

SHIREMOOR PRIMARY SCHOOL

SEND INFORMATION REPORT



1. Introduction

Shiremoor Primary School is a fully inclusive school. We ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), achieve their potential academically, socially, emotionally, physically and personally.

This SEND Information Report explains how we identify, assess and support pupils with SEND, and how we work with families, external agencies and the Local Authority.

Our SEND provision covers the four areas of need defined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

We work in partnership with pupils and families through regular meetings, daily informal conversations, shared planning and review, and joint work with external agencies.

2. Definition of Special Educational Needs in the SEND Code of Practice: 0 to 25

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

Have significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

3. Identifying and Supporting SEND

The SENCO and class teachers will co-ordinate Special Needs identification, assessment and support. The SENCO will liaise closely with the class teachers and support staff, learning mentor and external agencies. Parents will be informed if their child has an identified special need and encouraged to discuss and support any additional teaching or educational programme provided.

We follow the graduated approach: **Assess → Plan → Do → Review.**

Teachers, the SENCO and support staff work together to:

- Identify needs early
- Assess barriers to learning
- Plan targeted support
- Deliver high-quality teaching and interventions
- Review progress with families during dedicated SEND Parent teacher meetings.

Families are informed through daily conversations, SENCO meetings, phone calls, written reports and multi-agency meetings.

4. How We Support Pupils with SEND

When a pupil is identified as having special educational needs, we support their development and progress in a number of ways:

Support includes:

- Quality First Teaching (QFT)
- Targeted small-group interventions
- 1:1 support where needed
- Specialist programmes recommended by external professionals
- Differentiated curriculum and resources
- Visual supports, hands-on materials and digital scaffolds
- Social, emotional and behavioural support
- Modified equipment or specialist resources

We also provide personalised SEN Support Plans, termly target reviews and access to specialist agencies.

5. Interventions and Programmes

We use a wide range of evidence-based interventions, including:

- Speech & Language Therapy programmes
- Colourful Semantics
- Attention Autism / Attention Bucket
- Early Talk Boost/Neli
- Narrative Therapy
- Social Stories
- Zones of Regulation
- SCERTS-informed practice
- Nurture groups
- Friendship groups
- Reading, phonics and spelling interventions
- Maths and writing interventions
- Dyslexia-specific programmes
- Motor skills programmes
- Sensory Circuits
- Trauma-informed practice
- Digital accessibility tools

More specific interventions and programmes may include:

- Reading and phonic/spelling programmes
- Speech and Language Therapy programmes
- Social skills and Nurture and Friendship groups
- Maths interventions
- Individual work programmes for pupils developing basic Literacy and Maths skills
- Dyslexia intervention programmes
- Personal medical care

6. External Agencies We Work With

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Language and Communication Team
- Dyslexia / Dyscalculia Team
- Disability Team
- CAMHS
- Mental Health Support Team (MHST)
- Early Help
- School Nurse
- REHLAC
- Hive
- Virtual Schools
- Silverdale ARP
- Social Care
- Specialist medical teams

7. Transition Support

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school: We ensure smooth transitions through:

- Transition days
- Visits to new settings
- Joint meetings with new staff
- SENCO-led transition planning
- Multi-agency transition reviews
- Pupil voice activities
- Enhanced transition packages for pupils with higher needs

8. Inclusion and Accessibility

The school does not prioritise on the grounds of ability. If a pupil has a learning difficulty or physical disability for which specialist teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LEA to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum. The school operates an inclusive policy that endorses and supports the LEA policy for Equal Opportunities and Inclusive Education. The school seeks to provide effective learning opportunities for all pupils taking the National Curriculum as the main structure for our planning. Programmes of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs. We offer a wide range of extracurricular activities available to all pupils. We liaise fully with parents to ensure appropriate support is provided for pupils with SEND.

Shiremoor Primary is fully committed to inclusion. We ensure:

- Access to a broad and balanced curriculum
- Differentiated planning
- Adapted resources
- Visual supports
- Digital accessibility tools
- Staff trained in SEND, autism, ADHD, trauma-informed practice
- Wheelchair-accessible ground floor
- Disabled toilet
- Accessible car parking

We follow the Equality Act 2010 and ensure reasonable adjustments are made for all pupils.

A school based Learning Mentor (Miss Barnfather) provides dedicated support for emotional, social, behavioural needs, language and communication needs, nurturing as appropriate. Pupils are encouraged to seek her out if they have any concerns. Miss Barnfather monitors any issues of concern through monitoring CPOMS

9. Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. Staff receive ongoing training in:

- Autism
- ADHD
- Speech & Language
- Read Write Inc

- Dyslexia
- Social communication
- Trauma-informed practice
- SCERTS
- Memory strategies
- Sensory processing
- Medical needs
- Behaviour and emotional regulation
- Evidence based approaches using EEF

Mrs Irving is our fully qualified / trained Special Educational Needs Coordinator who provides advice and guidance to staff. She completed the National Award for SEN Coordination (NASENCO) through the University of Wolverhampton (2018)

Staff are trained to administer medicines when appropriate. Medical action plans are in place for those pupils who require it.

10. Monitoring and Review

Shiremoor Primary School uses a graduated approach to meeting Special Educational Needs and Disability

Teachers:

- Provide information to the SENCO
- Plan and deliver SEN Support Plans
- Review targets termly
- Liaise with families
- Monitor progress

The SENCO:

- Ensures staff understand SEND responsibilities
- Monitors interventions
- Liaises with external agencies
- Leads statutory processes (EHCP applications)
- Ensures compliance with SEND legislation

We regularly evaluate the overall effectiveness of our SEND provision to ensure high-quality outcomes and continuous improvement:

- **Quality Assurance:** through learning walks, discussion with subject leads and work samples

- **Data & Impact Tracking:** Whole-school SEND progress data is analysed termly to assess the impact of interventions and target resources.
- **SEND Audits:** Annual internal and external SEND audits evaluate provision quality, legislative compliance, and governor oversight.

11. Pupil Involvement

Pupils are involved in the target setting and review of their Support plan as appropriate for their age and maturity. Pupils with an EHCP are involved in their annual reviews in a manner appropriate to their maturity. All pupils will be given the opportunity to outline their own strengths and areas for development. Pupils contribute to:

- Their SEN Support Plans
- Target setting
- Annual reviews
- One-Page Profiles
- Wishes & Feelings activities

12. Safeguarding

SEND and safeguarding are closely linked. All safeguarding policies are available here:

<https://www.shiremoor-primary.co.uk/page/?title=Statutory+Policies&pid=81>

Staff are trained to recognise emotional distress, communication barriers, behaviour linked to unmet needs, sensory overload and mental health concerns.

13. Supporting Families

A school based Learning Mentor (Miss Barnfather) provides dedicated support for all families where appropriate. Parents are encouraged to seek her out if they have any concerns. Miss Barnfather monitors any issues of concern through monitoring CPOMS

Supporting Families The school works in partnership with families to help them support their children's learning outside of school. Families are also signposted to services / organisations through the Local Offer.

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educationalneeds-anddisabilities-send>

We support families through:

- SENCO meetings
- Learning Mentor support
- Signposting to Local Offer services
- Early Help referrals
- Multi-agency meetings
- Parent workshops

The LEA Local Offer is published on North Tyneside's website

Local Offer link: <https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

14. Support for Looked After Children (LAC) with SEND

We ensure Looked After Children (LAC) and Previously Looked After Children (PLAC) with SEND receive fully coordinated support:

- The SENCO works closely with the Designated Teacher for LAC to align support.
- SEN Support Plans and EHCPs are integrated into termly Personal Education Plan (PEP) reviews.
- We work in partnership with Virtual Schools, REHLAC, social care, and carers to secure targeted support and Pupil Premium Plus funding

15. Governors

Our Governing Body ensures that Shiremoor Primary School meets its statutory duties for pupils with SEND. Governors receive regular updates from the SENCO, monitor the effectiveness of provision, and hold school leaders accountable for ensuring that pupils with SEND receive high-quality support. The named SEND Governor, Mr P Finlay, meets with the SENCO to review provision and progress, ensuring that SEND remains a priority across the school.

16. Complaints

There may be an occasion when parents/carers are unhappy or concerned about something that has occurred in school. At Shiremoor Primary School we would like to know about this as soon as possible so that things can be investigated, action can be taken and the issue can be resolved. If you have any concerns about your child's special educational needs or disability, their progress or the support they receive, we would ask

that you come into school and discuss matters further. If families have concerns, they should contact:

- Class teacher
- SENCO
- Headteacher

Formal complaints follow the school's policy (linked in safeguarding section).

17. School Entitlement Offer: Support Available for Pupils with Special Educational Needs and Disabilities

School entitlement offer to pupils with special educational needs or disabilities	
	Support available within school
<p>Communication and Interaction Needs: e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders # • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables. • Areas of low distraction for interventions. • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • ☐ Differentiated curriculum and resources. • ☐ Regular staff training in areas of SEN.
<p>Cognition and Learning Needs: e.g.</p> <p>Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to

	<p>improve skills in a variety of areas, i.e. reading skills groups etc.</p> <ul style="list-style-type: none"> • ICT is used to reduce barriers to learning where possible. ☐ Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. ☐ • ☐ Differentiated curriculum and resources
<p>Social, Mental and Emotional health e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • ☐ Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help children deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum. • There is a nurture group at lunch times and break times to support pupils. • Information and support is available within school for behavioural, emotional and social needs.

SEND INFORMATION REPORT

	<ul style="list-style-type: none"> • The school employs a Lead Learning mentor to support children's social and emotional health
<p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • All areas on the ground floor are wheelchair accessible. The school has disabled toilets / facilities

18. Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils with SEND. Other useful documents such as our Special Educational Needs Policy and Accessibility Plan are available on the school website.

For further information, please contact the SENCO via the school office on 0191 2524188 or via email at parent@shiremoor-primary.co.uk

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