



## SEND Report 2024 - 2025

TYPE OF SCHOOL:	Community Primary School (4-11 years) with Nursery (2-4 years)		
ACCESSIBILITY:	Ground floor only. Steps to classrooms and step lift for disabled access. Fully accessible toilet		
CORE OFFER:	<p><b>Are you currently able to deliver your core offer consistently over all areas of your school?</b></p> <p>Teaching staff and governing bodies have been directed to and have read the <a href="#">SEN Code of Practice, Jan 2015</a>. All staff have sufficient experience, training and expertise to identify children who may have additional needs and to offer initial support following the graduated approach. SEND training is available for all staff to match the appropriate needs of our children.</p>		
POLICIES	Are the school policies available on the website for:	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes	
RANGE OF PROVISION:	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p> <p><i>Areas of strength</i></p>		

Our children benefit from being in a very small school with a high staff:pupil ratio and with 1:1 teaching and learning provided each and every day. Each child has a Personal and Academic Progress Plan (PAPP), which is reviewed each term (each half-term for pupils with SEND). Children benefit from the whole-school approach to identifying and supporting needs, with professional advice sought where necessary. Staff are aware of how to implement a graduated approach using quality first teaching. We have 2 TAs who are able to deliver specific interventions alongside teachers where necessary. In addition to this, all staff work closely together to identify needs and enable early intervention. Children are taught emotional literacy as part of our RSE curriculum and the wider curriculum in school. Our good links with schools within our wider partnership enable us to provide a seamless transition from Primary to Middle and Secondary.

*Specialist Facilities/Equipment to support SEND:*

We have an easy access environment both inside and outside school, with a large hall. Extensive outdoor play space, including a self-contained nursery area and climbing equipment allow a wide range of physical and emotional needs to be addressed.

We have a number of technologies available for children to support their learning, including Doodle (English and Maths) and a set of iPads and Chromebooks.

*Input from Therapists/Advisory Teachers/other specialist support services:*

As a school, we work closely with external agencies. For 2023/24, we are working closely with the HINT team at County Council level, specifically on the areas of speech and language, autistic spectrum and emotional wellbeing. We also work with an education welfare officer to identify any emerging needs. We also proactively identify CPD training needs for staff via the appraisal process. We provide information to CYPS as requested to allow them to assess pupils for a wide range of SEND needs. We are able to access services from Health, including speech and language therapy, school nurses and the health visitor. Children's Services, based in Hexham, provides support for social welfare and we receive a weekly social care report.

*After-school support*

We offer an after-school club which runs from 3.15 to 4.15pm each Wednesday. The clubs are staffed by teachers on a rota system. In addition, we offer other community after-school clubs using funding from the DfE's Opening School Facilities programme, coordinated by RISE.

INCLUSION:

*How do you promote inclusion within the school, including day and residential trips?*

Teachers plan lessons that involve all children in a challenging yet supportive way, making excellent use of our experienced Teaching Assistants to enable this to take place within a normal classroom environment. A wide variety of strategies are available to all children, for example quiet areas for time out and a clear system for positive behaviours. We use the Zones of Regulation for children who find it difficult to regulate their emotions. All children are included in events and visits that take place within school as well as visits out of school. We always ensure that we have a very high ratio of adults to children, and all accompanying adults are made aware of the specific needs of the children involved. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Residential visits are planned to include all children. Staffing, accommodation and activities will be reviewed each year to take into account the needs of the cohort.

*What proportion of children currently at the school have a SEND?*

Currently, 25% of our mainstream cohort has been identified as having a SEND need.

PARENT SUPPORT  
INVOLVEMENT/  
LIAISON:

*How do you involve/support the parents of children with SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?*

Our school graduated approach to SEND includes the consultation of parents at every stage of the process  
See our Flowchart of Graduated Approach.

Our open-door policy enables parents to have very close relationships with school staff, developing trustful and transparent relationships. We listen to and act upon the needs of individuals, consulting with specialists when considering any requests.

When a specific need has been identified, we complete a SEN Support Plan, which contains SMART targets for the child. This is shared with parents and reviewed on a termly basis. Any interventions used are monitored carefully to evaluate how successful they have been in enabling the child to make progress. These will then be continued or adapted to ensure continued progress is made on a long-term basis. For some pupils, a Pupil Passport combined with our Ordinarily Available Provision may be sufficient.

We communicate progress through formal and informal conversations, including review meetings for Support Plans every term and Pupil Progress Evening in the autumn and summer terms. As part of these meetings, we can offer advice and practical ways for parents to help support their child at home.

	<p><i>How will school prepare children with SEND to join their next setting?</i></p> <p>As we have a nursery intake, we are able to identify at an early stage those children who may need interventions. Children are taught in mixed-age classes, and whole school activities are very common. This helps children when they transfer between EY/KS1 and KS1/KS2.</p> <p>In previous years, we have organised a number of transition activities with our feeder middle schools but since becoming a primary school from September 2019, the focus has mainly been on transition to secondary school at the end of Year 6. Transition plans may be put in place to support any additional needs. Having extended our age-range to primary, we will be able to continue our SEND provision for an additional two years.</p> <p>We have a good relationship with the SENDCos at our partnership schools, which enables children to be fully prepared for smooth transitions to their secondary/middle school.</p>
OTHER INFORMATION:	<p><i>What else do you think parents /carers would like to know about your school?</i></p> <p>At Kielder Primary School, we strive hard to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>● Have a wide and balanced curriculum which is adapted to meet individual needs</li> <li>● Can learn and make progress</li> <li>● Are assessed using appropriate assessment tools and guidelines which ensure children are not placed under any undue stress.</li> <li>● Have equal access to resources, provision and interventions as needed.</li> <li>● Can benefit from flexible grouping to suit the needs of individual children.</li> </ul>

COMPLETED BY: (Name and position)	Lee Ferris Headteacher and SENDCo
Updated:	October 2024
Next review:	October 2025