



Stamfordham Primary School

SEND information Report

2024-2025

For pupils with Special Educational Needs and / or disabilities

School Vision / Values

Our aim is to provide a safe and welcoming environment in which all of our pupils thrive. Our school values (Resilience, Ambitious and Nurturing) are embedded in all aspects of school life and we promote positivity, mutual respect and inclusion.

We celebrate difference and work hard to ensure that all pupils reach their full potential, regardless of their need.

Compliance

Our practice and the information in this report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards (2012)

Definition of SEND

The Special Education and Disability Code of Practice 0-25 (2014) states:

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Further information is available at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

We consult with pupils and their families

- we value the views of our young people. They know their targets and are encouraged to self-review. As part of the review process, SEND pupils are also asked about their views on their strengths and the areas in which they feel they would like to develop.
- Consultation and feedback from parents of pupils with SEND through questionnaires and face-to-face meetings.
- The governing body has a SEND governor who meets with the Special Educational Needs Coordinator (SENDCo)
- The SENDCo is part of the leadership team in school

We support pupils with Special Educational Needs / Disabilities and their families

We let families know about any concerns about pupils' learning by:

- Meetings with parents
- Parent consultations
- Email and telephone consultations
- Reports
- Multi-agency meetings with parents, pupils and professionals for education, social and health care

We support the development and progress of SEND pupils by:

- Pupil progress meetings which may highlight concerns. Actions will be planned to support the learning and monitor progress.
- Identification of resources needed to support pupils.

- Planned interventions in basic skills (Maths, English and Social Skills) which are reviewed and monitored.
- 1:1 or group intervention with a teacher or teaching assistant which is assessed, planned, implemented and monitored regularly.
- Individual pupil support plans with SMART (specific, measurable, attainable, realistic, time limited targets) which are reviewed termly.
- Parent meetings.
- Advice and involvement from external agencies.
- Support staff are used effectively in school to maximise progress and attainment.
- Progress in personal development is monitored to ensure pupils' social and emotional well-being is prioritised.

Our approaches to teaching children and young people with SEND

- Level 1: Ordinarily Available Provision (OAP) (Formerly Quality First Teaching)

Children receive inclusive OAP which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list; their progress being carefully tracked and reviewed. Your child's teacher will monitor their progress and will ensure they receive the best support to enable them to reach their full potential.

- Level 2: School Support

Continued or increased concern may lead to children having additional, time-limited and targeted interventions to accelerate their progress and meet expectations for their age. School support can often include specific group work or specified individual support. The SENDCo and class teacher will work closely with support staff to plan and assess the impact of any interventions and link them to the whole-class teaching. At this stage, input from other agencies may be sought.

- Level 3: High Needs

Where a child continues to make less than expected progress, despite interventions, they will receive personalised interventions to accelerate their progress and support them to reach their full potential. Where appropriate, a specialist outside agency may support this. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions to support your child's progress. If the support is not having an impact on progress, the school may consult with parents and other professionals and request additional funding and / or an

Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment. This means your child has been identified as needing a particularly high level of individual or small group teaching which cannot be provided from the resources normally available in school. Sometimes, your child may also need specialist support from a professional outside the school.

Other agencies / teams which may be involved with children with special educational needs / disabilities:

- Educational Psychologist
- Child and mental health services
- HINT (High Incidence Needs Team)
- NHS – Speech and Language Therapist – SALT
- NHS – Children and young people services – CYPS
- Literacy Support
- Behaviour Support
- Occupational Therapy – OT
- Sensory support team – visual / hearing impairment
- Health visitors
- School nurse
- Educational Welfare services
- Children's Services

Arrangements for pupils making the transition to the next stage of their education:

- Meetings with pupils, staff, parents and SENDCo to put plans in place for transition
- Extra transition visits, giving the pupil the chance to ask any questions
- Multi-agency meetings (where needed) with pupils, staff, parents and staff from the new school
- Relevant records and SEND plans will be forwarded to the new teacher / school

If the transition is taking place at the end of year 6, the SENDCo will meet with the new SENDCo and the head of Year 7 to discuss the needs of your child.

- We will do extra transition work with your child to support their understanding of the changes ahead
- Your child will visit their new school on several occasions
- For children with EHC plans, the staff from secondary school will be invited to the annual review meeting in Year 6.

Staff Training

All staff have the opportunity to further their professional development and training in special educational needs. Staff qualifications and training include:

- Trauma and attachment training
- Epilepsy training
- First aid / paediatric first aid
- Safeguarding
- Talkabout (communication and self-esteem) training
- Child protection training
- Speech and Language
- Prevent
- Keeping children safe in education
- Mental health first aid
- Specific training to deliver interventions

The SENDCo provides advice and guidance to staff including:

- Support with pupil profiles, regular guidance and attends review meetings
- Works alongside staff, parents, pupils and outside agencies
- Monitors pupil progress and works with staff to review strategies and interventions

The SEND Code of Practice 2014 lists 4 main areas of SEND.

We support learners with special educational needs / disabilities in these four areas:

Communication and Interaction Needs • Autistic Spectrum Disorder • Speech, Language and Communication Needs	• Targeted speech and language intervention • Key workers who work with the child and communicate with parents • Visual timetables • Social skills interventions / nurture groups • Support during unstructured times • Quiet work areas • Small group work • ICT resources (if required) • Support from external agencies • SEND plans reviewed and updated termly • Appropriate resources • Curriculum differentiated where needed • Work with the NHS – SALT team
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Cognition and Learning needs: e.g. Moderate Learning Difficulties	- Differentiated curriculum - Small group interventions for English / Maths - Small group intervention for targeted skills (reading. Phonics, handwriting etc) - ICT support where required - Support and advice from outside agencies - SEND plans reviewed and updated termly - Appropriate learning resources
Social, Emotional and Mental Health e.g. - Behavioural needs - Social need - Mental health need - Emotional health and wellbeing	- Pupils are valued and cared for in school - Behaviour management systems support pupils and support them to make positive behaviour choices - Behaviour policy - Mental Health policy - Risk assessments keep pupils safe - Advice and guidance from outside agencies - School has an 'open door' policy which ensures parents feel supported and listened to - SEND plans reviewed and updated termly - School Nurse
Sensory and Physical Needs: e.g. - Hearing / visual impairment - Multi-sensory impairment - Physical and Medical needs	- Advice and guidance from outside agencies - ICT support where required - Differentiated curriculum - Work with health professionals to meet pupils' individual needs - Occupational therapy / physiotherapy - Staff training (epilepsy, epi-pen) - Support with personal care if required - Support for pupils with sensory needs - Lift - Disabled toilet - Sensory resources

SEND Team

SENDCo: Lynsey Briddock

SEND Governor – Jonathan Goodfellow

Other Useful Information (found on the school website)

- Special educational needs / disability policy
- Behaviour policy
- Anti-bullying policy
- Accessibility Plan
- Equal Opportunities policy
- Complaints policy

Northumberland Parent Partnership Service can provide advice and support to any family or learner, or give information about other support services you may find helpful.

The contact details are: SEND Information, Advice and Support Service, Children's Services Directorate, County Hall, Morpeth, Northumberland, NE61 2EF

Tel: 01670 623555

Website: <https://www.northumberland.gov.uk/Children/Needs/SEND.aspx>

Arrangements for handling complaints from parents or carers of children with SEND about the provision made at the school.

In the first instance, please contact Miss L Briddock (Headteacher) providing details of your concerns and who you have already discussed these concerns with at admin@stamfordham.northumberland.sch.uk

If you are not satisfied with the outcome, please follow the complaint procedure which is available on the school website.

Report review date: September 2025