



**Shanklea Primary School**

**SEND Information Report**

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### **Contents**

- Our school's approach to supporting pupils with SEND
- Catering for different kinds of SEND
- Key staff and expertise
- Identifying and assessing pupils with SEND
- Consulting with pupils and parents
- Involving key stakeholders
- Transition support
- Teaching approach
- Adaptations to the curriculum and learning environment
- Inclusivity in activities
- Supporting emotional and social development
- Online safety
- Sexual violence and harassment
- Evaluating effectiveness
- Handling complaints
- Spending the budget
- Local Offer
- Named contacts
- Additional support

### **Our school's approach to supporting pupils with SEND**

Shanklea Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals, and make successful transitions to the next stage of education and later life.

Shanklea Primary School is a local authority maintained primary school for pupils aged 4–11. We also have a nursery offering places from the age of 2.

We are committed to an inclusive, nurturing and ambitious curriculum where pupils are supported to make progress and achieve their potential. We recognise and value neurodiversity and adopt a strengths-based approach to understanding and supporting pupils.

Support is planned using a graduated response based on the Assess–Plan–Do–Review (APDR) cycle. This applies from early concerns through to higher levels of need and is underpinned by:

- early identification and timely intervention
- reasonable adjustments and removal of barriers
- inclusive practice and high-quality teaching as the first response
- collaboration with parents/carers and pupils
- evidence-based interventions and targeted support
- involvement of external agencies where appropriate

Initial concerns raised by staff, parents/carers, or pupils are acted on promptly. Support may include carefully planned classroom adaptations and/or targeted interventions delivered by trained staff. Reviews are scheduled so the impact of support can be evaluated and adjusted.

A medical diagnosis is not required for a pupil to receive SEND support.

### **Access to Internal Hub Provision**

Where a child experiences ongoing difficulties accessing learning within the mainstream classroom, the school may provide support through our internal hub provision. This is a graduated response, agreed in consultation with the SENDCo, class teacher, parents/carers and, where appropriate, the child. Access to the hub is based on identified needs and may support children with social, emotional, behavioural or regulation difficulties. Provision is flexible and may include short-term or part-time placement, targeted interventions, and personalised support to help the child regulate, re-engage with learning and develop the skills needed to access education successfully. Progress is closely monitored and reviewed regularly, with the aim of reintegrating pupils into mainstream classes wherever possible or, for those whose needs are more complex, supporting a planned and appropriate transition to specialist provision.

### **Catering for different kinds of SEND**

We provide additional and/or different provision for a range of needs across the four broad areas of SEND:

#### **Communication and interaction**

Pupils may have Speech, Language and Communication Needs (SLCN) and/or be autistic. Needs may include difficulties with understanding or using language, social interaction, sensory processing, or flexibility of thinking. Support may include structured language approaches, visual supports, social communication strategies and targeted interventions.

#### **Cognition and learning**

Some pupils learn at a slower pace than peers, even with differentiation. This may include moderate learning difficulties or specific learning difficulties (SpLD) such as dyslexia, dyscalculia or dyspraxia. Support may include targeted catch-up interventions, scaffolding, adapted resources, pre-teaching, overlearning and advice from specialist services.

#### **Social, emotional and mental health (SEMH)**

Some pupils experience emotional regulation, attention, anxiety, attachment or behavioural needs that impact learning and relationships. We use relational approaches and proactive support, including structured routines, regulation strategies, Thrive-informed support and targeted interventions.

## **Sensory and/or physical needs**

Some pupils have sensory impairments (e.g. VI/HI), physical needs, or medical conditions that affect access. We make reasonable adjustments and may use specialist equipment or programmes advised by professionals. A medical condition does not automatically mean SEN, but it may create a disability-related barrier requiring adjustments.

## **Key staff and expertise**

### **Staff Expertise**

The school has a strong commitment to inclusive practice and ensuring that staff have the skills and knowledge required to support pupils with Special Educational Needs and Disabilities (SEND).

The SENDCo is a qualified teacher with the national qualification in SEND (NASENCO) with dedicated responsibility for coordinating SEND provision across the school. The SENDCo regularly undertakes relevant training to remain up to date with current legislation, guidance, and best practice.

### **Contact and Complaints**

The school welcomes open communication with parents and carers regarding SEND provision.

#### **SENDCo:**

Claire Crowther

01670 715205

[Claire.crowther@shanklea.northumberland.sch.uk](mailto:Claire.crowther@shanklea.northumberland.sch.uk)

The school also has a designated SEND Governor, who works with the SENDCo and senior leaders to oversee SEND provision and ensure statutory duties are met.

#### **SEND Governor:**

Alison McAllister-Williams

alison.mcallisterwilliams@school360.co.uk

If parents or carers have concerns regarding SEND provision, they are encouraged to speak with the class teacher or SENDCo in the first instance. If concerns are not resolved, the school's complaints procedure should be followed, details of which are available on the school website.

## **Securing and deploying expertise**

Teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality teaching (Quality First Teaching) is the first response to pupils who may have SEND.

Where pupils need additional support, this is planned and recorded (e.g. learning plans / SEN support plans) in collaboration with the pupil, parents/carers, class teacher and SENDCo.

Examples of additional provision may include:

- targeted 1:1 programmes for specific skills
- small group interventions (e.g. literacy/numeracy catch-up, Lego therapy, regulation interventions)
- in-class adult support to help pupils access learning independently
- specialist resources (e.g. writing slopes, pencil grips, wobble cushions, adapted seating)
- specialist assessment and advice (e.g. Educational Psychology, SaLT)

### **Equipment and facilities**

We can offer support including:

- a regulation room for targeted interventions and emotional regulation support
- high-quality classroom technology (e.g. smart screens)
- visual timetables and structured routines
- specialist equipment advised by professionals
- disabled access in identified areas and a disabled toilet

### **Identifying and assessing pupils with SEND**

Pupils are monitored closely across the school day. Where concerns arise, an initial period of monitoring may begin and may involve the SENDCo.

Concerns may be raised by:

- parents/carers
- the class teacher / other staff
- the pupil

When concerns are raised, an Initial Concern process is used, and the graduated response begins through APDR:

- **Assess:** establish a clear understanding of need, strengths, and barriers
- **Plan:** agree outcomes and support with parents/carers and pupil; set review date
- **Do:** implement support; staff are supported by the SENDCo where needed
- **Review:** evaluate impact, refine support, and agree next steps

If, after purposeful APDR cycles, progress remains limited, the pupil may move to the next stage of SEN Support with more formalised planning and/or involvement of external agencies.

### **Consulting with pupils and parents**

We prioritise partnership working and pupil voice. Early discussions with pupils and parents/carers ensure:

- strengths and needs are understood
- pupil views are included
- parent/carer concerns are heard
- outcomes are agreed and understood
- next steps are clear

Written records reflect a pupil-centred approach (Initial Concern forms, learning plans, SEN support plans, and for some pupils an EHCP).

Ongoing consultation includes:

- regular teacher/parent meetings across the year
- SENDCo drop-ins/coffee afternoons (half-termly)
- regular pupil check-ins appropriate to age and need

### **Involving key stakeholders**

When appropriate, we work with external agencies to provide assessment and advice. These may include services accessed via Northumberland County Council SEND Support Services, such as:

- Educational Psychology
- Speech, Language and Communication support
- Literacy and EAL support
- Emotional wellbeing and behaviour support
- Autism support

Parents/carers are always consulted before referrals are made.

### **Transition support**

We recognise that transitions can be a key risk point for pupils with SEND. We support transition by:

- sharing information with receiving settings
- arranging additional visits where needed
- working with parents/carers and pupils to prepare for change
- supporting key staff communication between settings

For pupils with EHCPs, transition planning is prioritised and coordinated in advance in line with statutory processes.

### **Teaching approach**

Shanklea uses a graduated approach as outlined in the SEND Code of Practice, with Quality First Teaching as the first point of support.

All staff working with the pupil are made aware of:

- needs and strengths
- outcomes sought
- support provided
- strategies and approaches required

Support is reviewed regularly through APDR, and changes are made where necessary.

### **Adapted / bespoke provision and timetables**

In some circumstances, pupils may require an adapted or bespoke timetable as a short-term measure to meet needs and reduce barriers. Any adapted timetable:

- is time-limited and reviewed regularly
- has clear outcomes and reintegration goals where appropriate
- is agreed with parents/carers
- is monitored closely for impact on learning, attendance and wellbeing

SEND is never a reason to exclude a pupil from education or school life.

### **Adaptations to the curriculum and learning environment**

Examples include:

- differentiated tasks and outcomes
- adapted resources (e.g. larger font, visuals, scaffolded writing frames)
- assistive technology (e.g. laptops, iPads)
- longer processing time and chunked instructions
- pre-teaching key vocabulary and concepts
- targeted adult support to develop independence
- adjustments to reduce sensory overload where appropriate

Where possible, interventions are planned to avoid pupils regularly missing lessons that are important to them.

### **Inclusivity in activities**

All clubs, visits and activities (including breakfast/after-school clubs and residential) are available to pupils with SEND. No pupil is excluded because of SEND or disability.

Where needed, reasonable adjustments are made, including:

- additional adult support
- pre-visits or social stories
- specialist equipment

- adjusted travel or access arrangements

## **Supporting emotional and social development**

Wellbeing is central to school life. We support pupils by:

- teaching growth mindset and resilience
- promoting positive relationships and British Values
- having a clear anti-bullying stance (including prejudice-related bullying)
- supporting pupil leadership (e.g. school council)
- encouraging participation in clubs and teams
- using regulation approaches (e.g. Zones of Regulation) and Thrive-informed practice

## **Online safety**

We recognise pupils with SEND may face increased online risks (including bullying, exploitation, grooming and radicalisation). Online safety education is age-appropriate and tailored to pupils' developmental stages.

We teach pupils:

- how to evaluate online content and recognise persuasion/manipulation
- respectful relationships and consent
- how to identify risks and seek help
- what to do if something feels wrong or unsafe

Staff plan lessons carefully and respond to concerns in line with our safeguarding procedures. This aligns with statutory safeguarding expectations in KCSIE 2025.

## **Sexual violence and harassment**

Safeguarding education is part of a broad and balanced curriculum, including through PSHE and wider work. Content is age- and stage-appropriate, covering:

- healthy relationships
- respectful behaviour
- equality and stereotyping
- body confidence and self-esteem
- understanding that sexual violence and harassment are always wrong

Pupils are taught how to report concerns and how reports are handled. Staff are trained to recognise that pupils with SEND may be more vulnerable and that indicators of harm must never be automatically attributed to SEND. This aligns with statutory safeguarding guidance.

## **Evaluating effectiveness**

We evaluate SEND provision through:

- APDR reviews and progress towards outcomes
- intervention tracking and impact evaluation
- pupil voice and parent/carer feedback
- SENDCo monitoring and staff consultation
- provision mapping
- EHCP annual reviews (where applicable)

## Handling complaints

Concerns about SEND provision should be raised with the class teacher in the first instance, and/or the SENDCo and Headteacher. If concerns are not resolved, they will be addressed using the school's complaints procedure.

Parents/carers of pupils with disabilities also have the right to make disability discrimination claims to the SEND Tribunal where applicable, including in relation to:

- exclusions
- provision of education and associated services
- reasonable adjustments and auxiliary aids

## Spending the budget

Funding is used to provide early intervention and targeted support. Where pupils have higher levels of need, the school may seek additional funding (e.g. high needs/top-up funding) through the LA in consultation with parents/carers.

## Local Offer

Shanklea works with Northumberland County Council to contribute to and share information about the Local Offer.

Northumberland Local Offer (SEND 0–25):

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>

## Named contacts

**SENDCo:** Claire Crowther (details above)

**Headteacher:** Laura Ritson (via school office)

**School office:** 01670 715205

## Additional support

If you would like independent advice and support, you may also find help from:

- the Local Authority SEND Information, Advice and Support Service (SENDIASS)
- relevant health professionals (e.g. SaLT, OT) via referral routes
- charities and specialist organisations relevant to your child's needs