



## SEN Information Report September 2025

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## **SEN information report 2024/25**

**Wellfield Middle School** is built on a family ethos where everybody is important, everybody counts, and everyone is special. We aim to care for and support one another, ensuring all children have the same opportunities, regardless of any additional needs. Our school motto, WE CARE, underpins all the work we do in school.

Together we seek to enable all children in our care to achieve excellence in all they do, and also to feel happy, safe, and listened to. Inclusion at our school is about the quality of a child's experience in school and how they are helped to learn, achieve and participate fully in the life of the school. We cooperate with, and act on, the specialist advice and health services working with a multi-disciplinary approach to effectively meet pupils' needs.

The Local Offer, which outlines the type of support that is available for pupils at this school and the full Special Needs/Disability policy are available on this website:

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-sen>

The purpose of this report is to explain who to talk to if you have concerns about your child, and what the school in turn offers your child.

This report will be reviewed and updated at least annually to ensure the information contained herein is up to date.

### **CONTACT POINTS**

**Rachelle Whillis** is the school's designated Special Educational Needs Coordinator (SENDCo). She can be contacted via the school office on 0191 252 9486 or via email on [rachelle.whillis@wellfieldmiddleschool.org.uk](mailto:rachelle.whillis@wellfieldmiddleschool.org.uk).

Ms Whillis, coordinates all support for pupils who have special educational needs and/or disability (SEND). She is here to offer advice and guidance should you have any concerns about your child. She is happy to answer your queries and provide information to you. She can administer assessments and coordinate 1-1 and small group teaching for pupils. She liaises with other agencies, making referrals on your behalf when it is agreed that specialist advice would be beneficial for your child.

In addition, every child at Wellfield Middle has a **pastoral form tutor** who you can contact to raise any concerns you may have. They can be your first point of contact in answering any queries or concerns you have regarding your child. **Parental consultations** are also held throughout the school year and issues of concern can be raised here too.

**Jenny Hawkridge** is the school's Inclusion Lead and Deputy Head Teacher ([jenny.hawkridge@wellfieldmiddleschool.org.uk](mailto:jenny.hawkridge@wellfieldmiddleschool.org.uk)) and oversees all aspects of inclusion, including SEND.

The **Headteacher**, who has overall responsibility for ensuring the quality of the education provided for all pupils at our school, can also be approached if there are any issues relating to your child's SEND.

Outside of school, the Special Educational Needs and Disability Information, Advice and Support Service **SENDIASS** provides impartial and factual support on all aspects of the SEND framework to help parents and young people play an active and informed role in their children's or their own education.

They can be contacted by telephone on: 0191 643 8317 or by email at [SENDIASS@northtyneside.gov.uk](mailto:SENDIASS@northtyneside.gov.uk)

### **PARENTAL INVOLVEMENT**

Part of the role of the SENCo is to work with you, the parents/carers, as well as with your child, so that you can all be actively involved in the decision making processes relating to your child's special needs and/or disability. We value and do our utmost to uphold the wishes of parents. We appreciate that more often than not, parents and carers understand their child's needs best. Collaboration and communication with parents is fundamental in ensuring that we as a whole school understand how to support your child best and provide provision to meet their needs.

Ms Whillis organises planning and review appointments outside of formal consultation evenings for parents/carers. She can also be contacted for a consultation by telephone or via the school's email address. Parents/carers can also discuss provision with their child's form or subject teacher, who will in turn discuss matters with the SENDCo.

### **MEETING YOUR CHILD'S NEEDS**

The SENDCo is responsible for ensuring appropriate information is given to all teaching and support staff about your child's SEND, including those looked after by the local authority, so that staff can plan appropriate and specifically targeted work in their lessons to enable your child to make progress and achieve. This **Quality First Teaching** means that all subject teachers will understand your child's needs, differentiate their teaching accordingly and have the highest of expectations for your child.

Ms Whillis also keeps all the records relating to pupils with SEND up-to-date and liaises with other agencies that may be available to help your child.

Learning Coaches may offer additional support to your child on a 1-1 basis, in class, or via group work held in or out of the classroom.

In order to ensure we meet your child's needs effectively, we apply a **graduated approach** to removing any barriers to learning. This uses the **ASSESS-PLAN-DO-REVIEW cycle** to identify and plan for your child. Working with you, we will identify your child's needs clearly –**ASSESS**. We will then **PLAN** targeted teaching to meet those needs. We will carry out the agreed targeted teaching-**DO**, and we will then **REVIEW** it in order to check that your child is making good progress and securing good outcomes. The

impact and quality of the support and interventions will be evaluated, and, along with your views and those of your child further **cycles** will be planned in order to match interventions to your child's needs and achieve agreed outcomes.

### **Transition**

We work in partnership with other education providers to ensure that pupils make a successful transfer between the stages of their learning, through careful and coordinated planning of transition. We provide the following support to pupils when they are joining and leaving our school:

- Staff, including the SENDCo, communicate with all of our feeder first schools to meet with staff and gain information about the pupils transferring to us;
- The SENDCo and relevant support staff visit first schools to meet pupils where appropriate;
- Transition visits are arranged for all transferring pupils with the opportunity for additional visits to be provided when needed for pupils with SEND. This provides the opportunity for your child to meet and get to know all of our support team and relevant teaching staff;
- The SENDCo also attends reviews in first schools;
- Parents and carers of those children with SEND are invited to school for an information evening along with their children, giving an opportunity to meet the support staff and some of our students.

On transfer to High School, staff from the high schools visit to meet with our staff to ensure information is passed onto them about your child's needs. They are also invited to meet with parents at transition reviews. The local high schools offer additional group transition visits for our children with special educational needs - this supports them in feeling more confident and ready as they move onto their next school.

### **The types of SEND which can be met in our school fall into 4 broad areas:**

- communication and interaction needs;
- cognition and learning needs;
- sensory and /or physical needs;
- social, emotional and mental health needs.

Below are some of the ways in which we support pupils with specific needs and make up the school's contribution towards the Local Authority's Local Offer (see link on our website).

<b>School's local offer to pupils with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>

<p><b>Communication and Interaction Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>● Autistic Spectrum Conditions</li> <li>● Speech, Language and Communication Needs</li> <li>● Social communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>● Visual timetables</li> <li>● Areas of low distraction</li> <li>● Support / supervision at unstructured times of the day.</li> <li>● Social skills programme / support including strategies to enhance self-esteem.</li> <li>● Small group work to improve skills.</li> <li>● ICT is used to support learning where appropriate.</li> <li>● Strategies / programmes to support speech and language development.</li> <li>● In school strategies to reduce low level anxiety / promote emotional wellbeing.</li> <li>● Where appropriate we will use support and advice from other partners to meet the needs of pupils.</li> <li>● Planning, assessment and review.</li> <li>● Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil.</li> <li>● Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>● Differentiated curriculum and resources</li> </ul>
<p><b>Cognition and Learning Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>● Moderate Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>● Strategies to promote/develop literacy and numeracy.</li> <li>● Provision to support access to the curriculum and to develop independent learning.</li> <li>● Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>● ICT is used to reduce barriers to learning where possible.</li> <li>● Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> </ul>

	<ul style="list-style-type: none"> <li>● Planning, assessment and review.</li> <li>● Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process.</li> <li>● Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>● Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil.</li> <li>● Differentiated curriculum and resources</li> </ul>
<p><b>Social, Mental and Emotional health</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>● Behavioural needs</li> <li>● Social need</li> <li>● Mental health needs</li> <li>● Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>● The school ethos values all pupils.</li> <li>● A wellbeing team including Thrive practitioners, Bereavement support leads and counsellors support pupils.</li> <li>● Behaviour management systems encourage pupils to make positive decisions when it comes to behaviour.</li> <li>● The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.</li> <li>● Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>● The school provides effective pastoral care for all pupils, including the Thrive Approach.</li> <li>● Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>● Weekly small group programme can be accessed to improve social skills and help them deal more effectively with stressful situations.</li> <li>● There is a nurture group at lunch times / break times to support pupils.</li> <li>● Information and support is available within school for behavioural, emotional and social needs.</li> </ul>

<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>● Hearing/Visual Impairment</li> <li>● Multi-sensory impairment</li> <li>● Physical and Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>● Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>● ICT is used in all classes to increase access to the curriculum.</li> <li>● Support to access the curriculum and to develop independent learning.</li> <li>● Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.</li> <li>● Access to Medical Interventions.</li> <li>● Access to programmes to support Occupational Therapy / Physiotherapy.</li> <li>● Support with personal care if and when needed.</li> <li>● Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>● Staff understand and apply the medicine administration policy.</li> <li>● The SENDCo completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</li> <li>● All entrances to the school have ramps fitted to allow wheelchair access.</li> <li>● The school has disabled toilets / facilities</li> </ul>
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Our school recognises that children with special educational needs/ disability may have requirements which fall into one or more of these categories and that these may change over time.

The purpose of identification of SEND is to work out what action the school needs to take, **not** to fit your child into a category.

Our Local Offer, published on our website, can give you more detailed information about this.

**The kind of intervention support your child may receive**

Those pupils with SEND will be recorded on the school Support List which the SENDCo is responsible for keeping up-to-date. The differing levels of support pupils may receive are as follows:  
 Wellfield Middle School- School Information Report- Rachele Whillis Updated 2025

### Stage of support - **WELLFIELD SUPPORT**

In addition to the input of subject teachers who deliver targeted classroom teaching, known as Quality First Teaching based on high expectations for all pupils in their classes, pupils with school support needs may take part in specific group work either within or outside the classroom. This will generally be led by a teaching assistant who is directed by the subject teacher as to the content of work to be carried out and the outcomes sought.

### Stage of support - **SEND SUPPORT**

This will be provided to pupils who have been identified as requiring additional support and may involve some 1-1 support in or out of the classroom or targeted small group work generally outside of the classroom. Pupils will be set individual targets as part of an individual education plan (IEP) which will be reviewed 3 times a year.

This will be run by a teaching assistant supervised by the SENDCo. This type of support aims to remove barriers to learning by addressing gaps in a pupil's knowledge and providing targeted support to address this. Its broad aims are to ensure that basic literacy and numeracy skills are sufficient to access all curriculum areas, to offer dyslexia support, pre-teaching and consolidation work through targeted interventions which follow the graduated approach cycle. You will be involved in the decision making about this support as will your child.

### Stage of support **SPECIFIC INDIVIDUAL SUPPORT**

This means your child has been identified as needing a particularly high level of individual or small group teaching. Such support is currently provided by an Education, Health and Care Plan (EHCP).

Additional specialised expertise will be brought into school to monitor and advise upon appropriate strategies and adaptations to the curriculum and to help plan and review support provision and sometimes to provide specific input directly for your child. As always, your views and those of your child will also be sought.

In our school extra pastoral support can be provided aimed at improving emotional and social development, including friendship and communication skills. This is coordinated by our Wellbeing team.

### **Adjusting the curriculum for pupils with SEND**

At Wellfield Middle School, we are committed to making reasonable adjustments to the curriculum and/or the school environment to meet the needs of all pupils, including those with SEND. Schools will use the notional budget to purchase additional resources, human or physical, required to support pupils with SEND to make progress. Advice is sought from internal and external professionals to ensure all resources required for the pupil to make progress are in place, this is reviewed termly or when the pupil's needs change. The quality of the provision for pupils with SEND is reviewed as part of the whole school monitoring and evaluation cycle, and the books of pupils with SEND are regularly part of progress/ work scrutiny. Any concerns raised through quality assurance are addressed by the Senior

Leadership Team. Pupils requiring additional support to access the SATs tests in Year 6 are provided with special access arrangements.

### **Complaints Procedure**

At Wellfield Middle School, we attempt to meet the needs of all pupils with SEND and will seek to make reasonable adjustments to the curriculum and learning environment to support all pupils to access school and make good progress. If parents are unhappy with the provision that has been made, a complaint can be made to the school governors (see our school website for complaints procedure). The governors take complaints very seriously and will work with parents and staff in school to resolve the situation as quickly and effectively as possible.

### **Further information**

Please see this latest interactive graduated approach document from North Tyneside Council for up-to-date guidance and information:

<https://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/Graduated%20Approach.pdf>