Wingrove Primary School
Special Educational Needs Information for Families

Reviewed March 2026

This document is to give families information about the variety of ways we support our children with special educational needs (SEN) to enable them to achieve their full potential. We provide a full range of educational and pastoral support to all and our aim is that children with SEN make very good progress. The information here is general; each child is an individual and will receive unique provision and resources where necessary. If you would like further information, or want to discuss anything, please contact our Inclusion Manager, Lauren Appleby, by email lauren.appleby@wingrove.newcastle.sch.uk or phone on 0191 2735466.

There are a number of reasons why a child may be identified as having SEN:

- 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 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

For all children at Wingrove Primary School who have an additional need we:

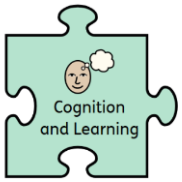
- Recognise that the family is the expert on their child and work in partnership with them;
- Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning;
- Employ a fully qualified Special Educational Needs Co-ordinator (SENCo) to lead on SEN provision across the school;
- Assess and review the learning of our SEN children, using that information to inform future planning and teaching;
- Provide teaching assistants in class who work with SEN children and also, importantly, support other children so that the teacher is able to work with the SEN children;
- Have opportunities for regular meetings for teaching assistants with the SENCo, class teacher and external agencies to review children, interventions and resources and to adapt provision where necessary;
- Support our families with children with SEN, formally through review meetings. We also strive to create an ethos where families feel that they can approach us at any time they need advice or support. Families are also advised of other services and organisations

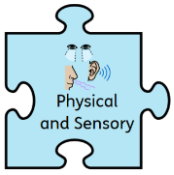
which may offer further advice and support. Mrs Withycombe, our Pupil and Family Support Officer is also there to offer support, alongside our SENCo, to families of children with additional needs;

- Seek advice from outside agencies to ensure each child's needs are fully identified and
- understood and to learn from specialists how best to support our SEN children. Our school also buys extra support from services, such as Educational Psychology, Speech and Language Therapy and SENDOS Motor Coordination support, to ensure we are providing the highest level of support possible for our pupils;
- Evaluate intervention groups and strategies on a termly basis;
- Regularly evaluate our teaching resources to ensure they are accessible to all SEN children;
- Ensure our school activities and trips, as far as is possible, are accessible to all our SEN children;
- Hold review meetings with families for children with a higher level of SEN, each term. For children with a lower level of SEN, we will review their progress at our termly parents' evenings;
- Provide on-going SEN training and information for teachers and teaching assistants;
- Liaise closely with secondary schools at transition times to ensure SEN pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.

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

Type of SEND	Support Provided in School
Communication and Interaction **Autism Spectrum Disorders (ASD)** **Speech,** **Language and Communication Needs**  	• We use visual timetables in all classrooms to support children to understand what will happen and when • If the child needs the visual timetable in a different way, we will provide this eg. On the table in the front of them or in a booklet to carry around • We provide areas with reduced distractions and low stimulus • We use social stories to help children learn how to approach different social situations • We run small groups focusing on friendship • We have a variety of resources available to use, depending on a child's sensory difficulties • We use computers programmes as an aid to learning • Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety • We follow specific programmes such as Socially Speaking (KS2) and Time to Talk (KS1) to address social communication difficulties and ensure that good role models are included in these groups to help our SEN children progress in this area • We run small group speech and language sessions, following recommended programmes and addressing individual targets

	• We access the expertise and advice of the local authority Speech, Language and Social Communication team, Education Psychology NHS Occupational Therapy and the NHS Speech and Language Service • We have training sessions for staff to increase their awareness of Speech, Language and Communication Difficulties • and Autistic Spectrum Disorders • Staff working with children with Autism have attended Level 2 training • We recognise that a high proportion of our SEN pupils have Speech, Language and Communication difficulties and have • bought into the LEAPs service to provide a • Speech and Language therapist in school 2 x • days weekly • Staff have had training on using Autism specific strategies such as Box Time
Cognition and Learning Needs **Moderate Learning Difficulties (MLD)** **Specific Learning Difficulties (SpLD** 	• We access the expertise and advice of the Special Educational Needs LA team to ensure the needs of children are clearly identified • We buy additional support from the Educational Psychology Service to support our pupils with SEN • We provide small group support with a focus on literacy or numeracy skills, depending on need • We use intervention programmes to improve literacy or numeracy skills - e.g. Word Shark, Sound Linkage and Direct • Phonics, as well as bespoke interventions created by the class teacher and support assistants • We provide resources to support children with specific needs - e.g. coloured overlays and reading rulers to help with reading for our dyslexic children
Social, Emotional and Mental Health Needs **Mental Health Conditions** **Social Difficulties** **Emotional Difficulties** 	• We provide excellent pastoral care for our children • We use different strategies to promote positive behaviour in our school and have clearly defined rewards and sanctions • We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe • We complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities • We put in place short term support for a child with a specific emotional need, for example, bereavement • We run small group sessions with a focus on social skills • We seek the expert advice and support of outside agencies, including the School Health Advisor, LA SEMH team and the Children and Young People's Service (CYPS)

	• We work closely with parents to ensure that there is a consistent approach when managing challenging behaviour • We have had staff training on Attachment Awareness to recognise the impact that this can have on children.
Sensory and Physical Needs **Hearing/Visual Impairment** **Physical Disabilities** **Multi-Sensory Impairment** **Medical Need** 	• We provide support and practical aids where appropriate to ensure pupils can access the curriculum • The children all have access to aids that will support motor coordination difficulties such as writing slopes or pencil grips • We seek advice and guidance from school health for pupils with significant medical needs • We buy in to the NHS Occupational Therapy service 2 days per week. • Our occupational therapist runs sessions weekly to address coordination difficulties • We request and act upon advice and guidance from the Newcastle Children's Vision Team and Hearing Impairment Team (Sensory Service) • We adapt our teaching and use auditory resources for children with hearing impairment • We enlarge resources and use appropriate visual aids for children with a visual impairment and children are given their own iPads to help access and enable resources to be enlarged • When it is appropriate we use ICT to enhance pupil's access to the curriculum • When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child • There are entrances to school that allow wheelchair access and there is a lift in the building to gain access to the second floor • Our school has a disabled toilet on each floor and in our Early Years Unit • Our staff understand and apply the Medicine Policy • There is a sensory area in school for children with specific needs in this are

If you have any concerns about your child's learning or well-being please come in to school. We shall be happy to discuss things and work with you as we all seek to support your child in our school. Email: admin@wingrove.newcastle.sch.uk or telephone 0191 2735466. Thank you