



Annual SEN Report 2024-2025

Evaluating the Effectiveness of Broadwood Primary School's Provision for Pupils with SEND

The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

This report reflects how school has used SEN funding to meet pupils' needs.

At Broadwood Primary School we believe it is essential to provide a well-balanced and challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality and accessible curriculum. Children's all round development is paramount to us and we endeavour to provide children with a wide range of experiences and opportunities so that they experience success and are well equipped for the future.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

At Broadwood, we prioritise the teaching of basic skills and the curriculum is rich, from early years onwards, with opportunities for children to develop reading, writing and mathematical skills. High staffing levels are a feature of school since we believe that providing children with high levels of effective instruction, feedback and support will enable them to make the best possible progress. During morning sessions, the preferred teaching style is "direct teaching", with skills and knowledge being taught in a systematic, progressive manner over sequences of lessons. During morning sessions all children have the opportunity to engage in reading, writing and mathematics activities. If additional intervention or support is required for reading, writing or mathematics then this occurs during afternoon sessions in small groups or 1-1 teaching. Staff informally assess children and plan lessons based on individual starting point making learning bespoke to the children.

Our school is part of the West End Schools Trust, which is made up of nine schools across the West End of Newcastle. Working as part of a Trust has many advantages, with the main benefit being the dissemination of good and outstanding practice across the trust, in order to improve educational outcomes for children. As a result of working with eight other schools we are exposed to a range of approaches which can then benefit the children at Broadwood Primary School.

SEN profile of Broadwood Primary School:

Total number of learners on roll: 230 **children**

Number of learners with SEN: **77 Children**

Number of learner at SEN support level: **51 children**

Number of learners at High Needs level: **26 children**

Number of learners with our ARC: **children 14**

Number of learners who are SEN and Pupil Premium: children 41 **children**

Number of learners who are SEN and EAL: **1 children**

Number of learners who are SEN, Pupil Premium and EAL: **22children**

Number of learners with SEN who are girls: **29 children**

Number of learners with SEN who are boys: **48 Children**

Breakdown of needs

Social, Emotional and Mental Health	21
Cognition and Learning	16
Physical/ sensory	14
Speech and Language or Communication Need	26
Total	77

Provision at Broadwood

All pupils are fully included within Broadwood, all pupils receive a quality first education. Typically, children who enter out Early Years are attend Broadwood Primary School lower than average in the prime areas. The curriculum has recently been re-designed to ensure it is progressive, aligns with the National Curriculum as well as ensuring it has cross- curricular links that are meaningful to the children. Children are provided with a wealth of opportunities that include forest school as well has educational visits.

Within the classroom, basic skills are taught through retrieval practice. Number bonds are consolidated in Key stage one and are built upon in Year 3 to introduce times table practice. This has been carefully designed that children do not move on until they are ready. Bespoke trackers enable teachers to monitor progress. The introduction of Rapid reading has seen progress for all children in reading. Daily reading is in place for all children who require it as well as comprehension groups. Children in Key stage 2, who still require further phonics practice have access to this daily with the support of catch up groups alongside precision monitoring. Broadwood have continued to be part of the Voice 21 project, this has enabled learners to develop their oracy skills, enhance their vocabulary and has given them tools to develop their conversation, share their points of views and challenge them in conversations.

On-going steps for 2025-26

- To continue to develop and embed whole class reading
- To secure basic skills in reading, writing and maths
- To further embed forest school within the curriculum

Additional Provision:

We are fortunate to have additional resources in school for up to 14 children with hearing impairment. Children within the provision are fully included in classes and access the same opportunities as their peers.

Data

Early Years

Achieved GLD	% of SEND pupils
Language and communication	50%
Physical Development	50%
PSED	66%

Phonics Year 1

Context – 48% PP 57% EAL 19% SEND 27% fall into two or more categories	
All (29 ch)	57%
SEND (13 ch)	38%

Key Stage 1 data

Year 2 Phonics

Context: Phonics in Y1 was 68 %	
All children	86%
4 SEND children to continue with phonics in Year 3	

Key Stage 1 End of Year Assessments

Year 2 – 29 children	
Context – 65% PP 24% EAL and 34% SEND (3 children new to country)	
Reading	43%
Writing	36%
Maths	39%
RWM	32%

Key Stage 2

Context – 67% PP 35% SEND 25% EAL	
Reading	64%
Writing	52%
Maths	50%
RWM	37%

On-going steps for 2025-26

- Newly appointed phonics lead to develop robust phonics monitoring for all including those in Key Stage 2
- Use Assessment for Learning to inform next steps so lesson design is correct for high quality teaching

- Year 2 and Year 3 teacher attend cognition and learning training

Attendance:

All SEN including those who have an EHCP- is 91% compared to 92% for non-SEN pupils There is a gap in absence rates between our SEN children and non-SEN children at both a school and local level. Our FSW and attendance officer continue to work with families whose attendance is poor and where appropriate we contact outside agencies to provide additional support with this. For those children with an EHCP there attendance is 87% which is significantly lower than both SEN support pupils and non-SEN pupils

On-going steps for 2025-26

- Make children who have an EHCP a priority
- Improve parental engagement
- FSW to attend all relevant training

Engagement in clubs and Extra-curricular activities:

All clubs and extra-curricular activities are fully inclusive and can be attended by any pupils in our school. Broadwood Primary School offers a range of clubs and extra-curricular.

- Breakfast club
- Football
- Multi skills
- Art
- Reading
- Cooking
- Gardening
- Science club
- Theatre club
- OPAL
- Best Summer Ever during the school holidays

On-going steps for 2025-26

- To organise two residential visits in the UK for Year 4 and Year 5
- Year 6 pupils to visit Barcelona
- Closely monitor how many SEND pupils attend clubs and act accordingly

Staff training and Expertise

- Safeguarding refresher – online safety
- The SENCO attended SENCO network meetings and the SEN conference. This has provided updated information and ways to improve SEN practice in the school as well as making an informed decision for the support Broadwood needed to buy into (SEN consultants, Educational Psychologist and SENTASS support).
- SENCO trust networks – working with schools within the trust
- Whole school involvement with Voice 21 and all staff attended relevant training
- Two staff members attended specific learning difficulties training
- Phonological awareness training
- Colourful semantics whole school training

- MELVA training for Mental health lead
- Broadwood achieved the 'School of Sanctuary award' and the 'IQM' which reflects the inclusive practise at Broadwood
- SENCO met with our SIP to discuss our SEN procedures and practise.
- SENCO had two visits with SEN Local Advisors to look at triangulation between provision maps, targets and books. Also met with pupils from KS1 and KS2 to discuss their experiences of SEN at Broadwood.
- Staff are updated with SEN information on a regular basis (at least termly) in staff meeting times
- SENDCo is a qualified children's Mental Health First Aider
- School buy into Educational Psychology and Occupational therapy
- SENDOS support staff with children from Early Years to Year 6
- Key stage One staff attended emotional regulation training
- EBSNA training attended by the Head Teacher
- Parent Support worker attended all local networks and Attendance conference

On-going steps for 2025-26

- Continue to engage in relevant training to meet SEN needs.
- To further strengthen the inclusive practise at Broadwood through the support ASK psychology

Working with Outside Agencies

Last year part of the SEN budget was spent on buying traded services including:

Our Educational Psychologist who has continued to provide valuable information to build up an accurate profile of specific individual children. School has bought into the service again for the next academic year. This has also enabled us to develop a sensory space for Early Years to meet the needs of complex children in Early years.

Broadwood has continued to use the Universally Available Provision within classrooms to support practice but also use it to request further support and funding from the Local Authority. The funding has enabled higher levels of staffing across school to support children with significant needs.

The WEST trust has purchased silver level so Broadwood will continue to be supported by the SEN consultants. Last year Broadwood bought into the OT service for one day a week which has provided invaluable expertise and knowledge offering assessments and group work for specific children

Broadwood has also been supported by the following agencies:

- Speech and Language
- CYPS
- Single Point of Contact
- Educational Psychologist
- School Health
- Play therapist
- HI Team
- VI Team
- Zone West
- SENDOS
- OT

Next steps:

To continue to work with ASK psychology and speech and language therapy to develop the use of assessment materials to identify children with speech and language difficulties and then use appropriate interventions to close the gap

Deployment of Staff and Resources

The deployment of staff and resources is reviewed continually to ensure the right provision and intervention is provided for pupils to make the greatest impact on progress. During the year, staff and resources have been employed to support SEND children in the following ways:

- Staff to work in Early Years to support a bespoke provision with high staff pupil ratios
- One-to-one/small group support for learning, social and behaviour needs
- Delivering Speech and Language programmes provided by Speech and Language Therapy Service to individual pupils
- Providing social and emotional support to individual pupils and groups of pupils using for example, Draw and Talk Therapy and Lego Therapy
- Carrying out phonic and reading interventions in Early Years, KS1 and KS2
- Supporting pupils during less structured times of the day, for example in the Sensory Room and lunch/break times
- Providing bespoke support to small groups of pupils and individual pupils to enhance progress in reading, writing and maths
- Providing Box Time for individual pupils
- Providing Intensive Interaction to support individual pupils
- Providing support using the Language for Thinking programme
- Providing Occupational Therapy programmes
- Employment of a Play therapist in school
- Employment of an Occupational Therapist who has supported pupils with interventions, as well as assessing/reviewing pupils and setting programmes and supporting other staff to implement them
- Employment of a Speech Therapist to assess/review pupils and support other staff to implement programmes
- Employment of Educational Psychologists
- Resources which contains items to support pupils in class, for example, talking tins, sand timers, Thera bands, move and sit cushions
- Employment of a Forest School teacher to deliver outdoor learning sessions across school

Supporting the Emotional Wellbeing of pupils

- Our school has a Play therapist, who works with three children 1:1. Throughout the year, the safeguarding team has strengthened by meeting regularly to discuss vulnerable children and decide which pupils need therapy.
- The annual Health and Well-being event within the trust has been attended by the Year 6 children
- Vulnerable children identified to complete additional transition across the trust
- Additional meetings with secondary transfers were arranged for specific children, who it was felt needed extra transition.

- Five children were selected to be part of the Zone West programme, which aims at supporting children and helping them with regular sessions to support emotional resilience.
- School worked with a mental health practitioner from RISE to develop mental well-being sessions across school
- Emotional regulation workshops for parents were established
- The SLT gathered pupil voice from Year 1 – Year 6 which specifically focused on safeguarding and emotional well-being of pupils
- Development of a robust PSHE curriculum using SCARF and MELVA

On-going steps for 2025-26

- Play therapy to increase to another session
- Continue to monitor digital well-being, discuss at safe guarding meetings and plan specific sessions within each year group alongside the computing lead
- Attend Melva training and implement in the PSHE curriculum
- Continue to work with RISE to establish mental health champions for children.

Pupils Views

From informal discussions pupils with SEND and through classroom observations, pupils appear to feel happy and safe to attend Broadwood. The majority of pupils enjoy learning and taking part in lessons. Several pupils commented on how they enjoyed learning and their class teachers. Most pupils felt well supported in their learning and know who they can ask if they are stuck. The new SEN support plan from the local authority has been excellent in enabling co-produced targets.

On-going steps for 2025-26

- Use Ipad to record pupils during reviews
- Continue to invite children to share their work during quality monitoring exercises

Parents/Carers' Views

Parent carer views will be gathered in Autumn 2025 at parent's evening with a specific focus on parents of SEND children in January 2026.

On-going steps for 2025-26

- Strengthen communication with parents through providing more opportunities for parents to come into school
- To use the views from the parent voice to inform the next steps

What OFSTED says:

Strong and trusting relationships are the hallmark of this welcoming and inclusive school. Leaders have transformed the school. They make it their priority to get to know the pupils in their care. They do all they can to nurture and support them

Pupils with special educational needs and/or disabilities (SEND) are fully involved in school life. Staff receive regular training to ensure they have the knowledge needed to support pupils with a range of needs. Pupils in the unit for the hearing-impaired receive expert guidance to access the full curriculum.

The school's culture and ethos contribute effectively to pupils' personal development. Curriculum content is structured well. Pupils learn about themselves and others often and with increasing complexity. Leaders adapt the curriculum to address contextual issues. For example, leaders made a prompt and appropriate response to a spate in knife crime across the region.

Pupils learn about important ways in which to keep themselves safe, particularly when accessing the internet or social media.

(OFSTED March 2023)

Link to Local Offer

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

Date: September 2025