

## SEND information report

<b>About King Edwin Primary</b>	We are a friendly, happy school nestled in the heart of Amble. Our youngest children are just two years old and continue with us all the way up to Year Six. Our core values are Respect, Happiness and Growth. We use them to encourage every child to reach their full potential in all areas of their school life, and to prepare them for life beyond King Edwin Primary.
<b>Accessibility</b>	We have a 3 year accessibility plan in place to review and adapt our facilities where required. You can find it here:  <a href="#">Accessibility Plan</a>
<b>Who do we contact about SEND at King Edwin?</b>	Sharon Donaldson, SENCo Lizzie Jackson, Head Teacher Sarah Mitchell, SEND Governor The school telephone number is 01665 710388.
<b>Policies</b>	Our information report has been written with reference to the following guidance and documents: <ul style="list-style-type: none"> <li>● SEND Code of Practice 0-25 (2015)</li> <li>● Equality Act 2014: Advice for schools. DfE Feb 2013</li> <li>● Schools SEN Information Report Regulations (2014)</li> <li>● SEND policy</li> <li>● Wellbeing Policy</li> <li>● Safeguarding Policy</li> <li>● Accessibility Plan</li> <li>● Teachers Standards 2013</li> </ul>
<b>What is the Local Offer and where can I find out about it?</b>	The Local Offer is information and advice about the services for children and young people with Special Educational Needs and Disabilities (SEND) and their families living in Northumberland.  You can find out about Northumberland County Council's Local Offer here:  <a href="http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx">http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx</a>
<b>How do we identify SEND?</b>	All children receive quality first teaching. Pupil progress is assessed every half term. If a pupil has not made expected progress in a particular area, intervention is put in place at the earliest opportunity. Class teachers meet with the SENCo regularly and we can make referrals for further support at any time. Parents meet with class teachers from the outset, and if necessary, together we will put in place a support plan as outlined below. Information is passed on from nurseries or previous

	<p>schools to us, and we in turn share information with the secondary schools at transition time.</p> <p>We use a range of activities to assess whether a child needs additional support. This can be progress data, observing children in class or at play, and gathering evidence from a range of lessons. We can also use a variety of additional assessments to precisely measure progress of children with SEND, such as the Sandwell test for maths, the New Salford test for reading, the Northumberland Screening Tool for literacy, all of which help to assess specific maths and literacy difficulties.</p> <p>We can also call on outside services to carry out further assessments, such as Educational Psychologists, specialist teachers, or health professionals. We obtain parental consent to do this.</p>
<b>The King Edwin Core Offer</b>	<p>We are able to deliver our core offer across all areas of school:</p> <ul style="list-style-type: none"> <li>• Quality first teaching is available in every class with appropriate, targeted differentiation according to pupil need. Lessons are adapted to ensure every pupil can make progress. Teachers and teaching assistants are well qualified and experienced.</li> <li>• Support is differentiated to match the needs of every child, either individually or in small groups, whether they are on the SEND register or not.</li> <li>• Targeted, time-limited interventions are used in all classes, to target specific needs, for example reading, writing, spelling, maths or emotional wellbeing.</li> <li>• Read Write Inc phonics is taught throughout school from Reception to Year 2. It can also be used as an intervention.</li> <li>• Teaching assistants are used in every class to support the learning of different groups of children, for example delivering interventions or helping to provide small group support alongside the class teacher.</li> <li>• Personalised provision is used where appropriate, through adapted resources and interventions.</li> <li>• iPads and Chromebooks are available in all classrooms.</li> </ul>
<b>What kinds of Special Educational needs do we cater for at King Edwin Primary School?</b>	<ul style="list-style-type: none"> <li>• Communication &amp; interaction</li> <li>• Cognition &amp; learning</li> <li>• Social, emotional &amp; mental health</li> <li>• Sensory &amp; physical needs</li> </ul>

<p><b>What is our approach to teaching children with SEND?</b></p>	<p>At King Edwin we provide a number of levels of support depending on the individual needs of the child:</p> <p><b><u>Quality First Teaching.</u></b></p> <p>All children receive inclusive, quality first teaching which includes the provision of differentiated work. At this stage, some children may be monitored more closely and their progress will be carefully tracked and reviewed. All staff hold the highest expectations for every child in their class. All teaching is based on assessing what each child already knows, understands and can do. Lots of different teaching strategies are used throughout school. Specific support strategies can be put in place, for example, small group maths interventions.</p> <p><b><u>School Support &amp; SEND register</u></b></p> <ul style="list-style-type: none"> <li>• Depending on your child's level of need, we will record the information we need on either a passport/profile, or support plan.</li> <li>• We hold reviews of these passports or plans once a term, usually towards the end of a term although this can depend on when your child joined the SEND register. The class teacher will let you know when a review is due. Together we will go through your child's targets and progress, and set new ones for the next term.</li> <li>• If there are additional needs, we can refer to external professionals for extra help. We need to show them evidence of what has been done at school and home already, before they will accept a referral.</li> </ul> <p><b><u>Additional high needs support:</u></b></p> <p>If a child continues to make less than expected progress despite additional interventions, we will seek further help from an outside agency to help us put in place alternative strategies and possibly select appropriate equipment to support their learning.</p> <p>A professional outside King Edwin School may be from Northumberland County Council's SEND Services or NHS services. The specialist professional will work with your child, you and school staff to understand their needs and make specific recommendations. This can include:</p> <ul style="list-style-type: none"> <li>• Support to set targets specific to their area of expertise.</li> <li>• Making changes to how your child is supported in class.</li> <li>• Small group support run by school staff under the guidance of the outside professional.</li> <li>• Targeted input from the specialist teacher.</li> <li>• Individual support strategies in school.</li> </ul> <p><b><u>Education, Health and Care Plan</u></b></p>
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	<p>If there is still significant concern, and the school still cannot reasonably meet the needs of the child, the school can consult with parents and request an Education, Health and Care plan (EHCP) assessment from the local authority (Northumberland County Council). Parents can also request an EHCP assessment.</p> <p>Northumberland County Council describe the eligibility criteria for an EHCP as follows:</p> <p><i>“An Education, Health and Care (EHC) plan may be required for a child or young person when their special educational needs cannot be reasonably met by the resources that mainstream nurseries, schools and colleges can normally provide. In these circumstances, we should consider undertaking an assessment of education, health and care needs to decide if it is necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.</i></p> <p><i>The main focus for an EHC plan is education. Children or young people whose needs are mainly based around health or social care will not be given a plan, unless those needs affect their education.”</i></p>
<b>How do we ensure everyone is included at King Edwin Primary School?</b>	<p>At King Edwin Primary School we can make adaptations to the curriculum, with any required adjustments being made according to need. Adaptations may include the use of specialist equipment, or alterations to the classroom layout (where children may have Visual or Hearing Impairments for example). We are always happy to discuss individual requests for additional adaptations. Further information is also available in our Accessibility Plan.</p> <p>All children are included in trips, residential and adventurous activities, and we arrange staffing and support to ensure this.</p> <p>We recognise the importance of children being involved and aware of decisions made about their learning. Pupil views are gathered regularly throughout the year as part of our monitoring process and through the cycle of assess-plan-do-review. We may ask pupils to give written feedback or discuss their views with a member of staff.</p> <p>Currently, 13.8% of our children (2-year olds to Year 6) are on our special educational needs register in the year 2025-26 and we have 6 children with an Education, Health and Care Plan (EHCP).</p>
<b>How do we support the emotional, social and mental health needs of all</b>	<p>King Edwin Primary school offers a safe, calm and supportive environment for children. Pupils who need additional time and support to regulate are given consistent access to sensory circuits or movement breaks.</p>

<p><b>pupils, including those with SEND?</b></p>	<p>Children who need additional support with their SEMH (social, emotional and mental health) needs are often included in targeted interventions such as ELSA which uses a range of activities such as arts, crafts, story, music, drama and painting to explore and develop children's social and emotional development.</p> <p>Parents and school staff are able to refer to our on-site school nurse during her weekly visits. Our school nurse offers a range of support services for both parents and pupils including referrals to outside agencies and 'time to talk' sessions for pupils.</p> <p>School can refer to the Primary Mental health team to access additional support for pupils who show signs of anxiety or other mental health concerns.</p> <p>We recognise that online experiences can significantly impact pupils' social, emotional and mental health (SEMH) needs. At King Edwin Primary we support pupils with SEND to stay safe online by providing tailored online safety education, appropriate supervision, adaptive technologies, and close collaboration with families to reinforce safe digital practices.</p>
<p><b>How are parents involved and supported at King Edwin Primary School?</b></p>	<p>Where a pupil has been identified as having an additional need, parents are invited to meet with class teachers, and a passport and pupil profile are put in place. They are reviewed each term, and we will decide next steps. This could be to end the support, to set new targets, or to move on to a SEND support plan.</p> <p>In addition to termly SEND meetings, parent consultation evenings for all children are held in the Autumn and Spring terms, with a summary of progress and targets shared at this point. In the summer term a full written report is provided.</p> <p>We can always be contacted for parents to discuss needs as and when they arise, whether at the start and end of the day, by telephone, or by email.</p> <p>Regular events and celebrations (termly parent drop ins, coffee mornings, termly class assemblies, sports day, Harvest, Easter, Christmas) involve parents in the life of the school, as do fundraising events.</p> <p>We believe in regularly consulting parents for their views on school (parent surveys, SEND surveys, consultations on school developments), and your views are considered in any major changes.</p>
<p><b>Transition information</b></p>	<p>Pupils in each class have the opportunity to experience transition days each week in the final half term of summer, so that everyone is comfortable and used to their new classroom and class teacher for</p>

	<p>September. Our Nursery school is on-site. Additional visits and support for SEND pupils are arranged with our secondary schools. Where a pupil with SEND joins King Edwin from another school, every effort is made to obtain a full and accurate picture of their needs from their previous school.</p>
<p><b>What training do staff supporting children with SEND have at King Edwin Primary School?</b></p>	<p>We continually invest in staff professional development to ensure provision is high quality and up to date. All teaching staff hold Qualified Teacher Status. Our SENCo has achieved the National Award in Special Educational Needs Coordination. We have teaching and support staff who have received training in specific areas, such as:</p> <ul style="list-style-type: none"> <li>● Specialist Teacher for Dyslexia</li> <li>● Emotional Literacy Support</li> <li>● ASD Support</li> <li>● Speech, Language and Communication Difficulties</li> <li>● Developmental Language Disorder</li> <li>● ELKLAN</li> <li>● Early TalkBoost, TalkBoost, and TalkBoost KS2</li> <li>● EYFS Inclusion Toolkit</li> <li>● Precision Teaching</li> <li>● ReadWriteInc phonics</li> <li>● Paediatric First Aid</li> <li>● Early Years Thrive Practitioner</li> </ul> <p>Staff attend regular training sessions which enable us to deliver specific interventions. Over the last 3 years, for example, staff have taken part in ASD, maths, literacy, behaviour management, zones of regulation, the trauma informed approach, Sensory needs practitioner training and speech, language and communication training.</p>
<p><b>What SEND support services are available at King Edwin Primary School?</b></p>	<p>We have access to a wide range of external support services via a referral with parental consent, for example:</p> <ul style="list-style-type: none"> <li>● Literacy Support Service</li> <li>● Mathematics support service</li> <li>● Emotional Wellbeing and Behaviour Support Service</li> <li>● ASD Support Service</li> <li>● Speech, Language and Communication Service</li> <li>● Psychological Services</li> <li>● English as an Additional Language Support Service</li> <li>● School Health (NHS)</li> <li>● Northumberland Parent Partnership Service</li> <li>● NHS Speech and Language Therapy (SALT)</li> <li>● Hearing and Visual Impairment Services</li> <li>● Occupational Therapy Service</li> <li>● Educational Welfare</li> </ul>

	<ul style="list-style-type: none"> <li>• My School Health</li> <li>• Children's and Young People's Services (CYPS)</li> <li>• Children's Services</li> <li>• Bereavement Counselling</li> </ul>
<b>How do we evaluate the effectiveness of our SEND provision?</b>	<p>Teachers continually assess and review the progress that children in their class make and how effective their SEND provision is. Strategies and resources are reviewed between class teachers, SENCo, and Headteacher. Observations and learning walks help to inform our offer. Teachers work in partnership with teaching assistants to review support and intervention groups. In addition, where children are in receipt of an EHC plan, their support is reviewed annually in addition to the 3 termly SEND reviews.</p> <p>We have a number of children who have been taken off the register through making good progress.</p> <p>We conduct regular SEND parent surveys. This feedback is used to help improve our SEND service to both pupils and parents.</p>
<b>Where else can I get SEND advice?</b>	 <p>Northumberland Information, Advice and Support Service is a free, confidential and impartial service for children and young people (up to 25 years) with special educational needs or disabilities (SEND), and their parents and carers.</p> <p>The information, advice and support provided by the service covers the full range of education, health and social care as defined in the SEND Code of Practice 2015. The service is run at 'arm's length' from the Local Authority.</p> <p>The support the service can offer includes:</p> <ul style="list-style-type: none"> <li>• Providing a listening ear and practical advice and support with understanding the SEND 'system'</li> <li>• Information on a range of SEND topics.</li> <li>• Support with preparing for meetings.</li> <li>• Help with exploring the options for a child/young person's SEND provision.</li> <li>• Signposting to other services and groups, including parent groups, youth forums and national helplines.</li> <li>• Support for individual children, young people and their parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including SEN processes, exclusion, complaints and SEND appeals.</li> </ul>

	<ul style="list-style-type: none"> <li>Training for parents, children and young people, and professionals to increase their knowledge of SEND law, guidance, local policy, issues and participation.</li> </ul> <p>The website for the service provides further details and can be accessed at <a href="http://northumberlandiass.org.uk">northumberlandiass.org.uk</a>.</p> <p>The service operates on a self-referral service basis and can be contacted by phone on 01670 623555 or by email at <a href="mailto:iass@northumberland.gov.uk">iass@northumberland.gov.uk</a>.</p>
<b>How can I make a complaint about SEND provision at King Edwin Primary School?</b>	<p>In the first instance, please contact Sharon Donaldson, SENCo. <a href="mailto:sharon.donaldson@kingedwinable.uk">sharon.donaldson@kingedwinable.uk</a></p> <p>If you are not satisfied with the outcome of that consultation then contact Lizzie Jackson, Headteacher: <a href="mailto:lizzie.jackson@kingedwinable.uk">lizzie.jackson@kingedwinable.uk</a></p> <p>The school telephone number is 01665 710388.</p> <p>Taking a concern to the next level depends on the nature of the concern but it could include the school governing body, the local authority or external organisations. We would ask the local authority to support the school to provide this advice to you.</p>
<b>Completed by:</b>	Sharon Donaldson, SENCo
<b>Date completed:</b>	January 2026
<b>Review due:</b>	January 2027