

# Special educational needs and disabilities (SEND) Information Report 2025

## Stead Lane Primary School



Approved by:  
The Governing Body

Date:

Last reviewed on: September 2025

Next review due by: September 2026

## School Information

Stead Lane Primary School is a one form entry Primary situated in Bedlington. The building is contained on a large site and is fortunate in having large playing fields which enables us to offer a wide range of sporting activities. The building itself is fully utilised to accommodate the 229 children presently on roll. Classrooms are large with purpose-built cloakrooms and upper key stage 2 have their own changing rooms. The Hall is used for assemblies, lunch and PE and we have the IT facilities available whereby every child in a class can have access to their own laptop/iPad.

The Special Educational Needs Co-ordinator (SENDCo) is Mr P. Pallas who can be contacted by phone on 01670 823 171. Mr Pallas achieved the NASENCo qualification in September 2021.

There are a number of people in school who are responsible for special educational needs in school:

The Head Teacher Mrs Rowley is responsible for:

- The day-to-day management of all aspects of the school, including support for children with SEND.
- Making sure that your child's needs are met but they will give this responsibility to the SENDCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Deputy Headteacher/Special Educational Needs Co-ordinator (SENDCo) Mr Pallas is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents/carers are:
  - involved in supporting their child's learning
  - kept informed about the support their child is getting
  - involved in reviewing how they are doing
  - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help pupils with SEND in the school make the best possible progress.
- Support class teachers in writing Learning Plans that specify your child's targets.
- Ensuring that all staff working with the pupil in school are helped to deliver the planned work/programme so the pupil can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The Class Teacher is responsible for:

- Making sure that all children have access to Quality First teaching and that the curriculum is adjusted to meet your child's individual needs (this is called scaffolding) following the Ordinarily Available Provision document.
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENDCo know if necessary. This could be things like targeted work, additional support.
- Writing Support Plans with guidance from the SENDCo. These will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Teaching Assistants work with the class teacher to identify areas of support for pupils with SEND. They:

- Support pupils to access the curriculum
- Help to implement scaffolding and specialist support strategies in the classroom
- Keep pupils focused on learning activities during lesson
- Attend all training opportunities related to SEND and scaffolding.
- Are mainly classroom based, however they are able to deliver specific SEND programmes outside of the classroom.
- Help pupils to develop effective ways of becoming independent learners to avoid over-dependence on support or 'learned helplessness'.

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEND.

## **Questions a parent may have**

### **1. How does school know if children need extra help and what should I do if I think my child may have special educational needs?**

If your child is joining the school we will work with you and any current support provision to ensure the transition for your child is as smooth as possible. If your child does require extra support you can request a meeting with your child's new teacher, the Headteacher or Special Educational Needs Coordinator (SENDCo).

Within school, the progress of all pupils is monitored regularly by class/ subject coordinators and the senior leadership team. Pupils who are not making the expected progress in a particular area can quickly be identified and additional support can be given. Meetings are held between class teachers and members of the senior leadership team at which children's progress is discussed and reviewed. Any child highlighted as not having made progress will become a focus for support.

Support can be in the form of an intervention. These are targeted programmes which focus on improving skills in certain areas. Support can be given on an individual or group basis. Interventions are reviewed at the end of the targeted intervention period. Staff ensure that the skills obtained transfer back into the classroom.

If you are concerned that your child does have special educational needs you should, in the first instance, make an appointment to meet with the class teacher to discuss your concerns. The class teacher will then liaise with the Special Educational Needs Coordinator.

### **2. How will the curriculum be matched to my child's needs?**

Quality First teaching (definition at the end of this report) is offered in every class. All teachers are provided with information relevant to the needs of individual children so that lessons can be adapted to ensure all pupils can make progress. Differentiation may take the form of additional resources to help access whole class teaching, small group support or individual support according to the needs of the child.

### **3. How will I be kept up to date of my child's progress?**

We have many ways of keeping parents informed of their child's progress.

- Parent's evenings during Autumn and Spring term.
- Progress reports for each child are sent home annually, with the option for parents to discuss their child's progress in person.

- The school operates an open door policy for all parents in which parents can ask to speak to the class teacher after school or can make an appointment if they feel they need more time to discuss their concerns.
- Extra meetings will be arranged (as appropriate) to support children with special educational needs or disabilities to discuss the child's individual education plan, identify what is working well, share and address concerns and set new individually focussed targets.
- For children with an EHC Plan, an Annual Review meeting is held which should be attended by all adults involved with the child's education. Targets are reviewed continually and adapted as necessary.

#### **4. What support is there for my child's overall well-being?**

The well-being of all our pupils is our primary concern here at Stead Lane.

- All children are supported with their social and emotional development throughout the school day through the curriculum and extra- curricular activities.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored individual pupil plan may be put in place if required.
- Our behaviour policy, which includes guidance of expectations, rewards and sanctions, is fully understood and operated by all our staff.
- The school has an anti-bullying policy.
- We regularly monitor pupil attendance, support pupils returning to school after absence and where necessary take action to prevent prolonged unauthorised absence of pupils from school.
- The school has a medical policy in place and staff who are trained as appropriate to support medical needs.
- The views of pupils are sought and encouraged.

#### **5. What kind of SEND support do you offer and what specialist services and expertise are available at, or are accessed by, the school?**

The Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

At Stead Lane we are able to offer support for a range of educational needs.

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc.)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc.)
- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc.)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc.)

Support can come from within school from staff who have received training in certain areas such as for example speech and language, behaviour and attendance management, inclusion mentoring, basic level bereavement support and basic level counselling support. For areas that require more in-depth support a range of external services can be requested via a referral for example:

- School Health
- Educational Psychology (EP)
- Emotional Wellbeing and Behaviour Support (EWBS)
- ASD support

- Specialist Support Teachers
- Speech and Language Therapy (SALT)
- Hearing and Visual Impairment service
- Occupational/Physio Therapists,
- Education Welfare Officers (EWO)
- Family support workers
- Children and Young People's Service (CYPS)
- Alternative provision and Children's Services.
- If the pupil does not make progress with support that has been suggested by specialist staff, school can make a referral to the Local Authority (LA) for an assessment for an Education, Health and Care Plan. This is a legal process which can take up to 20 weeks, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child.
- If an assessment is rejected by the SEND Panel, then parents/carers have a right to appeal the decision and can be supported through this process by SENDIASS. This process can vary but may include a meeting with a representative from the LA and/or a mediation meeting. If parents/carers are still not happy with the outcome, this can go to a tribunal where SENDIASS can support parents/carers.

## 6. What training do the staff supporting children with special educational needs and disability have?

We continually invest in the professional development of all staff to ensure that the provision provided to all pupils is both of a high quality, and takes into account any changes made by the Government. To support our pupils with special educational needs; staff attend training sessions which enable the school to deliver specific interventions to those pupils who would benefit most. We have just signed up to the NASEN (National Association for Special Educational Needs) training webinars which gives us access to webinars covering all areas of policy, practice and research related to SEND. All teachers hold qualified teacher status and within the school setting we have staff who have received training in specific areas as mentioned in section 5.

School staff are trained in specific areas where there is a current need. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. The Headteacher and Senior Leadership Team find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.

Teaching Assistants in school have attended training to deliver specific interventions to support children in areas of social communication, reading and maths and areas of children's Social and Emotional development, including mental health and wellbeing.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

**Awareness** – this is basic awareness of a particular type of SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCo, SENIT, Educational Psychologist or other specialist service.

**Enhanced** – this level of training will be carried out by staff working with the pupil regularly, such as class teachers, and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by SENIT, Educational Psychologist, staff from special schools or other specialist services.

**Specialist** – this is in-depth training about a particular type of SEND for staff who will be advising staff who support pupils at an enhanced level. This could be a specialist SEND teacher or a SENDCo if they had appropriate qualifications.

At Stead Lane Primary School, staff have had awareness training in, but not limited to, Specific Learning Difficulties, Language Training, Autism, Lego Therapy, positive handling and administration of inhalers. Stead Lane Primary is proactive in seeking training when the need arises.

**7. How will my child be included in everyday activities and outside the classroom activities including trips?**

Teachers at Stead Lane Primary will provide challenge and support for children in every lesson. Strategies put in place to support individual children may be used for all of the class so that children are not made to feel different. Teachers cater for all learners and learning styles in their class by ensuring that lessons are hands-on and are as interactive as possible.

Our Equality and Inclusion Policy promotes the involvement of all of our learners in all aspects of the curriculum including activities outside of the classroom. Within school all children are included in all lessons and special activities. Support for individual children is provided where needed. All staff are aware of children who have additional needs.

Where there are concerns for safety and access, a personalised risk assessment will be carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate, parents/carers are consulted and involved in planning of activities inside/outside of the classroom.

**8. How accessible is the school environment?**

Our building is accessible to pupils and visitors through a series of ramps, and all parts of the school except for two rooms can be accessed by all.

To access our nurture unit a small number of stairs needs to be negotiated and we have one room built at first floor level.

There is access to a disabled toilet within the building and where feasible we will make reasonable adjustments to the school to improve accessibility based on individual needs. (Refer to Accessibility Plan).

**9. How will school help prepare my child to move between classes in school, join the school or transfer to a new school?**

Stead Lane Primary School supports children in a number of ways depending on whether they are leaving or joining the school or transferring to another class within school.

Before a child moves to a new class in school they will spend time in their next class with their new teacher. Information will be passed on to the new teacher in advance and any targets will be shared. Individual arrangements can be put in place for children who need a longer transition time.

There is an induction process in place for children who join school which will involve visits to the school, time spent with class and teacher and peers. For children transferring to our feeder school, staff from both settings will meet to discuss all children moving on to ensure a smooth transition. All records are passed on to the receiving school. Further support is provided as necessary for those children with special educational needs which may consist of extra visits to the new school or a pupil transition plan being put in place.

**10. How is the decision made about what type of support and how much support my child will receive?**

Quality First inclusive practice is clearly defined in our setting and we expect all staff to deliver this. All teachers are responsible for every child in their care, including those with special educational needs and disabilities. Teachers have high expectations for all children in their class. We use assessment to ensure that teaching and learning builds on what your child already knows and informs the next steps in their learning. Specific strategies

(which may be suggested by the SENDCo, outside agencies or other professionals) may be used to support learning. In assessing, teachers look for gaps in learning/understanding and plan work to meet these individual needs.

If a gap has been identified your child may be grouped with other children with the same need so that targeted work can be planned within the class. This will be delivered by the class teacher or a teaching assistant.

Depending on the need identified, your child may work on a specific intervention programme which the school has staff trained to deliver. The interventions include assessment so that sessions can be carefully tailored to meet needs and progress measured at the end. All interventions are monitored for impact and expected outcomes are defined at the start of any intervention.

It may be decided that it would be beneficial for your child to be referred for external support and further assessment. The SENDCo will discuss this with you and you will be asked for your consent before this is done. Further assessments by specialist professionals will help you and the school better understand your child's particular needs enabling the right support to be put in place.

If your child has been identified as requiring a high level of support they may need an Education, Health and Care Plan (EHCP). The SENDCo will liaise with all professionals involved with your child to ensure a coordinated referral is in place. If the referral is successful the Local Authority will carry out a statutory assessment of your child's needs to establish what support is required.

If it is decided that your child doesn't require an EHCP they may still receive 'additional' support for a specified period of time to enable the school to provide appropriate provision. The decision to give additional money is made by the Local Authority.

During this process the relevant staff, the pupils and their families will be invited to attend and have input.

### **11. How are parents involved in school?**

We work in partnership with parents to support our pupils and enable them to achieve their full potential. We operate an open door policy to allow parents to contact their child's teacher with ease. Parents are invited to participate in school-life through a number of different ways (e.g.) Parents and Friends Association, parent questionnaires, parent evenings, and by invitation to school events.

Our Governing Body includes parent representatives.

For parents with children who have special educational needs or disabilities there will be further arranged opportunities to meet with staff to discuss individual education plans.

An appointment to see Mr Pallas, SENDCo, can be arranged.

### **12. Who can I contact for further information?**

If you have concerns about your child the first point of contact should be your child's class teacher. For students with special educational needs, further information and support can be obtained from the Special Educational Needs Coordinator, Mr Pallas.

If you are unhappy about the provision that your child is receiving please contact us. If you still have concerns following discussions with staff you do have the right to complain. Please contact the school for a copy of the complaints policy.

**This report has been compiled by:**

**Vicky Rowley (Headteacher)**

## **Further information**

Northumberland County Council has a 'Local Offer' - A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area.

Information about the Local Offer can be found on the Northumberland County Council website:

[www.northumberland.gov.uk](http://www.northumberland.gov.uk)

## **Definition of Quality First Teaching**

Quality first teaching aims to engage and support the learning of all children and young people, and places a strong focus on pupil participation in learning. It is the effective inclusion of all pupils in high-quality everyday personalised teaching through appropriate use of questioning, modelling and explaining on the part of the teacher. There is an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups, and an expectation that pupils will accept responsibility for their own learning and work independently. Regular use of encouragement and authentic praise engages and motivates pupils. School staff will use the county's Ordinarily Available Provision document to support this.

Northumberland's OAP document can be found here: <https://northumberlandeducation.co.uk/wp-content/uploads/2022/09/Northumberland-Ordinarily-Available-Provision-Guidance.pdf>

| <b>Revision Record of Issued Versions</b> |                      |                |  |
|---|----------------------|----------------|--|
| <b>Author</b>                             | <b>Creation Date</b> | <b>Version</b> | <b>Status</b>  |
| Stead Lane Primary (DW)                   | 1/12/12              | 1.0            | Final version agreed   |
| <b>Changed By</b>                         | <b>Revision Date</b> |                |  |
| Stead Lane Primary (DW)                   | 23.03.21             | 1.5            | Changes to school number made. Information is still relevant for this year. Final version agreed   |
| Stead Lane Primary (VR)                   | 21/03/22             | 2.0            | Changes to school numbers and information related to a change of SENDCo. The final version agreed. |
| Stead Lane Primary (VR)                   | 16/01/23             | 3.0            | Changes to school numbers and removal of out of date web links.<br><br>The final version agreed.   |
| Stead Lane Primary (PP)                   | 11/09/24             | 4.0            | Changes to school numbers and name of SENDCo. Additional information added to assessment,          |

|                         |          |     |   |
|-------------------------|----------|-----|---|
|                         |          |     | <p>responsibilities and training.</p> <p>The final version agreed.</p>  |
| Stead Lane Primary (PP) | 03/09/25 | 5.0 | <p>Changes to school numbers.</p> <p>Additional information around Ordinarily Available Provision to support Quality First Teaching.</p> <p>Information about Pupil Passports is no longer relevant so this has been removed.</p> <p>Information added around TA training to promote more independence and avoid 'learned helplessness' developing.</p> |