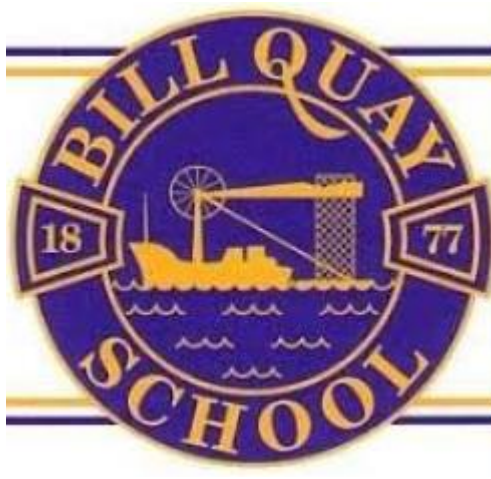


SEND Information Report



2025

Introduction

At Bill Quay Primary School, we are committed to ensuring that all children, regardless of their individual needs, have the opportunity to access a high-quality education in a supportive, inclusive, and nurturing environment. We believe that every child is unique, and we aim to provide tailored support to help them achieve their full potential.

This SEND Information Report outlines our approach to SEND provision and how we ensure that children with SEND are supported throughout their time at school. It includes information about how we identify and assess needs, consult with parents and children, and ensure progress towards outcomes.

Definition of SEND

SEND refers to children who have difficulties and require specialist provision or adjustments to ensure they can learn effectively. There are four broad areas of need, including:

- **Communication and Interaction:** This includes children with speech, language, and communication needs (SLCN), including autism spectrum disorder (ASD).
- **Cognition and Learning:** This includes children with specific learning difficulties (SpLD), dyslexia, dyspraxia, or other learning needs.
- **Social, Emotional, and Mental Health (SEMH):** This includes children who experience difficulties in regulating their emotions, behaviour, or mental health.
- **Sensory and/or Physical Needs:** This includes children with visual or hearing impairments, physical disabilities, or other sensory needs.

Gateshead's Local Offer

Gateshead Local Authority is committed to ensuring that children and young people with SEND receive the appropriate support and services to help them thrive. The Local SEND Offer provides a range of services and resources, which include:

- **Local Offer website:** Gateshead has a dedicated Local Offer website where families can find information on available SEND services, support groups, and other resources. This website is a helpful tool for understanding the range of services provided by the local authority and its partners.
- **Educational support:** Gateshead offers a range of educational settings and support for children with SEND, including mainstream schools, special schools, and specialist support services. The Local Authority works closely with schools to ensure that children with SEND receive the appropriate interventions and adaptations to support their learning.
- **Health services:** Gateshead offers access to health services such as speech and language therapy, physiotherapy, and mental health services, tailored to meet the needs of children with SEND.

- **Social care services:** Children with SEND can access support from social care services, including family support, respite care, and short breaks for children with complex needs.
- **Information, advice, and guidance:** Gateshead provides information and guidance for parents and carers of children with SEND, ensuring they know where to access advice, support, and services.
- **Early Years provision:** Gateshead offers a range of early years' provisions for children with SEND, including support for preschool-aged children and their families to ensure early intervention where needed.

For more information on Gateshead's Local SEND Offer, please visit the Gateshead Local Offer website: <https://gateshead-localoffer.org/>

Identifying SEND

We follow the guidelines set out in the SEND Code of Practice (2015) to identify and assess children with SEND. Our SEND provision is based on a thorough assessment process that includes:

- Concerns raised by parents/carers or teachers about a child's progress or behaviour.
- Ongoing assessment of children's development and learning.
- Regular observations and assessments by the school's SEND team or external professionals.
- Review meetings and consultations between teachers, parents, support staff and external specialists where appropriate.

If a child is identified as having SEND, a Special Educational Needs Coordinator (SENDCo) will work closely with parents/carers, staff, and external professionals to provide the most appropriate support for the child.

The Graduated Approach to SEND support

We follow the graduated approach outlined in the SEND Code of Practice (2015), which includes:

- **Assess:** We assess a child's individual needs through observations, discussions, and assessments.
- **Plan:** A tailored learning plan is created to support the child, outlining the specific strategies and interventions to be used.
- **Do:** The plan is implemented, and appropriate resources and support are provided.
- **Review:** The child's progress is regularly reviewed, and the plan is adjusted as needed to ensure continued progress.

Teaching children with SEND

Our teaching approach is inclusive, with adaptations made to ensure that all children, including those with SEND, can access the curriculum. This includes:

- **Differentiation:** Teachers adapt their lessons to suit the needs of all children, whether through simplified instructions, additional resources, or alternative teaching strategies.
- **Use of support staff:** Teaching assistants and other support staff are used to assist children with SEND in both individual and group work.

Assessing and reviewing children's progress

The progress of children with SEND is regularly assessed through:

- **Review meetings:** At least once a term, we review the child's progress towards their targets with parents and the child, and adjust the provision if necessary.
- **Assessment tools:** Teachers and the SENDCo use tools such as observations, work samples and standardised tests to track progress.

SEND provision at Bill Quay Primary School

We offer a wide range of support to children with SEND, including:

- **Classroom differentiation:** Adapting teaching methods and resources to meet individual needs.
- **1:1 support or small group work:** For children who require additional support, we provide tailored interventions.
- **Specialist equipment and resources:** Such as visual aids, communication tools, or assistive technology.
- **Personalised learning plans:** These are created for children with specific learning difficulties to ensure they receive appropriate support.
- **Social and emotional support:** We offer pastoral care and emotional regulation programs.
- **Physical environment:** We ensure that classroom facilities are accessible to all children, including those with physical disabilities or sensory needs.
- **Support from external agencies:** We work with professionals such as educational psychologists, speech and language therapists, and specialist teachers to ensure the child's needs are met.

Inclusion and Accessibility

We strive to make sure that every child, regardless of their needs, has full access to the curriculum, extra-curricular activities and physical environment. This includes:

- Making reasonable adjustments to the physical environment to support children with physical or sensory needs.
- Providing tailored resources for children with hearing or visual impairments.
- Ensuring that the curriculum is flexible and inclusive, meeting the needs of all learners.

Risk assessments are carried out and a personal emergency evacuation plan (PEEP) is drawn up for all pupils with physical difficulties.

How parents and carers can be involved

We believe in a strong partnership with parents and carers. We ensure that they are fully informed about their child's progress and involved in decision-making processes regarding SEND provision. This includes:

- Regular communication through parent-teacher meetings, phone calls, or emails.
- Offering advice and guidance on how to support learning at home.
- Inviting parents to review meetings to discuss the child's progress and to ensure parental involvement in the setting of targets.
- Providing access to information about external agencies and support services.

At Bill Quay Primary School, we value parent input and ensure their views are considered in all aspects of their child's educational journey.

Consulting with young people and involving them in their education

We encourage children with SEND to be active participants in their learning. We do this through:

- **Child-friendly assessments:** Children are given the opportunity to express their thoughts and feelings about their learning goals and progress.
- **Student-centred meetings:** Older children are invited to participate in their review meetings, where they can voice their goals and reflect on their progress.

Support for transition

We offer support for children moving between year groups or transferring to secondary school. This may include:

- **Transition meetings:** For children with SEND, we arrange meetings with secondary schools and support staff to ensure smooth transitions.

- **Social stories:** To help children understand and manage changes in their routine or environment.
- **Visiting new settings:** To help children familiarise themselves with new environments and meet new staff before transitioning.

Training and development for staff

All staff at Bill Quay Primary School are committed to supporting children with SEND. We provide:

- Regular professional development on SEND-related topics, ensuring staff are equipped with the skills and knowledge to support children effectively.
- Specialist training for staff supporting specific needs, such as speech and language difficulties or social, emotional, and mental health issues.

Monitoring and reviewing SEND provision

We regularly review our SEND provision to ensure it remains effective. This includes:

- Regular assessments of children's progress and tracking progress against targets.
- Feedback from parents/carers and external professionals.
- Review of the school's SEND policies and procedures to ensure they are in line with current legislation and best practices.

External Agency involvement

We work with a range of external agencies and services to provide additional support for children with SEND, including:

- **Health services:** We work with speech and language therapists, physiotherapists, and educational psychologists.
- **Social care services:** We engage with social care professionals where necessary to ensure that children's additional needs are met.
- **Voluntary sector organizations:** We collaborate with local charities and support groups to provide further resources and support for families.

Staff Responsibilities

There are a number of people in school who are responsible for SEND in school:

The **Head Teacher** is responsible for:

- The day to day management of all aspects of the school, including support for students with SEND. The head teacher will ensure every child's needs are met, but they will give this responsibility to the SENDCo and class teachers.

The **SENDCo** is responsible for:

- Co-ordinating all the support for students with SEND and developing the school's SEND policy to make sure all students get a consistent high quality of response to meeting their needs in school. The SENDCo will also work with parents and external agencies to ensure all parties are informed about the support a child is receiving.

The **class teacher** is responsible for:

- Making sure that all pupils have access to quality first teaching and that the curriculum is adjusted to meet your child's individual needs. The class teacher will check on the progress of your child and identify, plan and provide any additional help that may be required. They will work closely with the SENDCo to achieve this.

Teaching Assistants work with the class teacher to identify areas of support for students with SEND.

The **SENDCo Governor** is responsible for:

- Ensuring that the school has an up to date SEND policy and has appropriate provision and necessary adaptations have been made to meet the needs of all students in the school.

Complaints procedures

We encourage open communication and work closely with parents to address concerns. However, if a parent has a complaint about the provision made for their child with SEND, the following steps are in place:

- **Initial discussion with the SENDCo:** Parents can contact the SENDCo to discuss concerns.
- **Formal complaints process:** If the issue is not resolved, parents can follow the school's formal complaints procedure as outlined in the school's policy. This can be found on our website

Further information and contact details

If you have any questions or would like further information about SEND provision at Bill Quay Primary School, please contact our SENDCo (Special Educational Needs Coordinator):

Name of SENDCo: Mrs Rebecca Lennon

Phone Number: 01914693013

Email Address: rebeccalennon@bqps.org.uk