

SEND Information Report

Longhoughton C of E Primary School's Vision Statement



Everyone is Welcome

God has given each of us a gift from his great variety of spiritual gifts. Use them well to serve each other. 1Peter 4:10-11

We are all different in a wonderful way. Our special talents and personalities need to be recognised, nurtured and celebrated. We all have our individual challenges and support needs to. By coming together to support each other, we create a rich community in which we can all succeed together.

Our school ethos is built on the premise that Everybody is Welcome, and that all pupils who join our school family should have the best support and opportunity to grow and develop that we can possibly offer. All of us are different, and have different challenges to learning that may relate to our experience, background or how we think about things. Our teaching and learning approaches recognise this: we value the importance of getting to know every child and what helps them to learn best so we can make the necessary adaptations and quickly identify any additional support needs to enable them to succeed with their learning.

TYPE OF SCHOOL:	Mainstream		Primary (3 - 11 years old)
SENDCo	Mr Matthew Hetherington		
ACCESSIBILITY:	Wheelchair ramp and railing to give access to the front of the school.		Yes
	Disabled toilet in mobile classroom		Yes
	Other adaptations – a changing area for medical needs.		Yes
	Auditory/visual enhancements		None
POLICIES:	Are the school policies available on the website for:	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		Behaviour principles written statement	Yes
		EQUALITY & DIVERSITY	Yes
		MENTAL HEALTH & WELL BEING	Yes
		COMPLAINTS	Yes
		INTIMATE CARE	Yes
		SUPPORTING CHILDREN WITH MEDICAL NEEDS	Yes
		PUPILS WITH ADDITIONAL HEALTH NEEDS	Yes
		ATTENDANCE	
		SERIAL & PERSISTANT COMPLAINTS	Yes

	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes
CORE OFFER:	Are you currently able to deliver your core offer consistently over all areas of your school?	Yes
RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas: Areas of strength • We are a fully inclusive school • All classes have developed their Quality First Teaching offer which details the adaptations available to all children • All teachers and Teaching Assistants have experience in identifying children who may require additional support and use their expertise to provide early intervention support. • Strong development has been made in recent years regarding the inclusive approaches to teaching and support for individual needs throughout school • Teaching Assistants are used in every class to support the learning of different groups of children (small group and 1 to 1 support) • We provide individual feedback to children on how to improve their work or go over any areas needing further support and provide opportunities for them to put into practice • Intervention programmes are in place where they enhance a pupil's capacity to progress with the curriculum. They are time limited, targeted and do not exclude children from whole class learning • Universally reading is supported by participation in whole class guided reading and in groups and targeted children take part in additional reading sessions. Progression in early reading and phonics is reviewed every half term and groupings and intervention groups are adapted as appropriate. • Spoken language & communication provision – teachers and teaching assistants have taken part in focused professional development where it has been appropriate to need. For example Makaton training and precision teaching. • Teachers and teaching assistants continue to access focused training to support the needs of the pupils in school; for example, dyslexia training, zones of regulation, Makaton, precision teaching, EAL, supporting service children with SEND, attention autism strategies and Thrive approach strategies. • We work closely with support available from the Northumberland High Incidence Needs Team which includes learning walks and one to one coaching and support for teaching staff, enabling us to build learning environments and tailor teaching strategies that support all our pupils to succeed. • Early Read Write Inc is offered to all Nursery children • Read Write Inc is offered to all children in Reception and Key Stage 1 and is continued as long as necessary to enable children to acquire essential phonetic knowledge. Groupings and extra interventions are reviewed half-termly. • CLIC Maths, Basic Skills sessions and Times Table Rock Stars are used to support the acquisition of basic skills • We have a dedicated member of staff providing Nurture/ELSA/Thrive support for all children as needed • Strong links and input from LA SEND Support Service and the Pele SEND network. • We have been working with Whole Education SEND to create a school action plan for enhancing our SEND provision around school and to provide focused training opportunities for staff • We work with BE You and Primary Mental Health, the HINT team, CYPS and SALT to provide specialist advice, training and support	

	• Dedicated space for vulnerable children. • Paediatric first aid • All staff first aid trained • All staff are allergy trained	
	Specialist Facilities/Equipment to support SEND Disabled toilet. Wheelchair access.	
	Input from Therapists/Advisory Teachers/other specialist support services • We have access to specialist teachers, including educational psychologists, inclusion support, behaviour support, literacy, language and communication practitioners, autistic spectrum advice, social workers, and a speech and language therapist in the local authority via the LA SEND Support Service. • We have access to speech and language therapists in the NHS. • We seek advice from Health Visitors, the NHS 0-19 service, Primary Mental Health, SALT and CYPS. • Barndale House Special School is in our partnership and are available to offer, advice, support and specialist training on a needs basis.	
	Breakfast and After School support Both are available Acorns is our Wrap Around/Out of Hours Care facility run by Mrs Hardy and Ms Popescu Acorns will run from 7:45am – 8:45am (including breakfast) and from 3:15pm – 6pm and costs £5 per hour. Let's Get Cooking – 1-year group per half term. Sports clubs throughout the year including multi-skills, football and cricket Art and creative writing clubs	
INCLUSION:	How do you promote inclusion within the school? Including day and residential trips? All lessons are inclusive with adjustments made where necessary depending on need. All children with SEND have a bespoke support plan or pupil passport that is reviewed termly. Visual time-tables and reminders and reward systems are in each class. Children with SEND are included on all school trips and adaptations made as far as reasonably possible to enable all children to access trips. Our nurture room can be available as a quiet sensory space. If needed, pupils can have a regulation space available within the classroom. Learning environments are designed to reduce sensory overload and adaptive teaching is used to ensure all children can access and progress with learning. Each class has a Quality First Teaching offer which details the relational practice and adaptations to teaching and learning available to all pupils.	
	What proportion of children currently at the school have SEND?	25% (September 2026)
PARENT SUPPORT INVOLVEMENT/LIAISON:	How do you involve/support the parents of children/YP with a SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty? • We have an open-door policy at our school where parents can come and discuss any concerns. • We hold parents' meetings for all parents in terms 1 and 2 and a written report is given out in term 3. • Pupil Passports/ Support Plans/Health Care Plans are discussed with parents. • We talk to the children about their needs (Pupil Voice). • Staff hold regular meetings to discuss needs with parents then the school SENDCo becomes involved and referrals are made to invite	

	outside agencies to give further support. • Parents meet people from outside agencies both at home and in school. • Parents are asked for and provide views and information. • Parents are involved in the implementation of any plans. • EHA forms are completed with staff and parents and where appropriate, children. • Where needed, behaviour diaries are shared with parents.
	How will school prepare children with SEND to join their next setting/college/stage of education or life? • We have a carefully planned and structured transition programme between key stages and schools. Additional pre-visits are planned for vulnerable children. • SENDCo attends LA/Partnership Meetings and trust SENDCO network meetings.
OTHER INFORMATION:	What else do you think parents/carers would like to know about your school? • A named Governor ensures that the Academy Committee is kept informed about developments in SEND in school and nationally. • An annual report is presented to the Governing Body by the SENDCo. In our school we aim to offer excellence and choice, to all our children, whatever their ability or needs. We have high expectations of our children and we aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.
COMPLETED BY: (Name and position)	Matthew Hetherington – Headteacher/SENDCo
DATE COMPLETED:	September 2026
REVIEW DUE:	Autumn 2027