



Annual SEN Report – 2019-20

Evaluating the Effectiveness of Tyneview's Provision for Pupils with SEND

Contents

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1. [Our school's approach to supporting pupils with SEND](#)
2. [Catering for different kinds of SEND](#)
3. [Key staff and expertise](#)
4. [Identifying pupils with SEND](#)
5. [Consulting with pupils and parents](#)
6. [Involving key stakeholders](#)
7. [Handling complaints](#)
8. [Local Offer](#)
9. [Additional support](#)



Our school's approach to supporting pupils with SEND

Tyneview Primary school (part of Newcastle East mixed multi-Academy Trust (NEAT)) is an average sized inner-city primary in the East End of Newcastle, which has grown considerably over the last three years due to the implementation of a Playgroup. There are currently 287 pupils on roll (this compares with the national average primary school size of 282) including 27 children in nursery and 40 children in the Playgroup and an 8 place Additional Resource Centre for children with Communication Difficulties. We also have a Nurturing Provision across Key Stage 1 and Key Stage 2.

At Tyneview every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish and where diversity is celebrated. We will respond to individuals in ways which take into account their varied life experiences and particular needs, recognising that all pupils have equal entitlement to this.

Tyneview is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. We are committed to working in partnership with parents in order to provide the best possible education for all children.

We have an Additional Resource centre (ARC) for children with Communication Difficulties. This is an 8 place ARC. The ARC is staffed by an ARC manager and support staff. The expertise of the ARC staff is also used across the school, where appropriate, to support children within the mainstream who may have Communication Difficulties.

The SENCO

Name of staff member	Email address	Phone number
Vashti Sergison	vashti.sergison@tyneview.newcastle.sch.uk	0191 262 6227

At Tyneview, we cater for different needs of pupils incorporating the four broad areas of need (SEND Code of Practice.) The areas of need are:

Cognition and Learning:

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills



Catering for different kinds of SEND

- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

Social, Emotional and Mental Health:

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

Communication and Interaction:

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Sensory and/ or physical needs:

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

Our school data:

Number of pupils with SEND 2019-20	
Pupils with SEND	44 children → 14.7% (National average 13.9%)
Pupils with EHCP	13 children → 4%

Primary area of need of SEND children at Tyneview			
Cognition and learning	Communication and interaction	Social, Emotional and Mental Health Difficulties	Sensory/ physical
11 24%	23 51%	9 20%	0 0%

Data:

There is no formal data available for 2019-20 due to school closures however the data can be obtained for the previous SEND information report for 2018-19.

Target setting and support plans:

All SEND pupils within Key Stage One and Key Stage Two have targets set within their 'Learning Passports' related to their primary area of need. These are reviewed termly with the SENCO in a formal review or with class teachers during Parents' evening. Time is spent by the SENCO working with children in their classes, speaking to class teachers and working alongside parents in order to review and set targets.

For pupils on the SEND register who require support above and beyond Quality First Teach, Support Plans are co-produced with SENCO, Class teacher, support staff (where applicable) and parents in order to create a plan which demonstrates key information about what is known about pupils in order to provide them with appropriate support.

Clubs are attended well by pupils with SEND.

Attendance for pupils with SEND is 90.9%. There were 3 children on the SEND register with exclusions.

Interventions are identified for individual children and groups. These are often in response to Quality First Teaching but some identified and regular interventions take place.

In 2019-20 our targets in relation to provision were to:

- Review Learning Passports with advice from professionals to ensure that they are meaningful and relevant for all children.
- Develop the use of PIVATs assessment tool to support some learners identified as the most vulnerable.
- 1:1 meetings for staff
- Development of support across key priority SEND areas provided by professionals such as the Educational Psychologist.

In 2020-21 our targets will be to:

- Continue work with our newly appointed Educational Psychologist and other professionals to ensure that appropriate support is given to children and staff in school.
- Evaluate the effectiveness of practice and provision for children with Moderate Learning Difficulties.



Key staff and expertise

Staff Training and Expertise:

We employ some staff in school to work specifically with pupils with SEND. The deployment of staff is regularly reviewed depending on need.

Within our ARC provision, staff include Mrs Phillips (ARC Manager), Mrs Stone (Support assistant), Miss Ryder (Support assistant) and Mrs McMillan (Support assistant.)

Staff across the wider school include Miss Underwood (KS2 nurture) and Miss McAllister (KS1 nurture).

Across NEAT, we now also employ Rachel Nevins-Lewis who provides a counselling service.

Other professionals that we work with include, but are not limited to:

- Dr Kate Hodgson (Educational Psychologist)
- Newcastle Educational Psychology Service
- Speech and Language therapists (including those from Newcastle Local Authority and Newcastle University.)
- EEAST team (specifically for those pupils in the Early Years of education)
- Children and Young People's Services (CYPs)
- School Health
- Clennel Solutions (Safeguarding)
- Occupational Therapy Services
- Local Authority SEN School Improvement Service and consultants

We work closely with other schools within NEAT Trust which includes four primary schools and one secondary school.

Training and expertise development in the last year have included:

- All staff have had updated Safeguarding training. (September 2020)
- Whole school 'Positive Handling' training during Autumn term 2019-20
- Attendance for support staff at Authority delivered training sessions beginning with EYFS staff (2019-20)
- During school closures, all teaching and support staff also completed the EEF training provided by NEAT Research School in using Support Staff effectively.

Next steps:

- Training provided by Educational Psychologist in understanding and using effective Nurture provision. (This is a continuing target from last year as training could not take place due to Covid-19)
- Regular SEN training sessions to match school priorities and developing needs.
- Training for relevant staff in working with pupils with specific ASD needs.



Identifying and assessing pupils with SEND

The 2014 SEND Code of Practice puts emphasis on the importance of early identification and schools' role within this: 'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improve long-term outcomes for the child or young person.' (section 6.14 of the Code)

If concerns are raised around a child at Tyneview, initially a meeting will be held with parents/ carers, class teacher and SENCo (if appropriate) this allows for all concerns to be discussed opening.

Usually, a child will then be monitored for an agree period of time while school-based strategies are implemented. This is then reviewed. If there are still concerns around a child, they may be added to the SEND register and other professionals may be asked to work with the child. In some circumstances, a child may be referred to an outside professional immediately however this will always be discussed with parents/ carers (and the child where possible.)



Consulting with pupils and parents

Parents

We collect parent views in a number of ways including through:

- Parents' evening;
- Regular Parent surveys including use of sites such as Survey Monkey;
- Social media;
- Review meetings.

The views of our parents and carers are extremely important to us and we try and act quickly on issues which are of concern.

Pupils

We regularly collect the views of pupils and pupils are encouraged to have a voice within school in order to pass on concerns and worries which are addressed as quickly as possible. We make use of 'Clued up Kids' to anonymously collate pupil views across Key Stage 1 and Key Stage 2. There are also strong links between SEND and Welfare teams within school in order to share information appropriately. During Summer term reviews, children's views are collated and considered for the next year.

The School Council meet regularly. They are encouraged to gain views of other class members to pass on and share.

Next Steps:

- To develop Learning Passports to ensure that they are more accessible to children.
- To encourage children to attend review meetings to give their views. (Continuation from previous year as was not possible to implement due to Covid-19 restrictions.)

The procedures and policy for complaints are published here:

https://www.neat.org.uk/web/complaints_policy_and_procedure/336948

Please follow the link to access the Newcastle Local Offer for further information on services linked to SEN and Disability in Newcastle.



Handling complaints

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>



Local Offer

If you are concerned about your child, please contact school to discuss these concerns.



Additional support