SEND Information Report 2026–27

September 2026

Agreed by Governors: 15.09.26

Next review: September 2027

This policy will be reviewed annually and will be published to all staff, parents and governors. It will be available from the school office as well as through the school's website

Chair of Governors signature ----------

Head teacher signature ----------

This SEND Information Report explains how Westoe Crown Primary School identifies, supports and reviews the needs of pupils with special educational needs and/or disabilities (SEND). It is intended to be read alongside the school's SEND Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy and Complaints Procedure.

1. Our inclusive approach

We are an inclusive school and aim to support all pupils to achieve their potential personally, socially, emotionally and academically. We recognise and value diversity and seek to remove barriers to learning and participation for pupils with SEND.

Our provision is continually reviewed and adapted in response to pupils' individual strengths, needs and outcomes.

2. How we identify and assess SEND

A pupil may be identified as having SEND where they have a learning difficulty or disability that calls for special educational provision which is **additional to or different from** that generally available to other pupils of the same age.

Identification does not depend solely on slow progress, a diagnosis, or the completion of external assessments. We consider information from teachers' assessments and observations, parents/carers, pupils, previous provision, health and other professionals, and the impact of needs on learning and participation.

Where concerns are identified, we use the graduated approach of Assess, Plan, Do and Review. Quality first teaching is the first step in responding to pupils' needs, with reasonable adjustments and additional or different provision put in place, where appropriate.

3. First point of contact and SENDCo

Concerns may be raised by parents/carers, class teachers, health professionals or other professionals. Parents/carers are encouraged to discuss concerns with the class teacher in the first instance or contact the SENDCo.

SENDCo: Mrs A. Allen, Assistant Headteacher for Wellbeing
Telephone: 0191 427 2160
Email: sendco@westoecrownprimary.co.uk

The SENDCo coordinates SEND provision, supports staff, liaises with parents/carers and relevant professionals, maintains the SEND register and monitors the progress and provision of pupils with SEND. The Headteacher is responsible for the day-to-day management of the school, while the governing body has strategic oversight of SEND. The SEND link governor provides appropriate challenge and oversight of SEND arrangements through termly meetings with the SENDCo.

4. Types of SEND provided for

We aim to meet the needs of pupils across the four broad areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Some pupils may have needs across more than one area. Specialist advice and support may be sought where appropriate.

5. Assessing, planning and reviewing provision

Teachers continually assess pupils' learning and development through observation, assessment, work scrutiny and discussion with pupils, parents/carers and colleagues. Information from external professionals is considered where relevant.

Provision is planned and reviewed using the Assess, Plan, Do and Review cycle, referred to as the Graduated response. Parents/carers are normally invited to termly discussions about agreed outcomes and provision, and pupils are involved in target setting and review in ways appropriate to their age and communication needs.

Where SEN support plans are used, outcomes will be clear and reviewed regularly. Parents/carers may contact school between formal review meetings if they have concerns or if circumstances change.

6. How we evaluate the effectiveness of SEND provision

We evaluate the effectiveness of SEND provision at both individual and whole-school level. This includes reviewing progress towards agreed outcomes, assessment information, attendance and engagement where relevant, intervention effectiveness, pupil views, parent/carer feedback and advice from professionals.

The SENDCo works with teachers and school leaders to review provision and pupil outcomes regularly by looking at books, through classroom observations and learning walks across school. Provision is adjusted where evidence indicates that changes are needed. The governing body receives appropriate information to enable it to monitor the school's SEND arrangements and their effectiveness.

7. Our approach to teaching pupils with SEND

Class teachers remain responsible for the progress and development of all pupils in their class, including those receiving additional support. Teaching is adapted in response to assessed need and may include scaffolding, explicit instruction, modelling, repetition and rehearsal, visual support where appropriate, assistive technology and reasonable adjustments.

Support is planned according to individual need and intended outcomes. Additional interventions complement, rather than replace, Quality first classroom teaching.

Where pupils experience difficulties with emotional wellbeing, the school may provide pastoral support and, where appropriate, seek advice from relevant specialist services with parent/carer involvement and consent where required.

8. Specialist services and expertise

Depending on individual need, the school may seek advice or involvement from professionals including educational psychologists, specialist teachers, speech and language therapists, occupational therapists, physiotherapists, school nursing services, hearing and vision impairment services, local authority inclusion services and social, emotional and mental health services.

Specialist involvement is determined by individual need and relevant referral processes. Recommendations from appropriately qualified professionals are considered when planning and reviewing provision.

9. Adaptations to the curriculum and learning environment

Provision may be delivered within the classroom or, where appropriate, through targeted individual or small-group support. Adaptations and resources are selected according to individual assessed need and are reviewed for effectiveness.

Adjustments may include visual support, assistive equipment, adapted resources, environmental changes and strategies recommended by specialist professionals. The school seeks to ensure that pupils can access the curriculum and participate as fully as possible.

10. Participation in school activities

Pupils with SEND are supported to participate in the full life of the school alongside their peers, including curriculum activities, educational visits, enrichment opportunities, clubs, assemblies, school events and physical activities.

Where necessary, reasonable adjustments, individual planning, risk assessment, adapted resources, environmental changes or additional support will be considered to remove barriers to participation. Decisions are made according to individual need and with appropriate involvement of pupils and parents/carers.

11. Additional support and Education, Health and Care Plans

Support is deployed according to individual assessed needs and agreed outcomes. This may include adaptive teaching, targeted interventions, small-group support, specialist advice, environmental adaptations and adult support where appropriate.

Pupils with an Education, Health and Care Plan (EHCP) receive the special educational provision specified in their plan. The school works with parents/carers and relevant professionals to implement and review EHCP provision.

Funding arrangements and local authority processes can change. Information about any additional SEND funding will therefore be explained in accordance with current South Tyneside arrangements.

12. Accessibility and disability

The school is based primarily on one level and has wheelchair access, accessible toilets, a disabled parking bay and induction loop facilities in identified areas.

We recognise that accessibility needs differ between individuals. We consider reasonable adjustments and individual access needs when planning provision and participation. Further information about access to the school and planned improvements is available in the school's Accessibility Plan.

Information about admissions arrangements for disabled pupils, steps taken to prevent disabled pupils being treated less favourably, and facilities provided to assist access is published through the school's relevant policies and accessibility information.

13. Emotional and social development

We support pupils' social, emotional and mental wellbeing through inclusive classroom practice, pastoral support and targeted interventions where appropriate. Concerns can be discussed with the SENDCo, Assistant Headteacher for Wellbeing or Child and Family Wellbeing Officer.

The school may seek support from appropriate external services, with parent/carer involvement and consent where required. Support is reviewed according to individual needs and outcomes.

14. Staff training and specialist expertise

Staff receive training and professional development relevant to the needs of pupils at Westoe Crown. The SENDCo attends relevant SEND networks and training and supports staff to develop their practice.

Specialist expertise is secured through consultation with relevant local authority, education, health and specialist services. Training and advice are reviewed in response to the needs of pupils currently attending the school.

15. Pupils with medical needs and specialist equipment

The school follows its Supporting Pupils with Medical Conditions Policy, Intimate care policy and Allergy safety policy. Individual healthcare plans and medical advice are followed where required, and staff receive relevant training.

Specialist equipment is considered following assessment of individual need and, where appropriate, recommendations from relevant professionals. Equipment and resources are reviewed to ensure they support access, participation and learning.

16. Consulting and involving pupils with SEND

We recognise the importance of pupil voice. Pupils with SEND are consulted and involved in decisions about their learning and support in ways appropriate to their age, understanding and communication needs.

This may include discussions with trusted adults, contribution to target setting and reviews, pupil passports or profiles, visual and accessible communication methods and observations. Where a pupil cannot easily communicate their views verbally, staff will use appropriate methods to understand their preferences, strengths and needs.

17. Consulting and involving parents/carers

Parents/carers are encouraged to share information and concerns and are involved in planning and reviewing SEND provision. Parent/carer views are recorded and considered when decisions are made about outcomes and support.

Parents/carers are normally invited to termly review discussions and may also be invited to meetings with relevant professionals. Where attendance at a meeting is difficult, alternative arrangements will be considered.

18. Working with other professionals

The school works with education, health and, where appropriate, social care and voluntary or community services to help meet pupils' needs.

Referrals to external services are made where appropriate and in accordance with relevant processes. Parents/carers will be involved in discussions about referrals and consent will be sought where required.

19. Information and support for parents/carers

Parents/carers can access impartial SEND information, advice and support through South Tyneside SENDIASS. Current contact details and further information are available through the South Tyneside Local Offer.

Email – SENDIASS@southtyneside.gov.uk or phone - 0191 424 6345

https://www.southtyneside.gov.uk/article/5005/Visit-the-SEND-Local-Offer-website-for-South-Tyneside

The South Tyneside SEND Local Offer provides information about education, health, social care and other services available to children and young people with SEND and their families.

https://sendlocaloffer.southtyneside.gov.uk/

20. Transitions

We plan transitions carefully for pupils with SEND and work with pupils, parents/carers and receiving or previous settings to share relevant information.

Support may include transition meetings, additional visits, photographs or transition books, pupil passports and opportunities to meet new staff. Additional transition support

is planned according to individual need, including support for pupils experiencing anxiety.

When pupils move to another school or secondary provision, relevant SEND information and effective strategies are shared appropriately to support continuity.

21. Complaints

We aim to resolve concerns through discussion with the class teacher and/or SENDCo wherever possible. Parents/carers who wish to pursue a formal complaint should follow the school's published Complaints procedure.

Parents/carers can also seek independent SEND advice through SENDIASS and access information about disagreement resolution and SEND complaints through appropriate local authority and national guidance.

22. Further information

This report should be read alongside:

- the school's SEND Policy (add links from other policies for new website)
- the school's Accessibility Plan
- the Supporting Pupils with Medical Conditions Policy
- the school's Complaints Procedure
- the South Tyneside SEND Local Offer (https://sendlocaloffer.southtyneside.gov.uk/)

The Westoe Crown SEND Information Report is reviewed at least annually and updated sooner where significant changes to provision or arrangements occur.

School contact details

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South Shields
Tyne & Wear
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