Simonside Primary School
Special Educational Needs Information
2025-2026

At Simonside Primary School, we work as a team to ensure that all the children receive the best possible education in a happy, secure environment.

Our school motto 'Dream, Believe, Achieve' underpins our desire to ensure that all of our children can reach their full potential. We strive to provide a rich, vibrant curriculum which stimulates the children's interest, offers challenge to all, and support where appropriate; making learning fun.

Simonside Primary School is committed to working in partnership with parents/ carers, external agencies and Newcastle Local Authority to ensure the best outcomes for all of our pupils.

The intention of this document is to provide parents, carers and families with information regarding the support we have on offer for all our pupils, particularly those identified as having a special educational need or disability. We continue to monitor, update, modify and add to our knowledge and expertise in areas of SEN to effectively meet each individual pupil need.

This SEN Information Report should be read in consultation with our SEN policy, Accessibility Plan and Annual SEN Report. Together they include details of:

- **our school's admission arrangements for pupils with SEN or disabilities**
- **the steps school has 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)

At Simonside Primary School we are an inclusive school which recognises that all children may, at some point, experience a variety of difficulties, be it long term or short term. There are a number of reasons why a child may be identified as having SEN if:

- they are having significant difficulty with their learning and making far less progress than would be expected
- they have a specific learning difficulty, for example dyslexia
- they have social, emotional or mental health difficulties
- they have difficulties with social communication and interaction
- they have sensory and/or physical needs, for example a hearing impairment.

We ensure that any additional needs are quickly recognised and addressed accordingly. Parents'/carers' knowledge and understanding of their child is very important to us and a valuable part of the identification process. They will always be fully informed of any concerns about their child's progress, as well as being encouraged to share with school any concerns they themselves may have.

We aim to remove any barriers to learning and participation. Our curriculum promotes the development of the whole child as confident, resourceful and independent learners. We wish to equip them to face the future with resilience and ingenuity.
Through appropriate curriculum provision, we respect and acknowledge that children have different educational and behavioural needs and aspirations; require different strategies for learning and participation; acquire, assimilate and communicate information at different rates; need a range of different teaching approaches and experiences. We are committed to narrowing the gap between SEND and Non-SEND pupils.
We want all our children to feel that they are valued members of our school community.

When children are identified as having a Special Educational Need (SEN), a 'My Support Plan' is written. This will outline the additional support that is in place for them. This will be shared with parents at each parents evening and reviewed termly. It is important to us that we can provide a full range of educational and pastoral support. Our pastoral team consists of Mrs Alderson (SENDCO) and Mrs Kay Dixon (pastoral support). We work very closely with a wide range of other professionals from various outside agencies including the SEND outreach service who provide us with specialist advice and guidance. We also work with independent psychologists Rachel Hiles and 'ASK Psychology', who can provide assessments and advice for individual children in school.

Our aim is to ensure that all pupils are supported to reach their full potential personally, socially, emotionally and academically, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

Simonside Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and Disabilities policies and procedures. View 'Newcastle Local Offer' here to access more information.

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service** (formally known as **Parent Partnership Service)** for impartial information, advice and support in relation to their child's SEN and/or disability.

The **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS)** officer can be contacted on 0191 284 0480 or by email: sendiassadmin@newcastle.gov.uk ask for Sarah Francis.

School entitlement offer to pupil with additional needs

For all children at Simonside Primary School who have an additional/ Special Educational Need:

All pupils at Simonside Primary School have access to quality first teaching, through a broad and balanced academic and social curriculum which is appropriately differentiated to meet individual learner's needs and to promote pupil progress. This is achieved through:

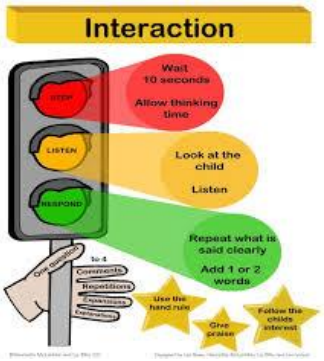
- Highly skilled, creative teachers and well-trained support staff who are dedicated to each pupil's academic, personal and social potential.
- Appropriate and varied learning challenges, which take a multi-sensory approach to cover all learning styles. Links, where possible, are made to real life experiences.
- We work in partnership with parents and carers to meet the needs of individual pupils.
- A SENCO and pastoral support worker who can provide advice and guidance to parents and staff.
- We operate a graduated response based upon need; assess, plan, do, review.
- Use Newcastle 'Universally Available Provision' document to support provision.
- We use support and strategies to reduce anxiety/ promote emotional well-being.
- We work together to ensure any difficulties are quickly identified, and an effective plan is put in place.
- We involve the child, parents or carers and key staff members in the writing, implementing and reviewing of all pupil friendly individual and needs-based plans.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, Year 6 to secondary school.
- We liaise closely with secondary schools at transition times to ensure that SEN pupils' information is clearly communicated, and recommendations are heard so that the move to secondary school is as smooth as possible.
- All staff have completed and continue to receive on-going training in relation to meeting pupils' needs in the classroom.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We ensure that the pupils experience a wide range of visits and trips that are, as far as possible, accessible to all our SEN children.
- Teaching resources and intervention packages/ programmes are monitored and made available for all pupils.
- Lessons are as inclusive as possible and adapted accordingly. Reflections and evaluations are considered to support the planning of every lesson. Appropriate learning challenges, which are

differentiated through: extending or reducing challenges, varying the amount of adult or peer support given to complete the challenge, delivered to suit learning style – looking/ sight (visual), doing/practical (kinaesthetic), spoken (oral) or listening (auditory), different resources to help complete challenges and different outcomes of the challenge.

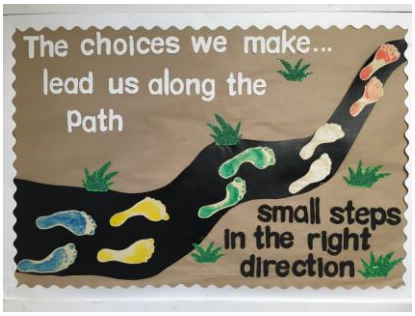
- Pupil progress meetings are held termly to ensure that all pupils including those with a SEN are making appropriate progress and to identify any who are not so appropriate provision can be planned.
- Regular reviews are held for children who have a special educational and/ or disability need.

- For pupils with a higher level of need, an Education Health and Care Plan (EHCP)
- Detailed planning and monitoring of progress.
  - Individualised programmes of work.
  - Annual reviews of their EHCP with updated recommendations submitted to the local authority.
  - Multi-agency planning and assessment of targets at interim reviews.

Specific provision is also provided for the different areas of need. The table below explains the detail of this support.

Type of SEN	Support provided in school
Communication and Interaction Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs (SLCN)  Your child may need support with: • Attention and listening skills • Understanding language • Using language • Speech sounds • Interacting with others • Speaking fluently 	• Nursery provision – allows school to provide a learning rich environment through free play, modelling language and vocabulary, new experiences and early social skills. Early start also allows for the early identification of any short or long term special educational need. • Access to a variety of professionals to provide assessment, expertise and advice on how best to support each individual – Educational psychology, SENTASS, Speech, Language and Communication team, CYPS. • Teaching assistants who have specific training in delivering speech & language support, which is continuously developed through liaising regularly with Speech and language Therapists. Extra blocks of speech and language intervention are often possible through the school's link with Newcastle Speech and Language team, where final year students work into school to provide further support. • Strategies to reduce anxiety e.g. 5-point scale. • Zones of regulation embedded into all classes as well as individual intervention. • Relevant staff qualifications. • Advice / training from outside agencies. • Regular reviews with parents, staff and specialists to share information and ensure a supportive and consistent approach. • Individualised visual prompts for attention and listening skills, classroom organisation and daily activities. • Visual timetables and Now & Then boards, according to need, to ensure children are supported in relation to the structure of the day; what is happening where, when and who with. It aims to promote independence, reduce anxiety, increase confidence, and build upon pupil's strengths as a visual learner, desire for routine, predictability and organization. • Opportunity to communicate in different ways e.g. communication boards, objects of reference, Makaton. • Multi-sensory approach to learning challenges. • I-pads and other ICT equipment to reduce barriers to learning where possible. • Practical equipment for hands on learning and exploration – particularly for maths and science. • Sand timers, ear defenders, individual carpet spots, fiddle toys and other resources to support a range of sensory needs and difficulties. • Photographs, word banks and other visual resources. • Areas of classroom are clearly defined and labelled. • Visual prompts for identifying facial expressions and emotions. • 'Toolkits' to support self-help strategies for situations pupils may find difficult. • A variety of teaching and learning rooms, including areas of low/ distraction/ stimulus. • Support/ supervision provided for unstructured times of the day e.g. break, lunchtimes and transitions. • Small group or 1:1 targeted intervention programmes to improve skills in a variety of areas. • Social Stories to help children manage a range of social

	situations successfully. • Small intervention groups focusing on friendship, social skills and self-esteem. • Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate. • Strategies/ programmes to support speech, language and communication development – some provided by SENTASS or Speech & Language services. • Targeted provision for supporting speech sound production. • Box time. • Reward systems to promote learning and enhance self-esteem. • Support is offered to families, and they are signposted to services/ organisations, which may offer support/ advice where appropriate, via the Local Offer. • Support for developing understanding and use of new vocabulary. Pre-teaching vocab/key facts support. • Recordable devices for sequencing and memory e.g. sound buttons. • Areas of classroom are clearly defined and labelled
Type of SEN	**Support provided in school**
Cognition and Learning Needs Moderate Learning Difficulties (MLD) • Learning new vocabulary and concepts • Reading and spelling • Memory • Number and calculations • General learning  Specific Learning Difficulties (SpLD) • Dyslexia • Dyspraxia • Dyscalculia	A range of interventions, strategies and resources, as outlined below, are planned accordingly to support access to the curriculum and to develop the skills for independent learning, for all pupils. • Early identification of needs through a graduated approach to teaching and learning. • 1:1 and/ or Small group work with adult support if and when needed, which is reviewed regularly for effectiveness. • Opportunities for repetition of key learning. • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas. • Tabletop resources to promote independence and to ensure learning is multi-sensory and practical. • Adapted and, where applicable, individually personalised homework. **Dyslexia & reading/ writing/ phonological difficulties;** • Strategies and resources to support dyslexic pupils – e.g. additional processing/ thinking time for responding to questions, completing tasks, sharing ideas, use of coloured overlays, slope boards, pencil grips, word banks, alphabet arc, strategic seating, font size, paper colour. • Targeted intervention programmes to improve skills in a variety of areas e.g. precision teaching, Little Wandle, Sound linkage and Toe by Toe. • Visual support for learning new words. • Support for sequencing skills. • Recordable devices to support memory for writing. • Daily reading and daily phonics intervention. • Technologies to support class work and provide alternative approaches to recording – ICT where it may help to reduce barriers to learning e.g. audio to text • Specialist agency support such as SEND OS and Educational

	psychology to ensure any barriers to success are fully identified and responded to. Physical resources or aids are used where appropriate. • SATs Access arrangements. • Small group daily phonics teaching for lower Key Stage 2 pupils at their level of phonic acquisition • Advice and training for staff attending various CPD courses and from specific specialists. • Parental involvement and support to include the family in the whole process. We assess pupils regularly and report progress to parents and staff – termly reviews held accordingly, with parents encouraged to keep in touch/ make appointments as regularly as needed. • Pupils with English as an Additional Language (EAL) are given curriculum support to ensure they are able to access all areas of learning, which is planned by each class teacher.
Type of SEN	**Support provided in school**
Social, Emotional and Mental Health Needs Mental Health Condition Social Difficulties Emotional Difficulties  Your child may need support with: • Attendance • Attention and listening skills • Low self-esteem • Managing anger • Forming and maintaining relationships • Depression • Bereavement • Life outside of schools • Disorders such as; Autism, ADHD/ADD, Attachment Disorder, Oppositional Defiance Disorder (ODD)	• A pastoral team, which consists of Special Educational Needs Coordinator (SENCO) – Mrs Alderson, Pastoral Support Officer– Mrs Kay Dixon and Attendance Officer – Miss Coon. • Zones of Regulation and Thrive Approaches –approach using emotional language and strategies to support pupil's social and emotional development. • PSHE lessons using the SCARF teaching plans and resources. • Alternative provision, where appropriate, for pupils who are experiencing difficulties accessing learning due to social, emotional and mental health difficulties. The amount of time pupils access alternative provision varies depending on need. • Our behaviour management systems are based on positive and preventative reinforcement, where all our pupils are valued and made to feel special just for being them. • Pupils are encouraged to make positive decisions in regard to behavioural choices. • A behaviour policy, which identifies our whole school approach to managing behaviour, including reasonable adjustments/ changes that can be made to reduce fixed and permanent exclusions. • A variety of positive reward systems and clear expectations are set according to age and individual class needs. • Continuous training to increase staff knowledge and expertise to aid in the early identification of social, emotional and mental health problems, which ensures that they receive appropriate interventions at a sufficiently early age. • Promotion of pupil's emotional wellbeing to support pupils to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults. • Encouraging good physical health, eating a balanced diet and getting regular exercise – we have a carefully planned and effective PE curriculum. • Providing opportunities for all pupils to partake in free and creative play, indoors and outdoors. • Pastoral support- Mrs Kay Dixon supports families and helps to ensure our pupils and parents feel safe, secure and supported. She has a vast amount of experience and knowledge and is able to signpost families to services/ organisations, which may offer support/ advice where appropriate, via the local offer.

 	• We liaise with other professionals through timely referrals to services such as Children and Young Persons Services (CYPS), Educational Psychology (EP), Children's Social Care (CSC), school health, doctors and paediatricians. • Advice and training from specialists. • We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities. • We use small-group targeted programmes to improve social skills and emotional resilience. • Risk assessments in place for vulnerable children. • De-escalation plans for children with emotional regulation difficulties. • Additional assessments that focus on emotional development. • Lego based therapy. • Strategies to reduce anxiety e.g. 5-point scale, Zones of Regulation. • Support and additional preparation for examinations. • Staff trained in positive handling.
Type of SEN	**Support provided in school**
Sensory and Physical Needs Hearing/Visual Impairment Physical Disabilities Multi- Sensory Impairment Medical Needs  Your child may need support with: • Vision • Hearing • Gross-motor co-ordination • Fine-motor co-ordination • Medical conditions such as epilepsy, diabetes • Conditions such as dyspraxia, Autistic Spectrum Disorder	• Individualised resources to support vision and hearing within class. • PE in school follows a tailored curriculum, which involves all children from nursery to year 6. Adjustments are made accordingly to be inclusive of all needs. • Sports and other clubs are available for all pupils. • Access to technology to enhance individual pupils' access to the curriculum. • Medical care plans – named members of staff responsible for administering medicines. • Individualised programmes to support fine and gross motor coordination provided by a key member of staff – may refer to occupational therapy programmes. • Test and assessment access arrangements. • Specialist input from services within SEND OS, Newcastle Children's Vision Team and Hearing Impairment Team – advice, support and training for staff. • We provide support and aids to ensure access to the curriculum and develop independent learning. • Staff work with specialists from outside the school during relevant training and professional development to support children with a range of significant medical needs and sensory and/or physical needs. • Physical aids and resources where necessary or advised by specialists e.g. posture cushions, pencil grips, spring scissors, therapy putty. • We make every effort to be as accessible as possible, for example, disabled toilet facilities (see Accessibility Plan). • Staff understand and follow the medicine administration policy. Designated first aid training is provided. • Additional handwriting support through targeted intervention programmes e.g. Teodorescu, Write from the start.

	• 1:1 and small group support for gross and fine motor skills in the classroom as and when required – sessions such as dough disco. • Alternative ways of recording ideas/ writing/ investigations. • We offer support to families and we signpost them to services/ organisations which offer support/ advice where appropriate, via the Local Offer. • We provide support with personal and intimate care, if and when needed. • Movement breaks for pupils with motor coordination difficulties as and when required.

If you have any concerns about your child's educational needs (SEN), progress or provision we encourage you to come into school and discuss matters further with your child's class teacher or the school Special Educational Needs Coordinator (SENCO). Although school complaints procedures are in place, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Other useful documents such as our SEN and Inclusion policy are available on the school website https://www.simonside.newcastle.sch.uk/website If you would like further information about what Simonside Primary School can offer, then please do not hesitate to contact Mrs Hills – Head Teacher or Mrs Alderson - SENCO directly on: 0191 2860776 or e-mail: admin@simonside.newcastle.sch.uk

Reviewed & Updated October 2026

Helpful web sites

- Children and Families act 2014
http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted

- Education Health and Care Plans
https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/advice.page?id=x1GSicW_1Fo

- SEND: Detailed Information
https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities

- National Autistic Society
www.autism.org.uk

- Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service
https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/service.page?id=l2_g69fp8-8

- SEND Code of Practice
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- Visual Impairment, Newcastle City Council

https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/service.page?id=DoTzLIqP9Hs