

Annual SEN Report 2025

Evaluating the Effectiveness of Milecastle Primary School's Provision for Pupils with SEND

At Milecastle we provide a safe, vibrant and exciting learning environment, where everyone is included and all successes are celebrated. We provide outstanding care and support as well as high quality learning experiences which challenge the children to be their best. We accept we are all different and we are grateful for the variety that brings.

The information and data in this report relates to the academic year 2024/25. It reflects how school has used SEN funding to meet pupils' needs and should be read in consultation with the SEN Information Report, the SEND policy and the Accessibility Plan.

Key Staff

Special Educational Needs Co-ordinator (SENCo) - Mrs S Richardson

Special Educational Needs (SEN) Governor - Mrs S Watson

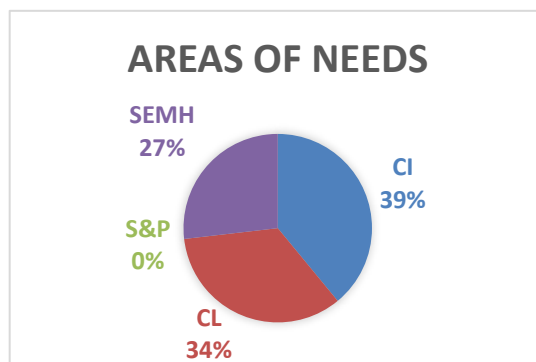
Context

Milecastle Primary School is a one-form entry mainstream school for pupils aged 4-11. The proportion of pupils on SEN Support is below national figures, as is the number of pupils with an Education, Health and Care Plan (EHCP).

Number of pupils with SEN

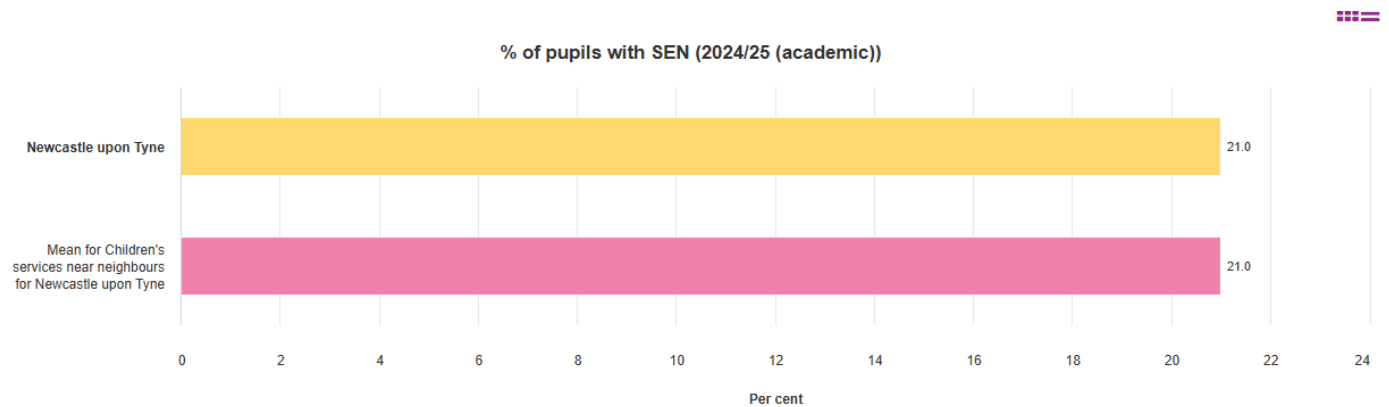
Level of Need	2024-25
SEN Support	41
SEN Support with additional funding	1
EHCP	3

Areas of Need	Number of children
Cognition & Learning	14
Communication & Interaction	16
Sensory/Physical Need	0
Social Emotional and Mental Health	11



Local area SEND information

In Newcastle upon Tyne 21.0% of pupils have a statutory plan of SEN (statement or EHC plan) or are receiving SEN support (previously school action and school action plus). This compares to an average of 21.0% across Children's services near neighbours for Newcastle upon Tyne. NB these figures, and those in the first three charts below, are for pupils attending state schools in Newcastle upon Tyne. They do not include children and young people for whom Newcastle upon Tyne is responsible but has placed out of the area.



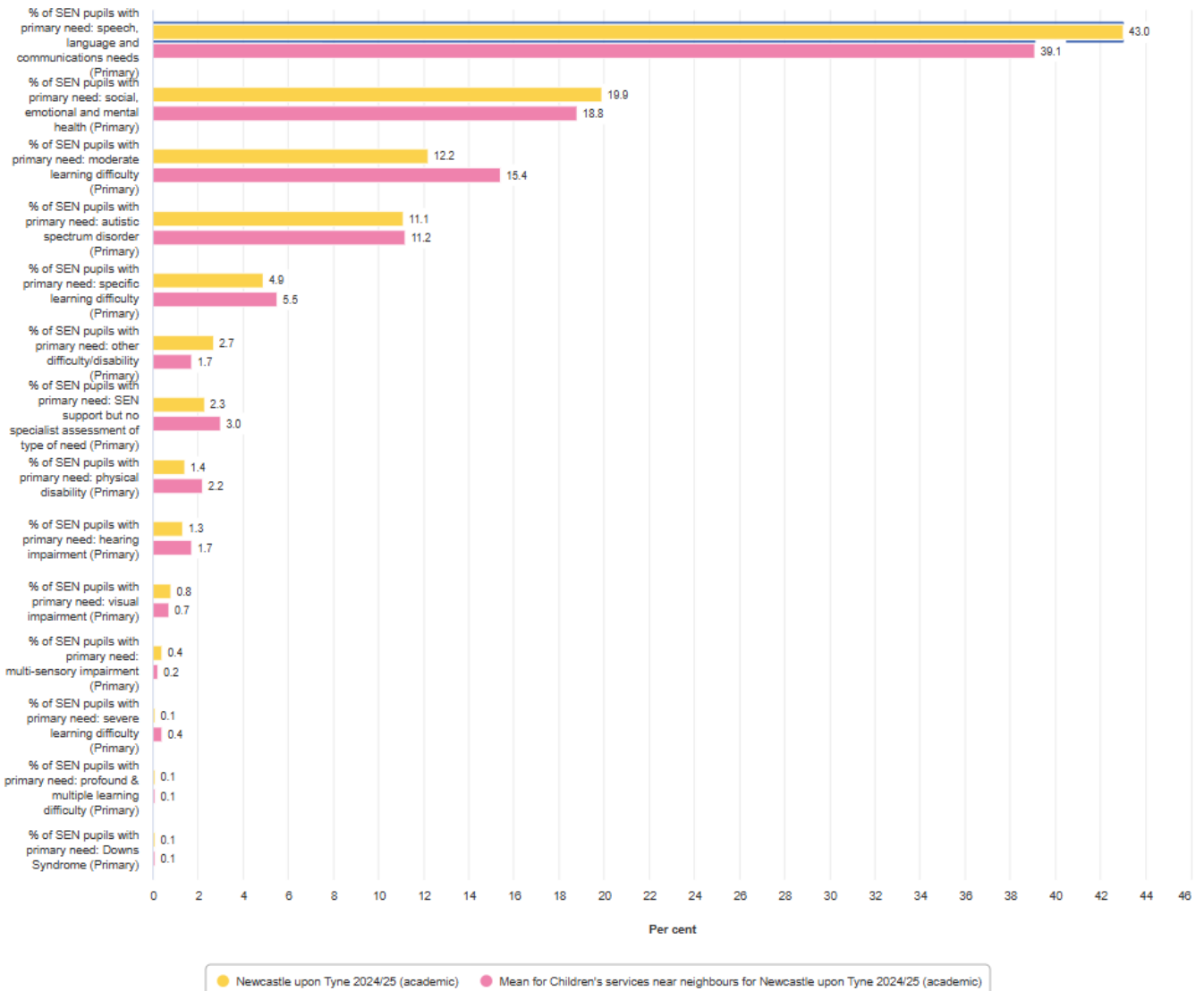
Source:

Metric ID: 2212, Department for Education, Special Educational Needs in England, Data updated: 18 Jul 2025

Primary need in primary schools (2024/25 academic year)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. All pupils with SEN have an assessment of their primary need. The following charts show the breakdown of need in Newcastle upon Tyne by primary, secondary and special school, compared to the national averages and ranked by prevalence.

Primary need in primary schools (2024/25 (academic))



Extra-Curricular clubs

All children are offered the same opportunities to participate in both staff run clubs and paid for clubs run by outside specialists. No one is excluded due to their abilities or difficulties. Clubs are well attended by pupils with and without SEN.

School Council

Each class choses a school councillor to represent them at half termly meetings. All children are encouraged to volunteer for the post of school councillor and then a democratic vote is taken to choose the winning candidate, this includes pupils with SEND.

Interventions

There are a number of successful interventions taking place in school; some are 1:1, some are small group and some are class based. They are delivered by teachers as well as support staff. Interventions are tracked by class teachers and support staff who regularly communicate regarding outcomes and impact. Class teachers use this information to inform their class assessment data and when reviewing SEN Support Plans.

Staff Training and Expertise

- ONE Trust SENCO Network Meetings
- LA SENCO Network
- LA Inclusion Sub Group Meetings
- ONE Trust SEND Networks
- Zones of Regulation
- Senior Mental Health Lead
- SEN transition EYFS
- Descriptors of Need
- Universally available guidance
- EBSNA Training
- Including SEND in PE
- Lego Therapy
- Supporting Pupils Experiencing Trauma
- SEN Community of Practice
- EHCP audit process
- Empowered Educator Project
- Speech and Language Intervention Training
- Dyslexia Drop Ins
- HT Legal Training

Working with External Agencies

During the course of the year we have sought advice from a number of outside agencies in order to support the children at Milecastle Primary School with SEND. These include:

- Speech and Language Therapy
- SENDOS
- SENDASAP
- Educational Psychology Service
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- School Health
- SEMH Team
- Social Care
- Paediatrics
- Communication and Interaction Team
- Clennell Safeguarding Solutions
- Early Help Team
- Occupational Therapy
- Physiotherapy
- ASK Psychology
- EHCP Case Workers
- SENDIASS

Data

EYFS - SEN pupils reaching Good Level of Development:

Milecastle Primary School	Overall	Reading (expected standard)	Writing (expected standard)	Maths (expected standard)
Good Level of Development	0% (0/4 children)	50% (2/4 children)	0% (0/4 children)	25% (1/4 children)

KS1 - SEN pupils reaching the expected standard:

Milecastle Primary School	Reading	Writing	Maths
Expected Standard (SEN Support/EHCP)	60% (3/5)	40% (2/5)	60% (3/5)

KS2 - SEN pupils reaching the expected standard:

Milecastle Primary School	Reading	Writing	Maths	SPAG
Expected Standard	50% (2/4)	50% (2/4)	50% (2/4)	50% (2/4)

Attendance

The attendance in 2024-25 of the SEN pupils was 94.90% compared to 96.55% for non-SEN pupils. All children are monitored closely for their attendance, particularly the vulnerable groups. Non-attendance is followed up using the ONE Trust policy and procedures and is monitored weekly by the HT/SENCO.

Exclusions

There have been 0 fixed term exclusions in 2024-25 and no permanent exclusions.

Next steps

- Continue to support the development of teaching and learning for SEN pupils
- Embed Descriptors of Need
- Embed use of UAP with class teachers
- Sensory room development
- Evaluate further CPD needs

Local Offer

Link to the local offer:

<https://www.newcastlesupportdirectory.org.uk/?localofferchannel=0>



The Complaints Procedure for children with SEND

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO/Head Teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the Trust will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

See **Concerns and Complaints Procedure** found at [ONE \(Owl North East\) Trust - Policies](#)

Date: 16/9/25