



Felton C of E Primary School
Mouldshaugh lane
Felton
Morpeth
NE659PY

Email: admin@northumberland.sch.uk

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

SCHOOL NAME:	Felton C of E Primary School	
TYPE OF SCHOOL:	Mainstream	Primary (age range 3 -11 years) (mixed)
Our School Vision ‘Loving, Learning, Living as we journey together to enable everyone to flourish’ Our school’s theologically rooted Christian vision, “Journeying together to enable everyone to flourish,” underpins all policies and practice. We believe every person is made in the image of God and is therefore worthy of dignity, respect and the opportunity to flourish. Journeying together, we discover our unique gifts and use them for the benefit of others. We learn to overcome the challenges we face and support one another to be the best that we can be. As in the parable of the Good Samaritan (Luke 10:29–37) ‘who loved his neighbour as he would himself,’ we seek to help everyone in our school community to flourish through loving, learning and living well together. We love God, ourselves and one another. We love and care for our world and our neighbours, locally and globally. We grow in wisdom and understanding. We learn from one another and from our experiences, so that we can be the people we were created to be. We live together in peace and hope. We are giving and forgiving and always willing to go the extra mile to bring hope to our world.		
ACCESSIBILITY:	Fully Wheelchair accessible	To main building - with disabled toilet access adjacent to main entrance To Early years mobile - disabled access and toilet.

CORE OFFER:	Are you currently able to deliver your core offer consistently over all areas of your school? YES We are a fully inclusive school and our school development plan clearly states our key priority as being - <i>The continued provision of an innovative, inclusive and creative curriculum both indoors and out, underpinned by evidence-informed teaching and assessment to ensure every child achieves and sustains strong academic, personal, and spiritual development.</i> All pupils, including those with SEND receive quality first teaching and Felton Cof E Primary School adopts a graduated approach to supporting children. Staff work closely with parents to identify children's individual needs and then provide intervention and / or SEND support as quickly as possible. This impact of our actions is reviewed regularly with children, parents and staff involved, including the HT/SENCo. A wide range of teaching strategies are employed to ensure that all children make at least good progress from their individual starting points. EEF-aligned adaptive teaching strategies are utilised to identify and remove individual learning barriers, maintaining high expectations and tracking small-step progress relative to starting points. These include: Daily involvement of children in reviewing their work and progress throughout lessons so that feedback is timely, focused and acted upon in a way that supports at least good progress for all. Systematic phonics, which is routinely taught from Nursery to Y2 using Rocket Phonics and we use the Vocabulary Ninjas Spelling programme from Y2-6 Maths teaching that is underpinned by cohesive delivery using considered and pertinent use of White Rose planning and resources, 'Big Maths'. Numicom, and further supported by interventions such as 'First Class' and 'Success @ Arithmetic'. We offer weekly consolidation homework using the online Atom Learning and Times Tables Rockstars platform. A Curriculum designed to support and develop communication, language and literacy intervention and teaching in EYFS and across the school, including the implementation of Talk For Writing techniques as appropriate throughout the writing curriculum. Use of learning prompts and scaffolds, displayed in all classrooms to support literacy, maths, citizenship and other curriculum areas, including key vocabulary linked to the current learning journey. Use of dual coding (widgets combining words and visuals) when creating learning materials, scaffolds and displays. A promotion of a love for reading and reading for pleasure, with all children having weekly access to our school library, story time and the chance to choose and share at home both books that are matched to their current phonic and reading ability and books that they have freely chosen for pleasure or interest
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POLICIES:	Are the school policies available on the website for:	SEND	YES
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		Additional policies also available on the website	
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		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: A nurturing environment for all children which reflects our vision of an 'inspirational and nurturing Primary School where high aspirations and dedication to the development of the whole child secure the best possible academic and personal outcomes for all pupils' and is supported our shared commitment to our Ethos and Christian Values, which underpin our shared school Vision and are distilled into a phrase of just 3 words: 'Loving, Learning, Living' Ofsted Inspection report July 2023: 'Pupils with special educational needs and/or disabilities (SEND) are supported effectively to learn the curriculum alongside their peers wherever possible. Targets on pupils' support plans are precise and measurable. The strategies that are listed on support plans can be seen in action in classrooms.' The SENDCO is new to the role and is currently completing her NPQ SENCO. Staff training is updated regularly and all are experienced in delivering wide ranging support in creative and practical ways. Our curriculum is organised so that it is flexible and creative in its response to the needs of all children in our care. Proven effective relationships with a wide range of support services including, but not exclusively; occupational and physiotherapy, educational psychology, speech, language and communication support and behaviour support teams. Specialist staff trained in Emotional and Behavioural Support, e.g. emotional literacy, behaviour programmes or physical restraint. Use of THRIVE approach across school to reduce emotional barriers to learning. Regular planned meetings between staff and stakeholders support pupil progress and outcomes. Lunchtime staff teams trained in positive approaches to play. Staff trained in medical procedures to support children with diabetes, epilepsy, asthma and allergies.			

	Named governor works closely with SENDCo and school. We refer to the Ordinarily Available Provision document which “sets out clear expectations that will ensure inclusive provision which is of a consistently high standard across all educational settings. The document is based on government legal requirements as detailed in the Special Educational Needs and Disability Code of Practice 2014, and on national best practice. The document was co-produced through consultation with parents/carers, SENCOs, school and local authority leaders council leaders and a range of stakeholders and practitioners.” It is used in the writing and reviewing of IPs and when applying for further support/in the COSA process. Looked After Children - the SENDCo is also the designated teacher within school for looked after children and the Senior mental health Lead. This role involves the review and monitoring of the progress of LAC children within our school. PEP (Personal Education Plans) are in place and reviewed termly. The support of the relevant Virtual School is sought where required, such as points of transition, educational support or safeguarding concerns.
	Specialist Facilities/Equipment to support SEND: Disabled toilet facilities. School is on all in one floor – adjustments possible to all main exits and entrances to the school building. Ipads and chromebooks are in every room, ensuring capacity for assistive technology as and when required, e.g. speech to text facilities for writing and demonstrating learning across the curriculum. Staff are all trained to deliver forest based learning and Commando Joe ‘Character Education’ programme and we all make use of our large grounds as a learning environment and all children have as a minimum a weekly morning/afternoon slot where they take their learning outdoors. Concrete maths resources and equipment are available in every classroom (Numicon, Cuisenaires, unilink)
	Input from Therapists/Advisory Teachers/other specialist support services Involvement in the Northern Hub supports referrals to specific agencies. Specialist support teams including (educational psychologists, virtual schools for LAC, specialist language and communication teachers, behaviour support or speech and language support, Primary Mental Health, Be You, EHA) We work with the school health team when specific medical requests are required, e.g for occupational, physiotherapy or sensory support services. Involvement with Alnwick Partnership at Head Teacher level and SENCO network meetings (Termly) and the ALN Alliance The Pupil Referral Unit and EOTAS also provide us with support when required. The SENCO seeks advice and support from a wide range of expert voices where necessary. The Lead SENCO for Alnwick and Berwick Schools is Dorothy Ricketts (for:

	peer support, general queries relating to SEND, including offering advice and guidance on statutory /LA processes, signposting support providing new SENCo support, training support and sharing best practice, Ofsted preparation and information sharing, a link to Northumberland's SEND teams as appropriate). The Senior SEND advisor for Primary, First Schools and Nursery settings in the north of the county is Dorothy Ricketts (for: implementing the Ordinarily Available Provision Guidance, ensuring inclusive culture, supported by effective strategies and practice, for learners with an EHCP, developing, delivering and evidencing effective cycles of support, using evidence from cycles of support to create and submit a COSA, where a COSA has been declined). Breakfast and After School provision Nearby provision Pumpkin Pie run by an external provider in West Thirston and who gives priority to Felton school children. Provision runs from 8.00am - 6pm and includes a day nursery. After school support available through an 'on-site' After School Provision called Beyond the Bell which runs from 3:15pm to 5:30pm in addition to a nightly timetable of after school clubs and enrichment activities. External providers have a risk assessment which is shared with school to ensure inclusivity. Where possible, school staff are available to support behaviour management in line with our school policy.
INCLUSION:	How do you promote inclusion within the school? Including day and residential trips? The EEF guidance SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS recommendations of 5 a day, is employed to ensure all children in school feel included. 'All children have inclusive access to all activities and educational visits, including residential trips. Where necessary, adaptations will be made following appropriate advice from involved external agencies and in consultation with parents/carers. Lessons are as inclusive as possible, with adjustments made on a needs basis. Teachers are responsible for the learning and progress of all children in their class, regardless of need. Learners with SEND do not work disproportionately with less qualified/experienced staff. Children are only withdrawn from the whole class for activities when it is in their best interest to do so. All of our children are used to working in a variety of differentiated groups and teaching and learning spaces, depending on subject and need. Teaching groups are flexible and are adapted on an ongoing and dynamic basis according to current need, as identified by timely and reactive teacher assessment Children in KS2 have the opportunity to take part in residential trip biannually. What proportion of children currently at the school have an SEND? 15.6% of the school population are on the SEND register, including those with an EHCP (15/96 pupils)
PARENT SUPPORT INVOLVEMENT/LIAISON:	How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?

	Regular opportunities to meet with staff/Senco/Headteacher to discuss progress and next steps. Flexible induction arrangements where requested for individual children and families. Taster Days for Nursery pupils and those children joining school during the year. Welcome meetings for new nursery and reception families and induction sessions for their children. Welcome newsletters for all cohorts and the opportunity for a transition-based parent consultation in the Autumn Term. Children and families who join us during the academic year meet with the Head teacher / SENDCO as required to facilitate smooth admission into school. Formal parents' evenings are held during the Autumn and Spring terms. During the Summer term a written report is provided to parents with the opportunity to meet with the class teacher if required. Pupil Profiles and intervention plans are shared with parents, with pupil voice, parent view and school view taken into consideration when writing new plans. The graduated approach is shared with parents. Cause for concern forms are completed with parent and school initial concerns. SEND review meetings are held at least annually for children who have EHCPs Medical care plans also support individual children and are constructed with parent's advice. Where required we signpost parents to other services e.g. parent support groups/Family Hubs. Reading diaries, where appropriate, support communication between home and school. Our 'open door' policy supports both formal and informal communications between ourselves and families - Class Teachers/Support staff collect their classes from the playground each morning at 8:45am, they greet pupils and are a point of contact for parents. Information meetings are held when significant changes to the routines and systems in school are made, for example a parents meeting has been held to introduce parents to the EducationCity homework platform, the school's new approach to team points and rewards and our new reading for pleasure drive. All information from these meetings is also shared on the school website. Monthly school newsletters are shared by the Headteacher, these are also shared on the school website. Learning Journeys are shared on the school website. Star certificates, Team Points, Team rewards celebrate academic and personal success. Texting and email Service provides updated Information and reminders to Parents.
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	How will school prepare children with SEND to join their next setting/college/stage of education or life? Transition reviews take place in reception, Year 2 and Year 6. We have carefully planned and structured transition programmes between ourselves and our feeder schools. If required, early transition reviews are held in Year 5 to allow for appropriate transition plans and support to be agreed and organised for those children who require additional input at this stage. We liaise closely with The Duchess, Alnwick. The majority of our Y6 cohorts attend transition there. They offer: multiple early transition visits for vulnerable children, a named person for vulnerable children, a designated member of staff for LAC
OTHER INFORMATION:	What else do you think parents carers would like to know about your school? We organise our staff to provide support in the following ways: • Small group tuition with a teacher. • Small group tuition with a teaching assistant. • One to one tuition with a teaching assistant/teacher • flexible and adaptable groupings to ensure all children have access to high quality teaching provision We currently use the following published intervention programmes, as required: • Fresh Start Phonics • ELKLAN /Talk Boost • Success in Arithmetic and First Class @ Number • THRIVE (2 Cover Supervisors are qualified THRIVE practitioners. Considered arrangement of the timetable ensures that identified children have a weekly THRIVE session which is planned and reviewed on a regular basis. All staff have had CPD about the basics of the THRIVE approach) • One member of the support staff is trained as an ELSA
School entitlement offer to pupils with educational needs or disabilities (four areas of need):	
Communication and interaction	• visual timetables within all learning zones • low sensory areas and THRIVE room • flexible and adaptable timetables and timings for the school day • support and supervision during playtimes and times of transition • weekly THRIVE sessions/check ins • weekly ELSA sessions • social stories and targeted PSHE • Zones of regulation used across all classrooms • Learning activities that are appropriately differentiated or the use of supportive scaffolding techniques such as widgets • 'Now, next' activity structures • tasks are broken down into manageable chunks, including the use of visual task planners

	● pre-teaching ● curriculum key vocabulary clearly displayed in every classroom and is sent home prior to the topic beginning ● referral to specialist help (e.g. Speech & Language, Autism Support Team)
Cognition and learning	● structure short, focussed and regular learning/intervention sessions that encourage retention and retrieval of learning ● break down learning into smaller steps and focus on individual skills, avoiding cognitive overload as well as providing and modelling supportive scaffolding during lessons ● use planning tools such as 'Steps to Success' to contextualise steps and lesson for pupils within the wider context of a subject or skill ● targeted and precise interventions such as Fresh Start Phonics or Success at Arithmetic ● use of assistive technology such as 'Speech to Text' ● Talk for Writing approach ● concrete maths resources ● dual coding concepts - for example anchoring new mathematical learning next to familiar and fluent concepts previously learned ● pre-teach sessions ● curriculum key vocabulary explicitly taught and displayed in the classroom ● weekly home learning tasks set using EducationCity ● reasonable adjustments to timetables, timings and activities ● regular, planned movement breaks ● use of: timers, visual timetables, now&next boards, low-sensory areas, carefully considered seating and classroom arrangements, clearly identified learning expectations, access to headphones if required. ● use of talking partner time to prepare & rehearse thinking ● routine opportunities for retrieval practice ● Penpals handwriting scheme used systematically to develop handwriting fluency and reduce cognitive load ● planning a variety of ways children can demonstrate their learning across the curriculum ● teaching using dual coding - visual and verbal explanations of learning and tasks ● assessments include Rising Stars Progress tests in Reading and SPaG, White Rose Maths checks. Assessment data is tracked and target groups/pupils identified, monitored and interventions/strategies planned accordingly ● Beyond the Bell can support completion of homework by offering adult support, access to the library and use of a chrome book if necessary.
Social, mental and emotional health	● THRIVE approach adopted throughout school with all staff trained in VRFs (Vital Relational Functions - Attunement – demonstrating an understanding of how they are feeling by “catching and matching” their emotional state. Validation – demonstrating that their feelings are real and justified. Containment – Offering their feelings back to them, named and in small pieces) ● a clear and consistent behaviour policy which provides security and consistency to all learners ● clear methods of communication between home and school, with concerns and issues raised promptly and recorded using ScholarPack/Arbor. ● staff follow safeguarding policy and have up-to-date knowledge of updates to Keeping Children Safe in Education to act upon safeguarding concerns in a swift and appropriate manner ● planned and carefully communicated transitions between: year groups, classes, KS1-KS2 and from KS2 to KS3.

	• respectful and reciprocal relationships based in mutual trust between adults and children • zones of regulation in each classroom and embedded into PSHE planning • consideration of tricky times within the school day for identified learners and planned interventions to make these easier, e.g. a check-in at the start of the school day or supervision during transitional times. • ELSA friendship and Anxiety groups • Yoga sessions • Dedicated THRIVE room/quiet zone area • wide range of enrichment activities such as craft, sports, choir, as well as activities included in Beyond the Bell.
Sensory and physical needs	• risk assessment and access arrangements reviewed as required by the needs of children attending school • joint planning and information sharing between relevant therapeutic services such as occupational health/physiotherapy, including the space, time and resources to deliver therapeutic programmes in-school • reasonable adjustments to timings, activities and timetables made to allow all learners to access full curriculum without barriers • attendance of TAF (Team Around the Family) meetings to ensure coordinated and well communicated understanding of physical needs and the supportive strategies needed • Sensory resources (such as fidgets, Wiggle wobble chair feet, ear defenders, chair bands) available for those who require them. • Sensory circuits, Brain breaks, movement breaks timetabled for individuals and whole class if necessary and effective
LINK TO NORTHUMBERLAND COUNTY COUNCIL LOCAL OFFER	http://www.northumberland.gov.uk/SEND-Local-offer.aspx
COMPLETED BY: (Name and position)	Emma Lucas SENCO / Headteacher Sue March SEND Governor
DATE COMPLETED:	Autumn 2026
REVIEW DUE:	Autumn 2027