Cullercoats Primary School

SEND information report for Pupils with Special Educational Needs and / or Disabilities

Reviewed Sept 2026

Cullercoats Primary School is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

This report lets you understand how we support pupils with special educational needs and disabilities.

Supporting Pupils with Special Educational Needs / Disabilities and Their Families

Consultation

We consult with pupils and their families on our SEND support by:

- Meeting with parents/carers when a child is first admitted to school regarding any existing needs or concerns.
- Liaising with previous placements and other agencies such as Speech and Language, Physiotherapy, Occupational Therapy or medical consultants.
- Regular meetings in school between teachers and families
- Review meetings with families, school staff and other professionals involved in meeting the needs of a child e.g. speech therapists etc.

We will let families know about any concerns about a pupil's learning by:

- Holding regular parent-teacher consultation meetings
- Providing an open door policy whereby parents can contact school at any time if they have concerns.
- Meetings can be arranged with appropriate school staff, including the Special Educational Needs Co-ordinator (SENCO) and/or the Headteacher.

Supporting Learning

When a pupil is identified as having special educational needs, we support their development and progress by:

- Identifying gaps in attainment and setting targets, which are reviewed termly. This is carried out by the class teacher with advice and support from the SENCO and other professionals where appropriate.
- Carrying out assessments to clarify the nature of the need or difficulty.

- Adapting tasks and resources to suit the individual pupil's needs.
- Providing additional support from the class teacher or a teaching assistant.
- Pupils may be placed in a small learning group for additional support in a specific curriculum area such as spelling, writing or number work.
- Reviewing and evaluating interventions regularly to ascertain their effectiveness and inform future planning.
- Holding termly parent –teacher consultation meetings. This discussion can be used to highlight ongoing concerns, contribute to the planning of future interventions, and monitor the effectiveness of on-going support.
- Working collaboratively with outside agencies. Where necessary and with parental consent, a referral can be made to a variety of teams who can offer more specialised assessment, advice and support.

Records of Concern

Where a teacher has a concern about a child in their class they must put in place their own strategies in order to help that child access learning. Staff training and support provided by the SENCO ensures that teachers have the knowledge, skills and understanding to identify and support children in order to do this. They must speak to the parents of their children in order to share concerns and discuss parent's experience outside of school.

Teachers should then put a Learning Plan together to identify targets and strategies to support the child. The SENCO holds termly staff meetings with teachers and support staff to facilitate this and is available to advise and support.

This may be all that is needed to support the child and the teacher should continue using their own strategies to support the child in the class with the assistance of a TA where necessary.

Where a child does not make progress following the teacher's input, the teacher should complete a Record of Concern form, outlining the child's difficulties and the strategies already used. The form should be given to the SENCO.

Once received, the SENCO will decide on the next course of action. This may involve assessments which the SENCO will carry out themselves, classroom observation by the SENCO and discussion with teachers and parents.

Following this the SENCO and class teacher will put in place interventions for the child which will be carried out by school Teaching Assistants. These interventions will be placed on the termly Education Plan.

The SENCO and teacher may give the new interventions time to take effect or may; in addition to school support, refer the child to an outside professional, who will then come into school and carry out further assessments. They will advise the school on helpful strategies and may recommend specific programmes and interventions.

Parents will be informed at each stage and will be invited to all meetings with professionals.

Learning Plans

All children who require extra support will have a Learning Plan. The Learning Plan outlines termly targets which are reviewed by teachers, teaching assistants and other professionals.

Targets have to be SMART; Specific, Measurable, Achievable, Relevant and Time specific.

Learning Plans are shared with parents and, where appropriate, pupils. Learning Plans are used in a variety of ways:

- When a teacher has a concern about learning
- When the school offers some support to a pupil
- When a child has been referred to outside professions for extra advice and support and is added to the SEN register
- When a child has an Education Health and Care Plan (EHCP)

The Education Plans ensure the process of assess, plan, do, review as recommended in the SEN Code of Practice (2015)

Education Health and Care Plan (EHCP)

Where a child has a specific long term and significant disability the school may decide to apply to the Local Authority (LA) for an EHCP. This will be considered when a child needs more than 10 hours of support time weekly to access learning. The school, parents and professionals meet regularly as part of this process and make a joint application to be considered by the LA. Depending on the outcome of the application the child may be awarded an EHCP which is reviewed yearly, along with termly reviews of progress.

SEN Register

The SEND Code of Practice 2015 defines a pupil with SEN as having a **significant learning difficulty or disability** which requires provision which is additional to, or different from, provision made generally for pupils of the same age. Where a child has been referred to an outside professional because of concerns that they may have a special need they will be added to the school's SEN register.

Pupils identified as having SEND will have needs in one or more of the four following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs

Children do not need to have a diagnosed special need or be on the SEN register in order to receive support.

All children receiving support will be recorded on a whole school provision map.

Working with other agencies

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

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Language and Communication Team
- Dyslexia Referral Team
- Sensory Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Public Health Nurses
- Children's Social Care Professional

Transition

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:

- Staff from new placement are invited to review meetings
- Accompanied visits to their new school with fellow pupils
- Extra group and/or individual visits to new placement
- Transition workbooks for use during transition period

Support Staff

Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money. Support may take the form of one to one intervention programmes, small group work, support in class to access learning, and liaison with parents or professionals working with the pupil.

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. A number of teaching and support staff have had training in the following areas:

- ELKLAN speech and language support training
- Understanding Autism and social and communication difficulties
- Individual Dyslexia teaching programmes
- Speech and Language training for specific children
- Autism in the early years
- Early Years Communication Outreach team training

Whole staff training in recent years has also included:

- Dyslexia awareness
- Attachment in the classroom
- ADHD/ ADD Identification and support in the classroom
- Behaviour strategies
- ASD awareness
- ASD support and strategies in the classroom
- Supporting emotional regulation in school
- The assess, plan, do, review cycle
- The inclusive classroom
- Adaptive teaching

In addition to her Primary School Teaching qualification the SENCO is a fully qualified Dyslexia Teacher. She is a qualified Reading Recovery Teacher. She also has a postgraduate diploma in Special Needs and Inclusion from Bath Spa University. She holds the National Award for Special Educational Needs Co-ordination (NASENCO).

The provision made for children with SEN is evaluated by the SENCO every term through analysis of data and consultation with pupils, parents and staff.

<u>Supporting Families</u>

The school works in partnership with families to help them support their children's learning outside of school.

The school has good links with the parent carer forum who run workshops and coffee mornings in school on a regular basis.

We are proud to be a connect mental health school. Connect mental health work to support children and families through individual support, group work in school, parent workshops and staff training.

Families are also signposted to other services or organisations which may offer additional help and support.

Please click the following link for information on the North Tyneside Local Offer

https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send

Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils with special educational needs or disabilities.

The school's self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at Cullercoats Primary School then please contact the SENCO, Jane Armstrong on: 0191 642 3214 jane.armstrong@ntlp.org.uk

The Cullercoats Primary School SEND governor is Mrs Helen Perfect

Cullercoats Primary School Support for children with SEN	
	Support Available Within School
Communication and Interaction Needs: e.g. • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties	• Visual timetables • Areas of low distraction • 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. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • 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
Cognition and Learning Needs: e.g. • Moderate Learning Difficulties	• 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 improve skills in a variety of areas, i.e. reading skills groups etc. • 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 school's 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

Social, Mental and Emotional health e.g. • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing	• 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. • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help pupils deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum in the early years. The school grounds and visits off site, enrich learning in the upper years. • The curriculum is linked to sports and physical activity to enrich the curriculum further and improve behaviour and self-esteem. • Information and support is available within school for behavioural, emotional and social needs.
Sensory and Physical Needs: e.g. • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs	• 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. • Access to Medical Interventions. • Access to programmes to support Occupational

	Therapy / Physiotherapy. • 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. • Staff understand and apply the medicine administration policy. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • All entrances to the school have ramps fitted to allow wheelchair access. • The school has disabled toilets / facilities

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the SENCO.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact North Tyneside Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need or disability on tel. (0191) 643 8317 | 643 8313 or email sendiass@northtyneside.gov.uk.

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