



Annual SEN Report 2025-2026

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.

'Our Unique School, Your Unique Child'

At Broadwood Primary School the children are at the heart of everything we do. Every child is unique, truly valued and celebrated, with building relationships where they feel safe, secure and supported a. This is a priority and key to each child's readiness to learn. We are 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 pupils needs.

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 practise across the trust, in order to improve educational outcomes for children. As a result of working with nine 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: 236 **children**

Number of learners with SEN: **86 Children**

Number of learners at SEN support level: **57 children**

Number of learners at High Needs level: **29 children**

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

Number of learners who are SEN and Pupil Premium: children **49 children**

Number of learners who are SEN and EAL: **23 children**

Number of learners who are SEN, Pupil Premium and EAL: **24 children**

Number of learners with SEN who are girls: **33 children**

Number of learners with SEN who are boys: **53 Children**

Breakdown of needs

Social, Emotional and Mental Health	19
Cognition and Learning	19
Physical/ sensory	14
Speech and Language or Communication Need	34
Total	86

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, cooking, residentials locally and nationally, partnerships with the NUFC, Centre for Life, Theatre Royal, Scotswood Gardens 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. 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 across school, including those in Year 6, who need further support with reading do so by having 1:1 phonological awareness intervention. 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. The recent introduction of a spelling's tracker has incorporated rigorous baselines for children to ensure children have the correct amount of spellings at the appropriate pitch. 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 2026-27

- To continue to develop and embed whole class reading, including story telling for younger children
- Develop language rich classrooms
- Use of assessment, including the Early Years screen to identify gaps and implement targeted support

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. These children have access to trained BSL staff and highly bespoke interventions as well as access to weekly speech and language therapy.

This last academic year, the Early years team have worked closely with the SEMH educational psychology department to assess the social and emotional needs of the Early Years children. As more and more children are entering Early years with significantly lower baselines in the PSED prime area, staff, alongside professionals developed a sensory room and emotional regulation room. The emotional regulation room is to specifically teach children about emotions and what can help when we feel certain emotions and the sensory room is to support children who are becoming dysregulated. For some children, specific time tabling is in place for regular access, however all children, with adult supervision are able to access these spaces.

In the Key stage one and two area of the school, a sensory circuit room is available for children who need to regulate at key parts of the day, to help support them get 'ready to learn'.

Data

Early Years

25 % of SEND pupils	
Achieved GLD 62%	All pupils
Language and communication	76%
Physical Development	79%

PSED	80%
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Phonics Year 1

Context – 65% PP	42% EAL	30% SEND
27% fall into two or more categories		
All (30)	70%	
SEND (13 ch)	23%	

Key Stage 1 data

Year 2 Phonics

Context: Phonics in Y1 was 57 %	
All children	87%
4 SEND children to continue with phonics in Year 3	

Key Stage 2

Context – 67% PP 35% SEND 25% EAL	
Reading	54%
Writing	59%
Maths	52%
RWM	37%

On-going steps for 2026-27

- Early years and Year One consolidate phonological awareness strategies such as syllable clapping, syllable deletion, initial and final sounds
- Year 2 children who did not pass phonics daily phonics as well as keep ups
- Introduction of spelling tracker across school to monitor first 100 and 200 high frequency words
- Number skills trackers and introduction of 'Key skills' for parents to be rolled out

Attendance:

All SEN including those who have an EHCP- is 89% compared to 91% 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 86% which is significantly lower than both SEN support pupils and non-SEN pupils

On-going steps for 2026-27

- New appointment of Safeguarding lead to work with families, run workshops and support parental engagement
- Attendance awards
- Pastoral team to have identified children to mentor and encourage
- Continue with the rigorous implementation of the attendance policy

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 2026-27

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

Staff training and Expertise

- Safeguarding refresher
- Two staff achieved NPQH
- Once staff achieved NPQSL
- Two staff completing NPQSL and NPQEL
- 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
- Whole school dyslexia awareness 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.
- 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, speech and language therapy 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
- Positive handling training – whole school
- Early years staff worked alongside psychology team to design and create sensory environments in Early Years
- Two staff ELKLAN trained

On-going steps for 2026-27

- 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 and a speech and language therapist 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.
- School work alongside the SEMH team in Newcastle, working with identified pupils for EBSNA support
- SEMH work with identified children in timed interventions
- Four 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 including well-being leads
- 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 2026-27

- New safeguarding officer to train to lead on Talking and Drawing
- 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

At Broadwood, we value the contributions children make within school. We hold regular 'Pupil voice' with leaders, Governors and staff. This is then used to share with teachers and change practice if necessary.

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.

On-going steps for 2026-27

- Develop the role of pupil leadership across school including Pupil Parliament, Tuck shop Titans, Fab Friends and Breakfast club leaders

Parents/Carers' Views

Parent carer views will be gathered in Autumn 2026. Parents have regular opportunities to come into school to see children perform, make crafts with younger children, whole school opportunities such as 'Broadfest' welcomed all parents in to watch children take part in a morning of sports followed by an afternoon of song.

Parents are also invited to meet with their child's teacher during parents evening, as well as additional SEND reviews, annual reviews and reviews with professionals.

On-going steps for 2025-26

- Strengthen communication with parents through providing more opportunities for parents to come into school through newly appointed safeguarding lead
- To use the views from the parent voice to inform the next steps
- Parent workshops for phonics and maths
- Embedded stay and play sessions in early years

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 2026