENDco) during the Autumn and Summer terms. This identified areas that pupils with SEND feel well supported in, as well as areas for further development.

Parents/Carers' Views:

The views of parents and carers are very important to the school and these are collected regularly in a variety of ways:

- During Family Consultation Evenings
- During Termly SEND reviews
- Through Parent questionnaires (including SEND annual questionnaire and general parent questionnaire)
- Through Inclusion Coffee Mornings

During SEND review meetings, the ideas and opinions of parents and carers are taken into account and all 'My Support Plans' are co-produced alongside them so that everyone has a clear sense and ownership over the key areas of focus. In addition, paperwork required for an ASAP application or EHCP assessment asks parents to give their views in writing on the provision required for their child and their hopes for them for the future.

Parents and carers of children with SEND are able to contact the SENDco, Head Teacher, Deputy Head Teacher or their child's class teacher with their views and questions at any time and there is very much an open-door policy for this. They are also able to make additional appointments to meet in school to discuss the progress of their child and any changes or refinements which need to be made to provision and support to ensure that the initiatives in place are having a positive impact on pupils. These meetings often involve outside agencies to allow everyone involved in the child's development to contribute to shared plans and provision to support each child in making progress.

Below summarises some feedback from the annual SEND questionnaire, sent to all families of SEND pupils. 10 responses were received from a possible 31. Some questions were shared as multiple choice 'tickbox' answers (summary of responses shown below) and other questions were more open, where parents and carers had the option to give further information and feedback.

My child feels happy and included at school

Agree	Partly agree	Disagree	Not sure
8	2		

My child receives adequate support with regards to their SEND needs in school

Agree	Partly agree	Sometimes	Rarely	Not sure
8	2			

The support provided is helping my child

Agree	Partly agree	Disagree	Not sure
8	2		

I feel I have a good understanding of my child's needs in relation to their SEND profile

Agree	Partly agree	Disagree	Not sure
9	1		

My child is making good progress towards their individual targets

Agree	Partly agree	Disagree	Not sure
6	2		1

*One person did not respond to this question.

I feel that my views are taken into account when reviewing the progress of my child

Agree	Partly agree	Disagree	Not sure
10			

I am able to approach staff about any concerns I have about my child

Agree	Partly agree	Disagree	Not sure
10			

I have sufficient contact with school in relation to my child's SEND needs

Agree	Partly agree	Disagree	Not sure
10			

I find termly SEND review meetings helpful and staff discuss and reflect well on my child's targets

Agree	Partly agree	Disagree	Not sure
8			1

*One person did not respond to this question.

I feel optimistic about my child's future progress

Agree	Partly agree	Disagree	Not sure
7	1	1	

*One person did not respond to this question.

Comments received alongside these scores have been collated for use in school in order to improve the provision for SEND pupils. Some suggestions for how SEND provision could be improved in school included access to a wider range of professionals (such as an Occupational Therapist), more adult support in school (specifically referring to TAs), earlier recognition and support for pupils pre-SEND register and using an online system to share support plans. Whilst there are some suggestions which are not necessarily possible for us to change at this moment in time, we always carefully consider the feedback from parents and use this to inform future plans and improvements for the following academic year.

Some positive comments from Parents and Carers:

Parent & Carer comments from the Annual SEND Questionnaire 2026:

"Teachers who truly have an understanding of neurodivergence and the diversity of individual children's needs within that. Listening and responding to us as parents about what is needed, as well as responding to reports from other professionals."

"Fantastic 1:1 – class teacher has also been so inclusive and happy to support other agencies."

*"Class teacher has supported **** extremely well, recognising his strengths and putting many things in place to enhance his learning. He has made lots of progress this year and really appreciate all of the hard work put in by school staff to make this happen."*

"Social needs and emotional health are treated as importantly as academic targets."

Please see attached document for a full summary of responses.

External Validation of Effectiveness:

The school received an inspection visit from OFSTED on 28th and 29th June 2022. At this time, the SENDco responsibilities were shared between the Early Years Lead and Key Stage 1 Lead, who had taken over the role temporarily in February 2022.

The OFSTED inspection report highlights that, "*Teachers support pupils with SEND needs well to access the curriculum. Recent changes have sharpened the identification of pupils with SEND to ensure their needs are met. This includes one-to-one adults support, nurture time and providing a bespoke curriculum to pupils who need it".*

A summary of SEND work is also given at all termly Full Governing Body meetings.

What OFSTED Says…

"This is a school where leaders strive to provide pupils with the very best start in life. This is captured by the school motto, 'Roots to Grow, Wings to Fly'."

"Parents also value the care and support that the school provides for their children. This continued throughout partial school closures during the COVID-19 pandemic."

(OFSTED, June 2022)

Next Steps:

- SENDco, Kate Bruce, to continue and complete National SENDco Qualification.
- To redeploy support staff each afternoon to deliver rigorous catch up and intervention sessions and ensure that these staff have adequate training and resources to deliver these sessions effectively.
- To continue to have a tighter focus on vulnerable learners through staff appraisals.
- To train staff in coaching strategies in order to develop staff skills and improve their own practice in relation to SEND provision.
- SENDco to arrange further training through the Communication and Interaction and SEMH teams, offering support across school in primary areas of need.
- SENDco to focus on support in place for pupils with Learning and Cognition needs, considering assistive technology, resources and interventions.
- To diversify the times of 'Inclusion Coffee Mornings' in order to enable more parents and carers to access these.
- To continue to invite a range of SEND support representatives to lead discussions at Inclusion Coffee Mornings.
- To continue to provide support for the social, emotional and mental health needs of SEND pupils and their families through counselling services, the private school nurse and the Local Authority SEMH team.
- To develop a more rigorous tracking system for SEND pupils who are significantly below national expectations.
- Deputy Head and SENDco to work together to arrange and monitor a more effective tracking systems for interventions and provisions across school.

- To work alongside ASK Psychology to audit the school environment, considering where improvements could be made within our school space to further develop our inclusive offer and neuro-affirming environment.
- Local Authority to build new sensory spaces around school, including further development of the current sensory space.
- To continue to embed our new systems and procedures for involving parents and carers in the creation of targets on 'Rainbow Plans', as well as gathering specific evidence in order to review and inform next steps for SEND pupils.
- SENDco to deliver further training on the 'Descriptors of Need' – staff to begin using this to assess level of need prior to a 'Rainbow Plan' being issued.
- SENDco to introduce new staff and parent 'initial concerns' forms to support triangulation of information regarding individual pupil needs.
- To continue to develop an in-house Forest School activity offer, led by a trained member of staff
- 'Noticing Nature' intervention to start again led by 2 staff in Year 1
- To work with the Local Authority SEND Team to complete an external review of SEND provision in school in January 2027 (Inclusion Quality Framework).
- SENDco to visit other local primary schools and specialist schools to further develop knowledge of SEND provision.
- SENDco to share 'One Page Pupil Profiles' with staff in weekly briefings to inform all staff of the needs of specific pupils.
- SENDco to carry out pupil voice and sensory audit with SEND pupils and use information to inform areas for further development.
- SENDco to complete pending EHCP and ASAP applications.

Newcastle Local Offer:

Please follow the link below 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

Reference:

Release home - Special educational needs in England - Explore education statistics - GOV.UK
Special Educational Needs in England: January 2026

Kate Bruce
SENDco
November 2026