



SEND Information Report 2025–2026

School Details

Community Primary School (ages 4–11) with Nursery provision (ages 2–4).

SENDCo:

Name: Mr Lee Ferris (Headteacher)

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Our Approach to SEND

We believe in helping **all** children to thrive and excel to be learners today, leaders tomorrow, regardless of any potential barriers.

Our SEND provision is rooted in Quality First Teaching and adaptive teaching. Our guiding question for staff is:

“Is your classroom reducing the need for additional intervention?”

Types of SEND Provided For

The school provides support for pupils with SEND across the four broad areas of need as set out in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Identification and Assessment of SEND

Pupils' needs are identified as early as possible through teacher assessment, progress monitoring, observations, discussion with parents/carers and pupil voice. Where concerns persist, support follows the graduated approach of assess, plan, do and review.

Supporting Pupils with SEND

Support for pupils with SEND may include:

- Adaptive classroom teaching and Quality First Teaching
- Targeted small-group or individual interventions
- Pupil Support Plans and Pupil Passports
- Advice and support from external professionals where required

Assessing and Reviewing Progress

The effectiveness of SEND provision is monitored through regular review of pupil progress, assessment information and outcomes. Provision is adapted where necessary to ensure pupils make the best possible progress.

Curriculum and Inclusion

Pupils with SEND access a broad and balanced curriculum. Reasonable adjustments are made to teaching, resources and the learning environment to ensure inclusion. All pupils are included in educational visits, enrichment activities and wider school life.

Social, Emotional and Mental Health

The school supports pupils' social, emotional and mental health through a caring ethos, positive behaviour approaches and targeted support where appropriate. The SENDCo is a qualified mental health first-aider and our Senior Mental Health Lead.

Working with Parents and Pupils

Parents/carers and pupils are involved at every stage of the SEND process through regular communication, meetings and reviews. The views of pupils and parents are valued and inform decision-making.

Staff Expertise and Training

Staff receive ongoing training to support pupils with SEND. Specialist expertise is accessed through external professionals and advisory services where appropriate.

Specialist Services, Equipment and Facilities

The school works in partnership with external agencies such as:

- Local Authority HINT team
- Speech and Language Therapy
- CYPs

Accessibility

The school has accessible facilities, including step lift access. Specialist equipment and resources are provided where needed to support individual pupils. See our Accessibility Plan on our website for more information.

Transition Arrangements

Transitions into, within and beyond the school are carefully planned. Information is shared with parents, pupils and partner settings to ensure continuity of support. We work proactively with our middle and high schools to ensure that transition is as smooth as possible.

Support for Parents

Information, advice and support for parents of pupils with SEND can be accessed through:

- <https://northumberlandiass.org.uk/>

Local Authority Local Offer

Details of the Northumberland SEND Local Offer can be found at:

<https://www.northumberlandsend.co.uk/>

Complaints

If parents/carers have concerns about SEND provision, these should initially be discussed with the class teacher or SENDCo. Formal complaints should follow the school's Complaints Policy.

Review of SEND Information Report

Updated: October 2025

Next review: October 2026