



Whitley Lodge First School

SEND Information Report

The SEND Information Report should be read in consultation with the SEND policy and our Accessibility Policy and Plan. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3)

Parents and Carers may find it useful to consult North Tyneside's "Local Offer" for further information on services within the local area.

The LA Local Offer

The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

[Local Offer: Special Educational Needs and Disabilities \(SEND\)](#)

Parents/carers can also contact SENDIASS, a service for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 6434160 or via sendiass@northtyneside.gov.uk

Our School

At Whitley Lodge First School, every child is valued, unique and equal. We are committed to fostering a safe, inclusive, and nurturing environment where all pupils feel supported and empowered to thrive. Our personalised approach recognises and celebrates each child's individual experiences, needs and potential.

Our vision is to provide an outstanding education for the community we serve, consistently delivering the highest quality teaching and support for every child, in every class. We strive to provide our children with the skills, knowledge and confidence necessary to flourish both academically and personally, ensuring they are well-prepared for their next steps.

We are dedicated to offering a curriculum that is rich, exciting and varied, promoting creativity, curiosity and compassion in every pupil. Through our curriculum, we ensure that children of all backgrounds and cultures are welcomed, valued and inspired to reach their full potential. Whether in the classroom or beyond, we work to ensure that all children, regardless of gender, ethnicity, social background, religion, physical ability or educational needs, are supported in all aspects of their development.

We recognise the importance of a comprehensive range of educational and pastoral support, working collaboratively with children, parents, and carers to deliver a person-centred approach. This shared and inclusive process places the child and their family at the heart of their learning journey, ensuring that their needs are met in a compassionate and effective manner.

SEND information

This document aims to provide families with an overview of how we support our pupils with special educational needs and disabilities (SEND) to achieve their full potential. The strategies, resources and support outlined are continuously evolving, and our provision is regularly adjusted to meet the changing needs of each pupil. We recognise that every child is unique, and as such, they receive tailored support that reflects their individual requirements.

We have a range of ways in which we identify children who may need extra help with their learning or who may have additional needs. If you think your child is experiencing difficulties in school, whether this might be with their learning or concerns around social skills or emotional difficulties, then please contact us. Your child's teacher is your first point of contact. We know that parental involvement and input is an essential element in a child's education.

When children are identified as having additional needs, we (family, school and, if necessary, other professionals) will work together to consider and provide effective support. At Whitley Lodge, we follow the **"Graduated Approach" to SEND support**.

The "Graduated Approach" is a four-part cycle of action: ASSESS, PLAN, DO and REVIEW, where each stage is continuously revisited, refined and revised. At the centre of this cycle is the child, parents or carers and class teacher, with the SENDCo to advise and support.

Assess: Class teacher and SENDCo establish a clear analysis of the child's needs using teacher assessments, and the views of the child and family. At this point referrals may be made to external services. Such referrals are made by the SENDCo in collaboration with parents. The views of any external professionals will then be considered alongside all other assessments. Pupils will be identified and assessed by means of observations, consultation with parents, screens and diagnostic assessments.

Plan: High quality, adapted classroom teaching forms the basis of every child's education at Whitley Lodge. The first stage of planning is always to consider how a child's needs can be met every day, in his or her classroom, and what sort of adaptations and additional resources might be required to facilitate this.

In addition, consideration is given to the targeted provision, such as small group or individual support, that may best support a child, and the specific intervention programmes that would be most effectively used during this time. At all times the focus is on *expected outcomes* for the child from the intervention, not that the intervention is simply put in place. If this kind of targeted provision is deemed appropriate, it will be recorded on a class provision map, or, where the needs of the child are more complex and varied, a SEND Support Plan.

Do: The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher and SENDCo will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents/carers at least three times per year (this may be as part of parent's evening appointments). The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If, during the review stage, family, school staff and the child agree that individual, targeted intervention is no longer required, the child will be removed from the SEND register after a further term of monitoring. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This

will inform future provision. After the involvement of external services, it may be agreed that a request to the Local Authority for an *Education, Health and Care Needs Assessment* (EHCNA) is appropriate.

Please refer to North Tyneside's SEND policy for further information on this EHCNA process

[North Tyneside sendiass - Information about EHC plans](#)

External Agencies

We seek support and advice from a range of outside agencies to ensure any barriers to achievement are fully identified and responded to. School liaises with the following services: School Health, SEND Outreach Service (SENDOS), NHS Paediatric Speech and Language, NHS Paediatric Occupational Therapy, North Tyneside Dyslexia and Dyscalculia Team, North Tyneside Language and Communication Team, North Tyneside Connect Mental Health, HIVE, CAMHS and, when appropriate, Social Services and Children in Care Team. We have a service level agreement with an educational psychologist and buy in the appropriate number of hours each year.

School Inclusion Team

Special educational needs and disabilities coordinator (SENDCo)

Mrs Walton is the SENDCo at Whitley Lodge First School. The SENDCo's role is to coordinate the provision for pupils with SEND, promote inclusion throughout the school, advise and support staff and ensure the school's SEND policy is implemented across the school.

Mrs Walton can be contacted in the following ways:

Phone: 0191 643 330

Email: SEND@whitleylodgefirst.org

The SEND Governor

Bryan Stewart is the current Governor with responsibility for SEND at Whitley Lodge First School. He has regular contact with the SENDCo and the Senior Leadership of the school to keep up-to-date with, and monitor the school's SEND provision. He attends Full Governor and Subcommittee meetings each term.

Designated Safeguarding Leads

Mrs Palmer, Headteacher

Mrs Walton, Deputy Head and SENDCo

Mrs Kimage, School Business Manager

Mrs Watters, EYFS Lead

Support Staff

Teaching Assistants are deployed where they are needed throughout the school to ensure pupil progress and independence. Some work in class to support pupils and others may use their skills to run targeted interventions/programmes.

Support/provision/staff expertise

All staff receive ongoing training in relation to meeting the individual needs of children within school. We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision and interventions such as Speech and Language Programmes, Dyslexia and Dyscalculia Programmes, Communicate and regulate and First Class@Maths.

Support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

For all pupils at Whitley Lodge First School who have special educational needs and/or disabilities (SEND):

- We recognise that families are the experts on their children and work collaboratively with them to support their child's development.

- We provide high-quality teaching by adapting the curriculum and resources to ensure that all children can access the learning.
- A qualified Special Educational Needs and Disabilities Co-ordinator (SENDCO) leads SEND provision across the school and is currently pursuing the NPQ in Special Educational Needs Coordination (NPQSENCO).
- We use provision maps and SEND support plans to track and monitor pupil progress, ensuring individual targets are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).
- We seek guidance from a range of external agencies to identify and address barriers to learning, ensuring tailored support for every child.
- We follow a graduated approach to support, based on the principles of Assess, Plan, Do, and Review, which is closely monitored by the SENDCO.
- We implement strategies to reduce anxiety and promote emotional well-being, ensuring a supportive learning environment.
- Our school activities and trips are fully accessible to all SEND pupils, promoting inclusivity and engagement.
- Support staff are strategically deployed throughout the school to foster pupil progress and independence.
- All staff receive ongoing professional development to enhance their ability to meet the needs of pupils with diverse learning requirements.
- Families are supported and signposted to appropriate services and resources via the North Tyneside Local Offer.
- We provide comprehensive support for pupils and parents during transitional phases, ensuring a smooth process.
- We work closely with other schools during transition periods to ensure that SEND pupil information is communicated effectively, facilitating a seamless transfer.
- We maintain strong partnerships with parents and carers, working together to meet the individual needs of each pupil.

If you would like further information about what Whitley Lodge First School can offer then please do not hesitate to contact us. Mrs Walton is happy to discuss the needs of any pupil with their parents/carers.

Specific provision is also provided for the different areas of need:

Communication and Interaction needs, Cognition and Learning needs, Social, Emotional and Mental Health needs and Sensory and Physical/Medical needs.

The tables below give more information about these specific strategies and resources:

Area of Need	Support, Provision and Staff expertise
Communication and Interaction <i>This may include:</i> <i>Autistic Spectrum Disorders (ASD), Speech, Language and Communication Needs (SLCN), Social communication difficulties</i>	• Visual timetables in all classes, with some children having access to more individualised versions • Areas of the classroom are clearly defined and labelled • A range of resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Support during times of stress or anxiety. • Interventions to support children learning about their emotions and how to self-regulate e.g. Communicate to Regulate, Ginger Bear • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toys, stress ball • Areas of low distraction/individual workstations • Use of ICT where possible to reduce barriers to learning • Social skills support including strategies to enhance self-esteem and nurture groups. • Strategies/programmes to support speech and language development. This includes facilitating small group or one to one support for children following programmes of work provided by outside specialists such as speech and language therapists.

	• Opportunity to communicate in different ways e.g. Makaton, PECs • Use of individualised reward systems to promote learning and enhance self-esteem • We have a number of skilled support staff, who can support vulnerable pupils at unstructured times of the day such as playtime and lunchtime as well as through 1:1 and small group nurture and social skills sessions. • Relevant staff training, including ASD specific training. • Where necessary we seek advice and training from outside agencies
Cognition and Learning Needs <i>This may include: Moderate Learning Difficulties (MLD), Specific Learning Difficulties (Dyslexia, Dyscalculia)</i>	• Children are taught in a way to promote and develop literacy and mathematical skills with increasing independence. • Tasks are appropriately adapted to ensure all children are able to access and achieve with increasing independence • Use of materials and resources to ensure learning is multi-sensory and practical and promotes independence • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas • Opportunity for pre-teach and reinforcement sessions • Topic vocabulary is introduced in advance and reinforced throughout. • Additional support in class from the class teacher/teaching assistant • Small group or 1:1 targeted intervention programmes to improve skills in a variety of areas, e.g. RWI groups, 1:1 reading, Comprehension, Mastering number and First Class@Maths, Launchpad for Literacy • We use external specialists to provide targeted interventions for children with dyslexic and dyslexia tendencies • We use ICT to reduce barriers to learning where possible. • We promote alternative approaches to capturing and recording work, for example pictorial rather than written. • We ensure children who need it are given additional processing/thinking time for responding to questions, completing tasks, sharing ideas • We seek support, advice and training from outside agencies, including Educational Psychologist, to ensure any barriers to success are fully identified and responded to. • Multi-agency involvement with the family as required • We assess pupils regularly and report progress to parents and staff.
Social, Mental and Emotional health <i>This may include: Social difficulties, Mental health conditions, Emotional difficulties, ADHD</i>	• Whitley Lodge is a partner school with North Tyneside's Mental Health Support Team. The team is working with staff to develop our whole school policy for emotional wellbeing. Resources for parents/carers are regularly updated on the school website, and consultations with the Mental Health Team can be arranged through a referral process. • Staff, children, governors and parents/carers have worked together to facilitate the creation of a "Reflection Garden" in the school grounds. This is to be a quiet outdoor space where pupils can be close to nature, enjoy calming activities such as yoga, or have quiet conversations with an adult. • Our Haven offers a breakout space and is available for all children across school who need time to regulate outside of the classroom or a quiet space to complete their activity. This includes sensory outdoor space. • Outdoor learning is used to offer a different approach to the curriculum. • Effective PSHE curriculum. Children are encouraged to recognise strengths and talents in every one of their peers, including those with SEND. • Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy) • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities • Referrals to specialists outside of the school where appropriate

	• Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience • Residential trips which help to develop social, emotional and behavioural resilience and promote independence • Relevant staff qualifications, including a Mental Health First Aider • Advice / training from outside agencies, including school to school support.
Sensory and Physical Needs <i>This may include: Hearing impairment (HI), Visual impairment (VI), Multi-sensory impairment, Physical Disabilities, Medical Needs</i>	• We provide support and aids to ensure access to the curriculum and develop independent learning. • We seek and act on advice and guidance for pupils who have significant medical needs. • We provide access to medical interventions. We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed. • We work closely with the Occupational Therapy and Physiotherapy service to deliver and monitor therapeutic programmes. • We provide support with personal and intimate care if and when needed. • Entrances to our school allow wheelchair access. • Our school has an accessible toilet on the ground • We have a lift to allow ease of movement between the ground and first floor of the school building. • Our staff receive training to ensure they understand the impact of a physical/sensory need on teaching and learning. • We liaise with parents to create Individual Care Plans when necessary. • Our staff understand and apply the medicine administration policy. • Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. • Our school works hard to ensure that parents/carers are able to work in partnership with us to support their children. • We use small group or 1:1 targeted intervention programmes to improve fine and gross motor skills • We ensure movement breaks for pupils with motor coordination difficulties as and when required • We provide additional handwriting support through targeted intervention programmes

Updated: September 2025

Review date: July 2026