

SEND Information Report for families of
children with Special Educational Needs and /or Disabilities

Stephenson Memorial is an inclusive school, which strives to ensure that all children achieve their potential personally, socially, emotionally, physically and educationally.

Our Information Report lets you understand how we support children with special educational needs and disabilities.

Parent and pupils consultation is crucial to our decision making process, we regularly gather views which help us to develop current practice, these are collected in the following ways:

Parent and
pupils
surveys

Feedback from
families during
annual review
meetings.

An 'open door' policy.
Parents and carers are
welcome to approach
school at anytime.
Termly parent evenings

Pupil and parent voice
collected termly as part
of support plan / pupil
passport reviews.

Supporting Children With Special Educational Needs / Disabilities and Their Families

We consult with families about any concerns about a child's learning by:

Discussions
with class
teacher and other staff.

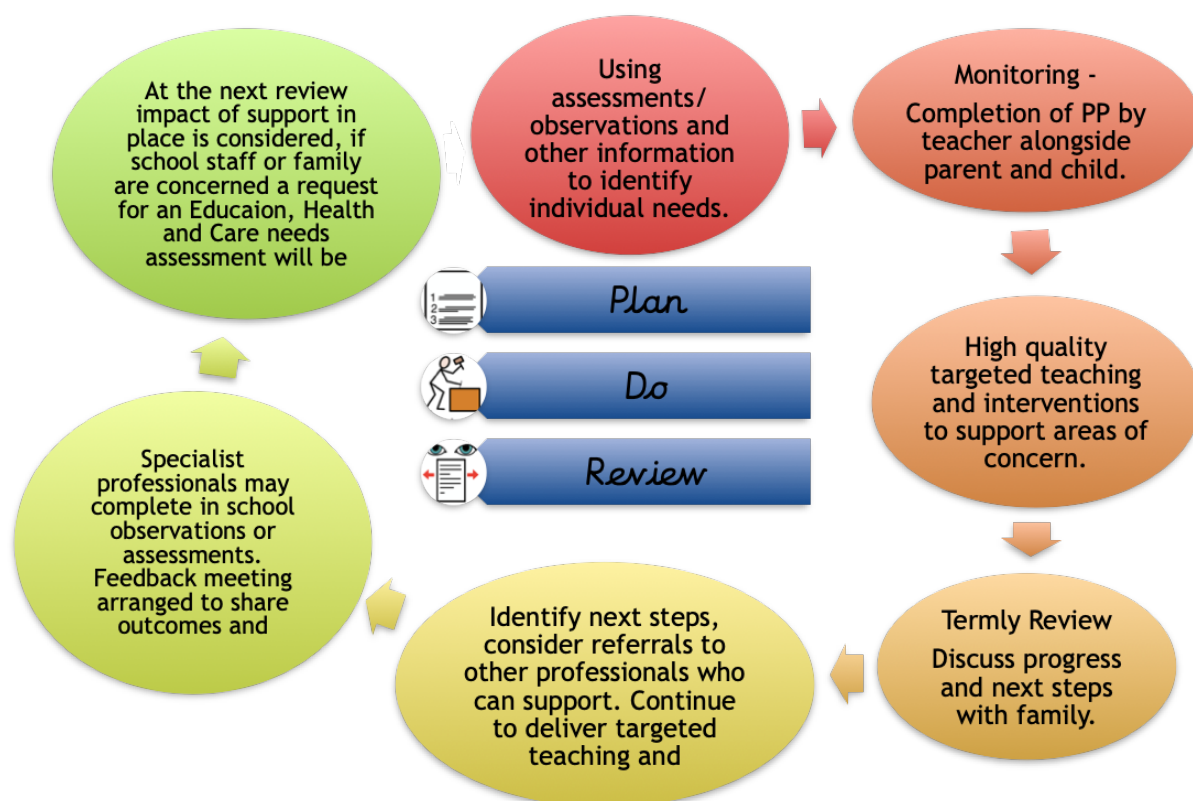
Sharing outcomes of initial
checklists.

Sharing outcomes of
discussions with pupils.

Progress shared through
reports and parents
evenings.

Identifying Children with Special Educational Needs / Disabilities

Identifying a child as having Special Educational Needs is not a simple process and we promise to involve parents and carers during this. When a child is identified as having special educational needs, we support their development and progress by:



There are four broad areas which Special Educational Needs are categorised into, these are; Cognition and Learning, Communication & Interaction, Social & Emotional Mental Health and Physical/ Sensory Needs. More information about our school entitlement offer for each area of need can be found on [page 8](#) of this report.

Assessing and Reviewing Progress

When a child has been identified as having Special Educational Needs/ Disabilities, they are placed on our SEND Register. Every child on the SEND register has a personalised plan of support which is reviewed and updated termly.

To support with reviewing the progress of children a raft of diagnostic assessment tools are used as well as information shared by parents and professionals working with the child.

We use the following assessments to help to gather a picture of the child:

- Read Write Inc Phonics Assessment
- Cornerstones Assessments
- PM Benchmark - Reading Assessment
- HAST Spelling Assessment

- Teacher Assessments
- SCART Assessments
- WellComm
- Nuffield Early Language Intervention Assessment Tool

Supporting children to make progress

At Stephenson we have a highly skilled team of staff who are committed to providing an adaptable, inclusive learning environment. All staff have completed, and will continue to receive a range of on-going training in special educational needs and disabilities. We encourage sharing of good practice and promote a pro-active approach to professional growth.

Our Special Educational Needs Coordinator, Stephanie Pawlett, has completed the National SENCO Qualification, she provides advice and guidance to staff and is available to consult with parents and carers.

We are also have a number of specialists working within our school, including;

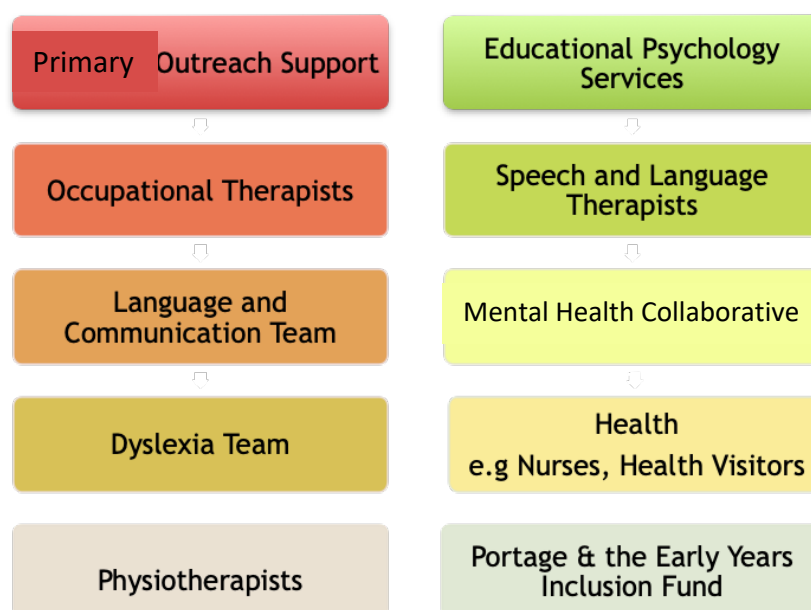
- A school nurse who is based in school for 1/2 a day per week
- A Senior Mental Health Lead
- THRIVE Trained practitioner
- A Speech and Language Lead who has completed Elklan training
- Members of staff trained in delivering the 'Boosting Reading Potential' intervention
- RWI Phonics Specialist delivering 1:1 tuition and top up sessions
- Teaching Assistants specialising in the delivery of dyslexia intervention , Lego Therapy, Communicate & Regulate, Squiggle while you Wiggle, NELI, Time to Talk, Identiplay, Attention Autism, Talkabout for Children, Word Aware

Using Technology to support all learners

We are an Apple Distinguished School, all staff are certified Apple Teachers and all children use integrated technology to support learning throughout the day. Access to devices allows curriculum content to be adapted to meet the needs of all learners. Use of accessibility tools means that technology can be personalised to support specific

Specialist Expertise

At Stephenson, we believe a collaborative approach is vital in order to achieve the best outcomes. The other people / agencies and teams providing services to children with a special educational need / disability in school include:



Support in the Early Years

Prior to joining Stephenson Memorial, home visits are arranged for all children so that staff can begin to build a positive relationship and help children make a smooth transition into the setting. Staff liaise with health professionals such as health visitors to ensure all information about the child is shared so that identified support can be quickly implemented.

Where we identify that children in our Early Life or Nursery setting would benefit from additional support an application is made to the Early Years Inclusion panel, parents views are gathered as part of this application.

More information regarding North Tyneside's Local Offer for children aged 0-5 can be found here: <https://my.northtyneside.gov.uk/category/1246/support-children-aged-0-5>

Being Future Ready

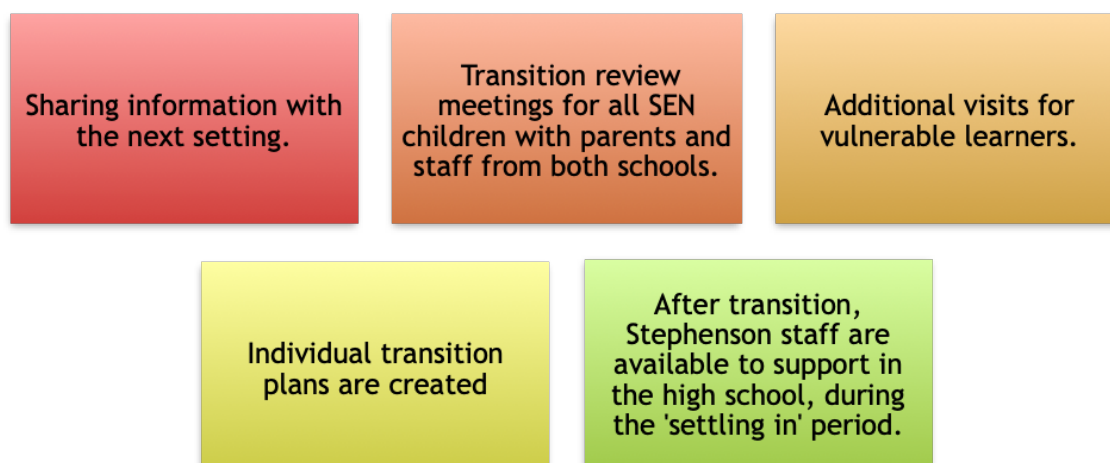
We are committed to giving all of our children rich experiences and opportunities which will help to prepare them for the wider world and next steps in their education.

Our curriculum at Stephenson is designed to support all children to be future ready - when planning for the wider curriculum, teachers consider possible career opportunities, as well contacting experts in the field to allow children to experience the vast range of available careers.

Aspirations of our SEND children are discussed on a termly basis as part of their Support Plan -pupil voice. For children with an EHCP we identify targets to support with

preparation for adulthood. Targets focus on four areas; employment, independent living, community inclusion and health.

We work in partnership with other education providers to ensure that children make a successful transition to the next stage of their learning, through careful and coordinated planning of the transition. We provide the following support to children when they are leaving the school:



Supporting Families

We work in partnership with families to help them support their children's learning outside of school. We work closely with Wallsend's Children Community to provide additional support to families in need as well as ensuring children are able to access extra-curricular opportunities including holiday clubs.

Our team of Safeguarding Leads are available to support all families and children in school when needs arise.

Families are also signposted to additional services / organisations through North Tyneside's Local Offer.

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

Looked After Children

We work in partnership with North Tyneside's HIVE team, which is dedicated to supporting the holistic needs of looked after and previously looked after children and young people. Within the team there is a SENDCo who oversees support for children with SEND.

Complaints Procedures

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.

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 Special Educational Needs Coordinator.

Parents can also contact SENDIASS, a specialist service that can provide impartial, factual support to help and guide parents through all aspect of special educational needs.

Further information about this service can be found here:

<https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>

Further Information

We are extremely proud of our SEND provision and how we support our children and their families. We implement a cycle of reflective, self evaluation which monitors the quality of teaching and learning of our SEND children. All school-related activities are evaluated in terms of their benefit to the learning and inclusion of children with special educational needs and disabilities.

Our Accessibility Plan, which is reviewed annually, can be found in the Inclusion section of the school website. www.stephensonmemorial.co.uk

Other useful documents such as our Special Educational Needs and Inclusion Policy, Behaviour policy and Anti-Bullying policies are regularly reviewed with a focus on how they affect children' with special educational needs or disabilities. These can also be found on our website.

If you would like further information about what we offer here at Stephenson Memorial then please contact our Deputy Head and SENCO; Miss Stephanie Pawlett (0191 500 6670)

Evaluated by the school Inclusion Team- September 2026

Next Review Date- September 2027

Glossary of Terms

SEND	Special Educational Needs & Disabilities	EYIF	Early Years Inclusion Fund
SENDCO	Special Educational Needs & Disabilities Coordinator	EYFS	Early Years Foundation Stage
EHA	Early Help Assessment	SENDIASS	Special Educational Needs and Disability Information, Advice and Support Service
EHCP	Education, Health and Care Plan	S&L	Speech and Language
CAMHS	Children and Adult Mental Health Services	LCT	Language and Communication Team
PP	Pupil Passport	HIVE	Health, Information & Advice, Virtual School, Emotional Wellbeing - Dedicated team for Looked After Children

School entitlement offer to children with special educational needs or disabilities	
	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. • 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 children. • Planning, assessment and review. • Work with children, parents, carers and staff to develop and review plans based on the need of the child. • Teaching resources are routinely evaluated to ensure they are accessible to all children. • Differentiated curriculum and resources • Use of iPads to verbally record and rehearse. • Interventions recommended by LCT including, Talkabout for Children, Language for Thinking and Barrier Games. • Communicate in Print used to create visual resources, visual resources also created for parents to aid with at home routines. • Nuffield Early Language Intervention implemented in Reception. • Attention Autism & Identiplay Interventions

School entitlement offer to children with special educational needs or disabilities	
	Support Available within school
Cognition and Learning Needs: e.g. • Moderate Learning Difficulties • Dyslexia • Dyscalculia	• 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 children to improve skills in a variety of areas, i.e. reading skills groups etc. • iPads 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 children with special educational needs is monitored through our self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all children. • Work with children, parents, carers and staff to develop and review plans based on the need of the child. • Differentiated curriculum and resources • Children who are identified as having literacy or numeracy weaknesses may receive a pack of targeted support from the Dyslexia team - this implemented in school by Teaching Assistants. • Differentiated questioning • Use of diagnostic assessment to identify specific gaps in learning and address these • Precision Teaching • 1:1 phonics tuition • First Class @ Numbers and Success @ Arithmetic maths interventions

School entitlement offer to children with special educational needs or disabilities	
	Support Available within school
Social, Mental and Emotional health e.g. • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing • ADHD • Attachment Disorder	• Our ethos values all children. • Positive behaviour management policy which focuses on 3 key rules - Ready, Safe, Respectful • The behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all children in all activities. • Restorative conversations to deal with behaviour incidents • We provide effective pastoral care for all children. • Support and advice is sought from outside agencies to support children, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Weekly forest school for all • A free breakfast club open to all children. • Friendship lunches offered when needed • Rainbow Team- a representative from each class to lead on wellbeing • Thrive approach to nurture delivered by specialist staff. • Information and support is available within school for behavioural, emotional and social needs. • A fully trained Senior Mental Health Lead • All staff have received mental health training • Children are taught regulation strategies and meditation.

School entitlement offer to children with special educational needs or disabilities	
	Support Available within school
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 children, where appropriate. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of children 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. • Working with Sensory Team specialists to gain advice and strategies. • Sensory Yurt is available for all children. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of children. • All entrances to the school allow wheelchair access. • The school has disabled toilets and an adjustable changing bed.