SEND Information Report

2026-27

SEND Information Report

SENDCo –Miss Sarah Dinning
SEND Governor – Mrs Ruth Morris
Behaviour and Family Support Worker – Mrs Angela Wright

Our School Vision

Our fundamental aim is to provide a secure, healthy, happy and hardworking environment in which children of all abilities can learn with confidence.

Ponteland Primary School is a fully inclusive school. We ensure that all pupils reach their full potential personally, socially, emotionally, physically and educationally as we strive for "excellence for all"

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014." DFE 2014

As part of Pele Trust we believe that every child has an entitlement to learn, regardless of need. SENDCos across Pele Trust work together to share good practice, to plan and to discuss current research. The Northumberland Graduated response permeates our approach; assess the pupil's needs, plan and implement strategies to meet the identified needs, review progress made.

Compliance

Our practice and the information in this report comply with statutory obligations and align with Pele Trust policy, National Inclusion Standards, and the following statutory guidance and legislative frameworks:

- Children and Families Act 2014 (Part 3)
- SEND Code of Practice: 0 to 25 Years
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010 & Public Sector Equality Duty
- Working Together to Improve School Attendance
- Keeping Children Safe in Education (KCSIE)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- DfE Reform Proposals: *SEND Reform: Putting Children and Young People First* and the *Education for All Bill*
- Teachers' Standards
- Safeguarding Policy and Accessibility Plan

Strategic Leadership of SEND

The SENDCo provides strategic and operational support to staff by:

- Working alongside staff, parents, and outside agencies.
- Coordinating the graduated response and statutory oversight of Pupil Profiles/Individual Support Plans (ISPs).
- Working with staff to monitor pupil progress and evaluate provision.
- Attending regular review meetings.
- Providing and sourcing evidence-informed continuous professional development.
- Working as an active member of the Senior Leadership Team and Inclusion Team.

Supporting Pupils with SEND and Their Families

We involve and support parents and carers by:

- Holding termly meetings with parents to discuss current needs, progress, targets, and levels of support within statutory Individual Support Plans (ISPs) or Pupil Profiles.
- Issuing formal annual reports to parents in the summer term.
- Holding dedicated Parents' Evenings in the autumn and spring terms.
- Sharing copies of reviewed and updated Individual Support Plans (ISPs) and Pupil Profiles termly/half-termly with parents of all SEND children.
- Maintaining an 'open door' policy, offering additional appointments with staff whenever needed.
- Communicating promptly via letters, phone calls, or digital channels.

- Providing access to a dedicated Behaviour and Family Support Adviser who works in close partnership with the SENDCo.
- Hosting termly meetings for carers of Looked After Children (LAC).
- Conducting regular Personal Education Plan (PEP) meetings for carers of LAC.

We support pupils with SEND by:

- Delivering inclusive, high-quality adaptive teaching within whole-class environments whenever possible, supported by additional staff.
- Holding regular pupil progress meetings with parents to review concerns, track progress, monitor interventions, and plan ongoing support.
- Identifying, funding, and deploying suitable adaptive resources to remove barriers to learning.
- Implementing evidence-informed teacher-planned interventions in core literacy, numeracy, and social-emotional skills.
- Providing targeted 1:1 or small-group interventions with teachers or teaching assistants, monitored through the Assess, Plan, Do, Review (APDR) cycle.
- Establishing Individual Support Plans (ISPs) and Pupil Profiles with SMART targets (Specific, Measurable, Achievable, Realistic, Time-limited), reviewed termly or half-termly.
- Discussing progress and targets in English, Maths, social skills, and preparation for adulthood directly with children.
- Deploying highly trained support staff strategically to enhance learning and foster pupil independence.
- Engaging specialist advice and involvement from outside agencies, which may lead to an Education, Health and Care Plan (EHCP) request where required.
- Supporting children to complete their own termly self-reviews of their learning and progress.
- Providing targeted pastoral support through our Behaviour and Family Support Adviser, who listens to child voice, addresses emotional needs, supports attendance, and ensures measures are in place to prevent bullying.

Our Graduated Response to Teaching Pupils with SEND

Pele Trust and Ponteland Primary School utilise Inclusive Mainstream Funding (IMF) alongside delegated budgets to deploy a transparent three-tiered graduated response.

Level 1: Universal Support (Quality First Teaching & Ordinarily Available Provision)

Children receive inclusive, high-quality adaptive teaching as baseline universal support. This includes explicit instruction, scaffolding, metacognitive strategies, assistive technology, and reasonable adjustments to clear barriers to learning. Classroom environments are designed

to support all learners, including neurodiverse pupils, while teachers maintain high expectations for every child. Some children at this level may be on a school monitoring list to track progress closely.

Further details can be found in the local authority's Northumberland Ordinarily Available Guidance - Ordinarily Available Provision

Level 2: Targeted Support (School Support)

Where progress concerns persist despite high-quality universal teaching, children receive targeted interventions framed by Individual Support Plans (ISPs)/Pupil Profiles and guided by local authority advice. Support includes specific group work or short-term 1:1 intervention. The SENDCo, class teachers, and support staff collaborate to plan, assess, and evaluate intervention impact, ensuring links to classroom learning. Initial external agency advice may be sought at this stage.

For your child, this may mean:

- Identification by the teacher, SENDCo, or parent as requiring additional targeted intervention.
- Parental consent requested to refer your child to external specialists (e.g., Speech and Language Therapy) to better understand and support their profile.
- Implementation of an Individual Support Plan (ISP)/Pupil Profile outlining SMART targets and specific adjustments.

Level 3: Specialist Support (High Needs & Complex Provision)

Where a child experiences persistent barriers to learning despite sustained evidence-informed interventions, highly personalised specialist support is arranged. The SENDCo and class teacher work with external specialists to implement specialist strategies, equipment, and interventions documented within ISPs/Pupil profile or EHCPs. If progress remains limited, the school (or parent) may request a statutory Education, Health and Care Needs Assessment from the Local Authority.

For your child, this may mean:

- Identification of complex needs requiring specialist support beyond normally available school resources.
- Regular termly co-production meetings with parents to review ISPs, track progress, and map out provision.
- Agreed personalised 1:1 or small-group specialist support.
- Referrals to multidisciplinary teams (e.g., Educational Psychologists, Therapists, or

regional 'Experts at Hand' services) following parental consent.
- Specialist recommendations embedded into everyday classroom adjustments and targeted groups.

Specialist Partnerships and External Agencies

Following appropriate referrals and parental consent, the school works in close partnership with external agencies:

- Educational Psychology Service (ASK Psychology)
- Children and Young People's Service (CYPS) / Primary Mental Health (PMH)
- Jigsaw Therapy (Speech, Language, Communication & Occupational Therapy)
- NHS Speech and Language Therapy (SALT) & Occupational Therapy (OT)
- Psychotherapeutic Counselling (Northern Guild & ASK Psychology)
- 0-19 services: Health Visitors and Specialist Nurse Teams
- Children's Social Care & Education Welfare Services
- Toby Henderson Trust (Autism Outreach)
- Northumberland Inclusive Education Services (NIES) & High Incidence Needs Team
- SENDOS (Newcastle) SEND support(HINT)
- Regional Multi-Agency 'Experts at Hand' Services
- Psychotherapeutic counselling (Northern Guild & ASK Psychology)

Staff Training and Continuous Professional Development

We continuously develop staff expertise to deliver high-quality adaptive teaching and specialist support. Current staff training and qualifications include:

- Mandatory NPQ for SENCOs / Strategic SEND Leadership
- Implementation of Statutory Individual Support Plans (ISPs) & National Inclusion Standards
- Adaptive Teaching & Quality First Teaching Strategies
- Autism Awareness & Neurodiversity-Informed Approaches
- Behaviour Support - Relational, Dysregulation, and De-escalation Strategies
- Speech, Language, and Communication Needs (Talk Boost, Colourful Semantics, Makaton Levels 1 & 2, ELKLAN)
- Literacy & Numeracy Interventions (Lexia, Better Reading Programme, Little Wandle Catch Up, Mastering Number, Precision Teaching)
- Social, Emotional, and Mental Health Interventions (THRIVE Approach, Friends Resilience, Drawing and Talking, Mental Health First Aid)
- Physical, Movement, and Sensory Support (Movement Matters, Sensory Processing)
- Medical Training (Anaphylaxis/EpiPen, Specialist Asthma Care, First Aid)
- Safeguarding, Child Protection, Positive Handling, and Prevent Training

Special Educational Provision Mapping by Area of Need

Area of Need	Provision & Support Strategies
1. Cognition and Learning *(e.g., Dyslexia, Dyscalculia, Moderate Learning Difficulties)*	• Quality First Teaching, Ordinarily Available Provision, and evidence-informed adaptive teaching. • Access to assistive technology, practical learning aids, and sensory tools. • Differentiated and adapted curriculum pathways promoting independent learning. • Targeted small-group literacy and numeracy interventions (Lexia, Little Wandle, BRP). • Regular Assess, Plan, Do, Review (APDR) cycles using digital Individual Support Plans (ISPs)/Pupil Profiles. • Monitoring of progress through school self-evaluation and quality assurance processes.
2. Communication and Interaction *(e.g., Speech, Language and Communication Needs, Autism Spectrum Conditions)*	• High-quality adaptive teaching with neurodiversity-informed environmental adaptations. • Visual timetables, structured routines, and Widgit visual symbols. • Key worker support and designated quiet, distraction-free learning spaces. • Structured social communication groups (Friends Resilience, Zones of • Regulation, THRIVE). • Targeted support during unstructured times (breaktime/lunchtime). • Specialist advice from NHS Speech & Language Therapy, Jigsaw Therapy, and LA HINT teams.
3. Social, Emotional and Mental Health *(e.g., Anxiety, ADHD, Attachment Needs, Attendance/EBSA Support)*	• Relational and restorative approaches viewing behaviour as a form of communication. • Dedicated support from the Behaviour and Family Support Adviser. • Targeted therapeutic interventions (THRIVE, Drawing & Talking, RISE, Psychotherapeutic Counselling). • Relational attendance support plans addressing Emotionally Based School Anxiety (EBSA). • Personalised risk assessments for off-site visits and learning activities. • Collaborative working with CYPS, Primary Mental Health, and School Health teams.

4. Sensory and Physical Needs *(e.g., Visual/Hearing Impairment, Multi-Sensory Needs, Physical/Medical Needs)*	• Environmental adaptations, sensory spaces, and classroom sensory toolkits. • Specialist equipment and assistive technology recommended by OT/Physiotherapy. • Full wheelchair accessibility, accessible toilet facilities, and lift access to upper levels. • Individual Health Care Plans (IHCPs) and personal care support arrangements. • Medical management training for staff (EpiPen, Asthma, First Aid). • Support and guidance from Local Authority Sensory Support and HINT teams.

Attendance, Inclusion, and Wellbeing

Pele Trust recognises the critical link between SEND, attendance, emotional wellbeing, and a strong sense of school belonging. Attendance concerns for pupils with SEND are approached relationally rather than as purely disciplinary matters.
Where attendance barriers arise, we:

- Monitor patterns proactively to identify emerging difficulties early.
- Collaborate with families to understand underlying causes, including unmet needs or environmental factors.
- Implement individualised attendance support strategies and reasonable adjustments.
- Support pupils experiencing Emotionally Based School Anxiety (EBSA) through flexible, graduated reintegration plans.

Preparation for Adulthood and Transitions

Preparation for adulthood begins in the early years and is woven throughout our curriculum offer. We support all pupils with SEND across four key pathways: Employment & Future Aspirations, Independent Living, Community Inclusion, and Health & Wellbeing.

Primary to Secondary Transition

- Secondary School Links: When transferring to secondary education, the SENDCo meets directly with receiving secondary SENDCos and Year 7 transition leads to pass on Individual Support Plans (ISPs)/profiles, and strategies.
- Transition+ Programme: Pupils transferring to Ponteland High School with additional needs participate in the extended *Transition+* scheme, featuring structured extra visits and familiarisation sessions.
- Service Continuity: Cross-phase working with joint services (such as ASK Psychology,

Jigsaw Therapy, and HINT) ensures continuous, uninterrupted support across key stages.

Additional Information and Local Offers

Further guidance and strategic documentation can be accessed on the Ponteland Primary School Website and via local authority portals:

- Northumberland County Council SEND Local Offer
- Newcastle City Council Local Offer
- North Tyneside Local Offer
- Statutory Trust Policies: *SEND Policy*, *Inclusion Strategy*, *Behaviour & Relational Policy*, *Anti-Bullying Policy*, *Safeguarding Policy*, and *Accessibility Plan*

Independent Advisory Support

For impartial information and support, families can contact the Local Authority advice service:
Northumberland SEND Information, Advice and Support Service (SENDIASS)
Children's Services Directorate, County Hall, Morpeth, Northumberland, NE61 2EF
Telephone: 01670 623555
Email: Alison.Bravey@northumberland.gov.uk

Complaints from parents of children with SEND about the provision made at the school

If parents or carers have a concern or complaint about how their child's special educational needs are being provided for in school, they should contact Miss Dinning (SENDCo) or Mrs Johnson (Head) to discuss their concerns.

If the matter still cannot be resolved, please follow PELE Trust complaints policy Complaints Procedure – Ponteland Primary School

Report review date: September 2027