

# SEND Information Report

## SEND Information Report West Boldon Primary School



*Reviewed: January 2026*

*Next review: January 2027*

*SENCo / Inclusion Manager: Mr S. McCormack*

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## Our Approach to SEND

At West Boldon Primary School, we are committed to inclusive practice. Most pupils with SEND have their needs met through high-quality classroom teaching and a graduated approach, in line with the SEND Code of Practice.

We work closely with South Tyneside Local Authority and use the Local Offer to guide provision.

<https://www.southtyneside.gov.uk/article/37973/Our-Local-Offer>

## Types of SEND We Support

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

## How We Identify SEND

- Teacher assessment and observation
- Progress reviews and pupil progress meetings
- Discussion with parents and carers
- Information from previous settings or professionals

## Our Graduated Approach

Support may include:

- **Quality First Teaching** with adaptive strategies
- **Targeted interventions**
- **Education, Health and Care Plans (EHCPs)** for complex needs

Parents are involved at every stage.

In addition to mainstream provision, the school has an additional resource base that supports a small number of pupils with social, emotional and mental health (SEMH) needs. This provision enables pupils to access targeted support while remaining part of the wider school community wherever possible. Support is carefully planned, reviewed regularly and integrated with classroom learning.

## Teaching and Learning

Teachers adapt learning through scaffolding, modelling, visual supports, practical learning and targeted adult support where appropriate.

## **Emotional Wellbeing**

Support includes pastoral care, counselling or nurture provision, structured lunchtime activities and positive behaviour approaches. Safeguarding underpins all SEND support. The additional SEMH resource base provides structured support, emotional regulation strategies and pastoral intervention for pupils who need a higher level of support. This provision works alongside high-quality teaching, safeguarding systems and external agencies to support pupils' wellbeing and readiness to learn.

## **Working with Parents and Carers**

We offer regular communication, review meetings, SENCo support and clear processes for raising concerns.

## **Specialist Support**

We work with Educational Psychology, Speech and Language Therapy, Occupational Therapy, health services and Local Authority SEND teams where appropriate.

## **Transitions**


We support transitions into school, between classes and into secondary school through planning meetings, information sharing and additional visits where needed.

## **Accessibility**

The school is fully accessible and reasonable adjustments are made to ensure all pupils can participate fully in school life.

## **Who to Contact**

- **Class Teacher** – first point of contact
- **SENCo:** Mr S. McCormack
- **Headteacher:** Mrs L. Garr

 0191 536 2846

 [info@west-boldon.co.uk](mailto:info@west-boldon.co.uk)

## **FAQ's**

### **How do I know if my child has SEND?**

We monitor all pupils closely. If we have concerns about progress or wellbeing, we will contact you to discuss next steps.

### **Who should I speak to if I'm worried?**

Start with your child's class teacher. You can also contact the SENCo if concerns continue.

### **How will school support my child?**

Support is matched to need and may include adapted teaching, small-group or individual interventions, or specialist support where required.

**Will I be involved in decisions?**

Yes. Parents and carers are involved in planning, reviewing support and decision-making at every stage.

**How is progress checked?**

Progress is reviewed regularly through assessment, observations and meetings. EHCPs are reviewed annually.

**How do you support emotional wellbeing?**

We provide pastoral support, counselling or nurture provision, structured lunchtime activities and strong safeguarding systems.

**Can my child access trips and clubs?**

Yes. We make reasonable adjustments so all pupils, including those with SEND, can participate fully.

**How do you support transitions?**

We plan carefully for transitions and share information in advance to support a smooth move.