



Bedlington West End Primary School Information Report

SCHOOL NAME:	Bedlington West End Primary School		
TYPE OF SCHOOL:	Primary	3-11 years of age	
		Nursery to Year 6	
School Contacts: Headteacher: Mrs Joanna Dey Deputy Headteacher: Mrs Michelle Waters SENCo: Mrs Marilyn Madgwick Telephone number: 01670 822328 Email: admin@westend.northumberland.sch.uk SEND Governor: Mr Jamie Wheadon			
ACCESSIBILITY:	Fully wheelchair accessible	Yes Our buildings are fully wheelchair accessible. 3 of 4 buildings are single storey.	
	Auditory / visual enhancements	No	
	Other adaptations	None	
CORE OFFER:	Are you currently able to deliver your core offer consistently over all areas of your school? Yes		
POLICIES:	Are the school policies available on the website for:	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes

	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the	Yes
--	--	-----

	Equality Act 2010?	
RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:	
	Areas of strength We are an average sized primary school and are able to offer support to each child that needs it. We believe in early intervention. We have a strong Inclusive understanding across the school, which is woven into everything we do. Staff are trained in a range of areas, for example: • Early Talk Boost • EYFS Toolkit • ELSA • Use of Epipens • Use of Insulin • THRIVE • Speech and Language • Epilepsy training • Paediatric first aid • Selective Mutism • ASD / ADHD • Attachment and Trauma informed • PECS • Little Wandle phonics • Lego therapy • Safeguarding We also offer the following: • Small, focussed group / individual interventions • Clear support for parents • External partnership with My School Nurse • Experience, fully qualified SENCo • Good links with outside agencies Where children have been identified as having an additional need they will have targets which are reviewed every term with a face to face meeting with parents to discuss this. This is sent home to parents/carers who are unable to attend.	

	We categorise SEND in three tiers; - SEND passport short term targets reviewed every term - SEND support plan with more detail and additional professionals involved. Targets set and reviewed every term. - EHCP – annual review every year, termly target reviews, and face-to-face parent / child meetings. Our SENCo has successfully completed the SEND Accreditation. Specialist Facilities/Equipment to support SEND • Disabled toilet • Sloped boards for writing • Standing desks • Wobble cushions • Fiddle toys (variety) • Pencil grips (variety) • Therabands • Ear defenders • Sensory circuits • Space to aid regulation • Individual sensory boxes for those who need them Input from Therapists/Advisory Teachers/other specialist support services We work closely with the SEND support teams and have access to Speech and Language Teachers, Inclusion Support Workers, Educational Psychologists, Specialist ASD Teachers, Behaviour Support Workers, Occupational Therapists, School Health Advisers, CYPS, Alternative Provision, Family Intervention workers, a school nurse and Children's Services.
INCLUSION:	How do you promote inclusion within the school? Including day and residential trips? Teachers at West End Primary plan to challenge and

	support individual children in every lesson. Many strategies that support particular children are available to all, e.g. visual timetables, visual reminders, use of sensory toys, reward systems and quiet areas, so that children are not made to feel different. Teachers ensure that they cater for all types of learners within lessons and that the lessons are interactive and 'hands-on'. We also place great importance on educational visits. We run a wide variety of trips and make sure that they are accessible to all pupils. Staff share the needs of children with trip providers in advance to ensure appropriate arrangements are in place, and we maintain familiar routines while away from school to help children feel secure. Children are carefully prepared for trips, and additional support is provided where needed so that every pupil can participate fully and enjoy these valuable experiences. All children are included in all lessons, events and trips and support is provided where necessary, as subtly as possible. Lunchtime and support staff are aware of the particular needs of specific children. What proportion of children currently at the school have an SEND? September 2026 = 20% of the school have SEND. SEN support without an EHCP: 19% compared to national average: 19.6% EHCP = 1% have an EHCP compared to national average: 4.8%
PARENT SUPPORT INVOLVEMENT/LIAISON:	How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty? Children with SEND work closely with the SENCo, class teachers and outside agencies. Pupils identified as SEND will be given a SMART targets which are reviewed regularly. If they have a passport or SEND support plan this is completed in collaboration with the child and their parents. Review meetings are held in conjunction with parents / pupils where needed. We consider it to be imperative that we work with parents in order to support the child. We also place great importance on pupil voice. All children share their views and are invited to attend their EHCP annual review, where appropriate.

	• Where needed, behaviour diaries are shared with parents. • For all pupils from Nursery – Year 6 parent consultations are held in terms 1 and 2 each year. A written report in term 3 is followed by an optional parental consultation. • Staff are available to talk to parents about their concerns. • Coffee mornings to provide opportunities for parents to meet professionals / chat to the SENCO informally. • My School Nurse referrals are made to support children with SEMH needs where appropriate.
	How will school prepare children with SEND to join their next setting/college/stage of education or life? • We have a strong and successful ongoing transition programme between EYFS, KS1 and KS2. • Class teachers work closely together to support transition. • For those children who go to the secondary school at the end of year 6, we work closely with the receiving school; they visit for lunch, full day visits etc. • Additional visits are offered for those children who might find transition difficult. • The secondary schools also invite children identified as SEND to prior to starting. • For children in Y6 the SENCo meets with the SENDCO of the receiving high school in the summer term to help with transition preparations. • Should children with SEND transfer schools in the middle of the year a transition report is sent to the receiving school. • All paperwork is transferred electronically via CPOMS.
OTHER INFORMATION:	What else do you think parents / carers would like to know about your school? We are a caring school with the community at its heart. We are well-supported by the parents and families of our pupils. Our

	community links are good. The staff are committed to providing the very best for our pupils and aim to widen pupils' experiences such as visits to the theatre, partner schools as well as embracing our local area. We are a fully inclusive school and we have a strong reputation with parents, professionals and the local authority for supporting children with additional needs. (input given by governors and parents) Find Northumberland County Council's Local Offer here: https://www.northumberlandsend.co.uk/your-send-local-offer
COMPLETED BY: (Name and position)	Marilyn Madgwick - SENCo
DATE COMPLETED:	September 2026
REVIEW DUE:	September 2027