

SEN Report July 2025



Pupils on roll from Nursery to Year 6 = **157**

Number of pupils from Nursery to Year 6 with SEN = **46**

Number of pupils from Nursery to Year 6 with SEN (K) = **32**

Number of pupils from Nursery to Year 6 with EHCP = **14**

% SEN in school as of July 2025: **29.3%**

National SEN = **18.2%** National EHCP = **5.3%** School EHCP = **8.9%**

Boys	Girls
29/46 (63%)	17/46 (37%)

Year Group Breakdown

	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of pupils	29	11	12	17+1 18	26+1 27	28+4 32	22+6 28
Number of SEN pupils	3	1	3	3+1 4	4+1 5	10+4 14	10+6 16
% of SEN pupils	10.3%	9.1%	25%	17.6% 22.2%	15.4% 18.5%	35.7% 43.4%	45.5% 57.1%
Number of ARP pupils	0	0	0	1	1	5	6
Number of pupils with EHCP	0	1 main-stream	0	1 ARP	1 ARP	5 ARP	6 ARP
Number of pupils in EHCP process	2	0	2	1	0	1	0

Identification of needs breakdown

	Cognition and Learning		Communication and Interaction		Sensory/Physical		Social, Emotional & Mental Health	
	Primary need	Secondary need	Primary need	Secondary need	Primary need	Secondary need	Primary need	Secondary need
EY 3	0	3	3	0	0	3	0	1
Y1 1	0	1	1	0	0	1	0	0
Y2 3	1	2	1	2	0	0	1	1
Y3 5	3	2	2	1	0	0	0	2
Y4 5	4	1	0	1	0	0	1	1
Y5	9	2	3	2	0	2	2	3

14								
Y6 16	8	4	4	6	0	1	4	5

Historically our main area of concern was cognition and learning and it still is. However, there has been a significant shift and raised percentage of children with SEMH difficulties and Communication & Interaction difficulties.

Noticeably, there is a high percentage of SEN in Year 5 and Year 6.

Attendance

	SEN (K)	SEN (EHCP)	Non SEN
School			
Trust	91.3%	90.6%	94.5%
National	92.8%	89%	95.2%
Regional	93.1%	90.8%	95.4%

Outcomes

Y1 phonics – 100% of SEN children not pass phonics screener but that is 1 child with an EHCP.

End of KS1 – Reading ARE of SEN, not dissimilar to non-SEN

End of KS2 - 7 pupils were disapplied from the SATs.

External Agencies

School continues to get support from the following external agencies for children in school:

Educational Psychology Service (from ASK Psychology)

Dyslexia/Dyscalculia Team

Speech and Language Team

Language and Communication team

CAMHS / Healios

Silverdale Outreach

0-19 Children's Public Health Service

Hive Team (Health, Information & advice, Virtual School & Emotional wellbeing)

Mental Health Connect team

Staff Training

18.9.24	J Isaac in Y1 to offer advice to TAs re. JC and CS.
23.9.24	K King attended Speech sound development training
30.9.24	G Watts attended EY Inclusion Service launch
8.10.24	G Watts attended NEAT SENCO meeting at Benfield
14.10.24	J Hanna & G Watts attended Carr Manor
17.10.24	A Stubbs & K King attended Pillars of Play training
22.10.24	G Watts attended SEND network meeting at Sunderland University
14.11.24	G Watts completed SENCO paired visit to West Walker
20.11.24	R Kiely SEND governor visit
28.11.24	G Watts attended SEND conference at Gosforth Grand Hotel
29.11.24	SEND/Pastoral coffee morning
11.12.24	G Watts attended NEAT SENCO meeting at St Peters
14.1.25	K Lewis attended Adapting for Inclusion training at Riverside
21.1.25	J Eager attended Autism in the Early Years training at Riverside
23.1.25	K King attended Early Communication Strategies at Riverside
4.2.25	G Watts attended SEND network meeting at Sunderland University
7.2.25	SEND/Pastoral coffee morning

11.2.25	G Watts attended NEAT SENCO meeting at Whitehouse
12.2.25	G Watts attended Early Years SENCO network at Riverside
18.2.25	G Watts SIMS training with J Isaac
5.3.25	NEAT ARP audit, led by J Isaac
28.3.25	SEND/Pastoral coffee morning
31.3.25	G Watts attended Inclusive PE training at John Spence
8.4.25	G Watts attended NEAT SENCO meeting at Tyneview
19.5.25	R Stretton attended Sensory circuits training at Tyneview
13.6.25	G Watts attended Embracing change conference at Gateshead Marriott Hotel
8.7.25	G Watts attended NEAT SENCO meeting at St Hilds
10.7.25	Local Authority ARP audit, led by S Dunn

OFSTED inspection – what we do well

Leaders make sure that pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. Pupils in the additionally resourced provision are well supported. They enjoy school and do well.

OFSTED inspection – what we need to action/improve

Curriculum adaptations for pupils with SEND are not precise enough. Pupils with SEND too often study subject content that does not build on their current understanding. Leaders should make sure that the curriculum and its implementation are precisely matched to pupils' needs and that teachers are fully equipped to provide the necessary support.

SEND governor visit – what we do well

- Whitehouse has a really strong SEND offer for pupils.
 - One page profile for SEND pupils is detailed and highlights how well staff know their pupils.
 - Visual timetables in each classroom
 - Sensory aids evident in classrooms which pupils use to help them focus and concentrate (e.g. wobble cushions, bands etc).
 - Pupils have intervention lessons, but are quickly reintegrated back into class.
 - Observed a lovely lesson in Y6 about what 'normal' means. Pupils are thoughtful and reflective.
 - Examples of adaptive teaching in most classrooms, some are more impactful than others.
- The biggest compliment I can give is that it is impossible to tell who the SEND pupils are in each classroom, the culture of Whitehouse Primary School is truly inclusive.

SEND governor visit – what we need to action/improve

- Develop Intent Statement, SEMH needs could be developed – assessing provision, profiling and setting actions specific to the pupil. Staff training around SEMH.
- Adapting support plans so there is a more holistic approach.
- There should be a stronger analysis of data – how do SEND pupils compare against non-SEND pupils attainment
- Effectiveness of interventions need to be assessed and actions determined as a result.
- Tightening up on procedures around what the systems are when children join the school mid-year.
- Leaders are transitioning to an electronic system, as opposed to informal conversations with staff. This would need to include identifying needs and setting timeframes to act and review.
- Review the school curriculum so that barriers to learning are removed (equipment, lesson design)
- Review the impact of adaptive teaching: what is the impact of retrieval, adapted vocabulary and adult deployment in classrooms
- One page passport evaluation of impact through learning walks.
- Website needs updating with SEND report.

NEAT ARP Audit – what we do well

1. Inclusive environment

All staff know their pupils well and are able to verbalise individual strengths/difficulties and confidently verbalise strategies used overcomes any barriers to learning. Adaptations are being made in the moment to support co-regulation. Learning environment is calm and purposeful. This has a positive impact on children's progress and levels of confidence. Pupils themselves confidently talk about the things they have learned and successes they have achieved since starting the ARP.

2. Pupils taking responsibility and making positive contributions

Classroom environment enables pupils more independence and taking responsibilities is actively encouraged by the ARP staff. All resources are clearly labelled and pupils know how to access these independently. Helping Hands system is being used in class to enable all pupils some classroom responsibilities. Pupils have a sense of pride when fulfilling these roles and talk positively about how it makes them feel.

3. Keeping and feeling safe

Children share that they enjoy being part of the ARP and have a clear sense of belonging and security. This was clearly reflected by the pupil voice during the visit.

4. Social and emotional wellbeing of pupils.

This is high on the staff's agenda. Pupils attendance is good and their behaviour in the provision is very settled. Staff within the ARP have the same expectations regarding pupils' behaviour as within the mainstream classes. Regulation strategies based on relational approaches, frequent movement breaks and sensory input support this. This calm approach leads to reduced incidents.

5. Preparation for adulthood

Preparation for adulthood is a significant focus during the annual reviews with individual targets being set and reviewed regularly. Curriculum within the ARP is very practical, hands on and linked to children's own life experiences. There is a focus on developing life skills (e.g. time and money) and independent skills and real-life opportunities are provided e.g. pupils access pedestrian training. This allows pupils to thrive and grow in their confidence.

6. Partnerships with parents and carers

There is an ongoing communication with parents/carer via Seesaw. Parents are often asked for a specific feedback e.g. regarding assemblies and have regular opportunities to contribute their views regarding the support through parents evenings and annual reviews. Parental feedback is very positive.

7. Involving pupils/pupil voice

ARP pupils have frequent opportunities to share their voice regarding school and are well represented on the whole school forum- one of the pupils has a role of school president and two others are council members. All pupils who were spoke to during the audit were able to confidently share their views on what they like about the ARP and made some really insightful suggestions regarding any potential ways forward.

NEAT ARP audit – what we need to action/improve

1. Development of vision

2. Mainstream integration

3. Assessments

4. Professional development and appraisal for ARP staff

5. Financial strategy

Local Authority ARP audit – awaiting feedback

What we are doing:

Silverdale Outreach team has worked with one pupil in Year 2
Currently being supported by EYCOT (previously k/a Benton Dene Communication Centre) in Early Years, through the new 'child alert' referral system.
Numerous referrals have been made to CAMHS.
Staff identified for regular SEMH check ins.
The new relational approach to behaviour management is implemented throughout the school.
NEAT windscreen tracker reviewed weekly in SPOC meeting.
Making reasonable adjustments, wherever possible.
Referrals and re-referrals have been made to SALT (Speech & Language) EPS involvement.
Whole school staff training.
SENCO currently completing NPQSENCO course.
Parent and pupil voice gained for support plan APDR.
Shared SEN resources on noticeboard and google drive
Updated SEN register every term.
Early identification of new pupils, with SEN referral form now in place.
Relational support plans and risk assessments in place, with core team around each individual child last year.
Retrieval practice is embedded in all lessons, where appropriate, to build on and recall prior learning.
Half termly SEN/pastoral coffee mornings.
SEN information shared on termly newsletters.
Implemented Rosenshine's principles so children can learn more and remember more.
Focus on quality first teaching, being inclusive by design.
Incidents reported on CPOMS. All staff had training on this.
SENCO attends termly pupil progress meetings.
Attended NT and NEAT SENCO networks.
Updated support plans, including setting SMART targets
Regular SENCO surgeries throughout the school.
Introduction of one page pupil passports.
New SEND policies and procedure document.
Increased monitoring of provision of SEND throughout the school.
Pathways identified for individual pupils, who need a more bespoke offer.
Plan and implement RISE program for current Y2 class in September
Introduce SCART assessments for identified pupils.