



Whittingham

C of E PRIMARY SCHOOL

Policy for SEND and Information Report 2026-7



Whittingham School Vision

As a school, we take inspiration from the story of the Good Samaritan (Luke 10:25-37). In this story, the Samaritan was **kind** by going the extra mile so that all the injured man's needs were met. He was **collaborative** to make sure the man received the best care from him and others. Finally, he was **courageous** in helping someone who was different to him.

These three values are at the heart of the community we seek to be at Whittingham School.

Through our daily worship, we acknowledge the presence of God in our lives.

Through our learning environment, we provide space for everyone to flourish.

Through our broad and balanced curriculum, we aspire for each child to be the very best they can be.

At Whittingham, we are:

Kind



Caring for everyone's safety, happiness and well-being by treating others how we'd like to be treated ourselves.

Collaborative



Providing opportunities for all to be involved in the daily life of school; preparing learners to be active in the wider world and fostering a supportive relationship between school, home and church.

Courageous



Celebrating what makes each of us unique and special; equipping us to make healthy choices in all areas of our life; and empowering us to step out for justice.

WHITTINGHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy and SEND Information Report

Status: Statutory

Responsible Person: Headteacher/SENDCo

Current SENDCo: Belinda Athey (DHT, Neil Charlton is also awaiting the SENDCO Nationally recognised qualification NPQ for SEND)

Governor with responsibility for SEND: Clare Frater

Date Approved: July 2026 (As part of Governor visit and then brought to FGB meeting)

Review Date (Annually): July 2027

Our Vision

Hand in hand we will become kind, collaborative and courageous citizens of our community and the wider world.

"Go and do likewise."

Luke 10:37

At Whittingham Church of England Primary School we believe every child is uniquely created, valued and capable of achieving their full potential.

Guided by our Christian vision and our values of **Kindness, Collaboration and Courage**, we are committed to ensuring every pupil is welcomed, included and supported to flourish academically, socially, emotionally and spiritually.

We recognise that every child learns differently and that some children require additional provision, adaptations or specialist support in order to access the curriculum successfully.

Our aim is not simply to help pupils with SEND to cope within school, but to enable them to thrive, become increasingly independent and leave Whittingham as confident learners who are fully prepared for the next stage of their education and for life in modern Britain.

Inclusion is everyone's responsibility.

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1. Aims

This policy has been developed in accordance with current legislation and guidance and reflects Whittingham Church of England Primary School's commitment to providing an ambitious, inclusive education for every child.

We believe that all pupils should experience success, belonging and achievement regardless of need, background or starting point.

Our SEND Policy aims to:

- ensure every pupil has access to a broad, balanced and ambitious curriculum
- promote inclusion, equality and high aspirations for all learners
- identify special educational needs at the earliest possible opportunity
- remove barriers to learning through high quality adaptive teaching
- ensure that pupils receive provision that is additional to or different from that ordinarily available where required
- work in genuine partnership with parents and carers
- value and promote pupil voice
- ensure effective collaboration with Northumberland County Council and external agencies
- meet all statutory duties under SEND legislation
- ensure staff have the knowledge, confidence and expertise to support pupils effectively

- enable pupils with SEND to become increasingly independent learners who are prepared for the next stage of education and adulthood.

1. Our Commitment

At Whittingham we are committed to ensuring that:

- every teacher is a teacher of pupils with SEND
- inclusion is at the heart of school improvement
- high quality adaptive teaching remains the first response to emerging need
- pupils are never defined by a diagnosis
- strengths are recognised alongside needs
- reasonable adjustments are made wherever required
- pupils are fully included within the wider life of school
- parents are treated as equal partners
- decisions are evidence-informed
- support is reviewed regularly to ensure it has impact
- pupils develop confidence, independence and resilience.

We recognise that many pupils may experience temporary or changing needs throughout their school journey.

Provision therefore remains flexible and responsive rather than fixed.

2. Legislative Framework

This policy should be read alongside current statutory guidance including:

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice: 0–25 years
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- Supporting Pupils at School with Medical Conditions
- Teachers' Standards
- Northumberland County Council SEND Guidance
- Northumberland Local Offer
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child
- Public Sector Equality Duty

This policy should also be read alongside Northumberland County Council's Local Offer which can be found – [Your SEND local offer](#) | [SEND local offer](#)

The Governing Body will ensure the school fulfils all statutory duties and uses its **best endeavours** to secure appropriate provision for every pupil with SEND.

3. Definitions

In accordance with the Children and Families Act 2014 and the SEND Code of Practice:

A child or young person has Special Educational Needs if they have:

a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of pupils of the same age

or

- have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools.

Special Educational Provision means educational provision that is:

additional to, or different from, that made generally available for pupils of the same age.

The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need.

These are intended to support planning rather than categorise pupils.

Many children have needs across more than one area.

Communication and Interaction

Including:

- Speech, Language and Communication Needs
- Autism
- Developmental Language Disorder
- Social communication differences

Cognition and Learning

Including:

- Specific Learning Difficulties

- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties
- Severe Learning Difficulties

Social, Emotional and Mental Health

Including:

- Anxiety
- Attachment needs
- Trauma
- ADHD
- Emotional regulation difficulties
- Mental health needs

Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions affecting learning
- Sensory processing differences
- Multi-sensory impairment

We also recognise that many pupils identify as **neurodivergent** and that neurodiversity should be understood as part of the natural variation in how people think, learn and experience the world.

Diagnosis alone does not determine SEND provision.

Provision is always based upon the individual strengths, barriers and outcomes identified for each child.

4. Our Inclusive Principles

At Whittingham Church of England Primary School, inclusion is central to everything we do. We believe that every child should feel valued, respected and able to participate fully in school life, regardless of their individual needs or circumstances.

Our inclusive practice is underpinned by our Christian vision and our values of **Kindness, Collaboration and Courage**. We strive to create a culture where differences are recognised, celebrated and supported.

We are committed to:

- maintaining high aspirations for every pupil
- ensuring pupils with SEND have equal access to a broad, balanced and ambitious curriculum
- identifying barriers to learning at the earliest opportunity
- providing high-quality adaptive teaching as the foundation of effective SEND provision
- making reasonable adjustments in accordance with the Equality Act 2010
- promoting independence and resilience
- listening to and valuing the views of pupils and their families
- ensuring pupils with SEND participate fully in all aspects of school life, including educational visits, residential visits, worship, clubs, leadership opportunities and extracurricular activities
- working collaboratively with parents, governors, the Local Authority and external professionals
- developing staff expertise through ongoing professional development
- using evidence-informed practice to continually improve outcomes.

We recognise that inclusion is not solely the responsibility of the SENDCo. Every member of staff contributes to creating an environment where all pupils can achieve and flourish.

5. Roles and Responsibilities

Successful inclusion relies upon effective partnership between governors, leaders, teachers, support staff, parents, pupils and external agencies.

5.1 Governing Body

The Governing Body has a statutory responsibility to ensure that the school meets its duties under the Children and Families Act 2014 and the Equality Act 2010.

The Governing Body will:

- ensure the school fulfils its statutory responsibilities for pupils with SEND
- appoint a governor with responsibility for SEND
- monitor the effectiveness of SEND provision
- ensure appropriate resources are available
- review this policy annually
- ensure the school publishes a compliant SEND Information Report
- promote an inclusive ethos throughout the school.

The Governor with responsibility for SEND at the time of writing is:

Clare Frater

The SEND Governor does not become involved in individual cases but supports strategic development and provides appropriate challenge and support.

5.2 Headteacher

The Headteacher has overall responsibility for SEND provision across the school.

At the time of writing, the Headteacher also fulfils the role of SENDCo.

The Headteacher will:

- ensure the school meets all statutory SEND duties
- promote a culture of inclusion and high expectations
- deploy staffing and resources effectively
- monitor the impact of SEND provision
- ensure staff receive appropriate professional development
- work closely with governors to monitor provision
- ensure safeguarding arrangements support vulnerable pupils
- oversee the strategic development of SEND across the school.

5.3 SENDCo

The Special Educational Needs and Disabilities Coordinator (SENDCo) is:

Belinda Athey

The SENDCo will:

Leadership

- lead the strategic development of SEND across the school
- promote high-quality inclusive practice
- ensure the SEND Policy is implemented consistently
- contribute to whole-school improvement planning.

Identification and Assessment

- support staff in identifying pupils with SEND
- oversee the graduated approach
- ensure robust assessment systems are used
- maintain the SEND Register
- monitor provision and outcomes.

Working with Staff

- advise teachers regarding adaptive teaching
- support the development of Pupil Passports
- monitor interventions
- coach staff in effective SEND practice
- coordinate specialist provision.

Working with Families

- develop positive partnerships with parents
- ensure parents are fully involved in decision making
- attend review meetings
- explain available support and referral pathways
- support families through statutory assessment processes where appropriate.

Multi-agency Working

The SENDCo acts as the main point of contact with external agencies including:

- Northumberland County Council SEND Team
- HINT (High Incidence Needs Team)
- Educational Psychology Service
- NHS Speech and Language Therapy
- Occupational Therapy
- Community Paediatrics
- SENDIASS
- Early Help
- Social Care where appropriate
- CYPS and other mental health services
- voluntary organisations and specialist charities.

Monitoring

The SENDCo will monitor:

- pupil progress
- quality of provision
- intervention impact
- provision maps
- Pupil Passports
- Education, Health and Care Plans
- Annual Reviews
- transition arrangements
- staff training needs.

5.4 Class Teachers

Every teacher is responsible and accountable for the progress and attainment of every pupil in their class, including those with SEND.

This responsibility remains with the class teacher even where interventions are delivered by another member of staff.

Class teachers will:

- know the needs of every learner within their class
- deliver high-quality adaptive teaching

- identify emerging concerns promptly
- discuss concerns with parents and the SENDCo
- contribute to assessment and planning
- implement agreed reasonable adjustments
- monitor progress carefully
- review support regularly
- maintain accurate records
- ensure Pupil Passports remain up to date
- meet with parents of pupils on the SEND Register at least once each term
- work collaboratively with teaching assistants and external professionals.

5.5 Teaching Assistants

Teaching assistants play an important role in supporting high-quality inclusive practice.

They work under the direction of the class teacher and may:

- deliver targeted interventions
- reinforce classroom learning
- support communication
- promote independence
- implement strategies recommended by specialists
- contribute to observations and assessments
- provide feedback to teachers
- support pupils during unstructured times where appropriate.

Teaching assistants do not replace teacher responsibility.

5.6 Parents and Carers

Parents know their children best and are valued partners in every stage of the SEND process.

We expect parents to:

- share relevant information
- attend review meetings where possible
- support agreed strategies at home
- communicate concerns promptly
- celebrate successes with school.

The school will:

- listen carefully to parents
- communicate honestly and openly
- explain decisions clearly
- involve parents in planning provision
- provide copies of relevant documentation

- signpost families to additional support where appropriate.

5.7 Pupils

Pupil voice is fundamental to effective SEND provision.

Wherever possible, pupils will:

- contribute to decisions
- share their views
- identify what helps them learn
- review their own progress
- help set appropriate targets
- celebrate achievements.

Provision should always be developed *with* pupils rather than *for* pupils.

6. Identifying Special Educational Needs

Early identification is essential if pupils are to receive timely and effective support.

At Whittingham Church of England Primary School we aim to identify emerging needs as early as possible through high-quality assessment and close partnership with families.

Identification may begin:

- before admission
- during transition
- through teacher assessment
- through parental concerns
- following health assessments
- through nursery information
- through discussions with previous schools
- through external professionals.

How we identify SEND

Teachers and Support Staff continually assess pupils through:

- daily classroom assessment
- observations
- questioning
- pupil progress meetings
- work scrutiny
- assessment data
- attendance
- behaviour patterns
- emotional wellbeing

- communication with parents
- pupil voice.

The SENDCo may also undertake:

- learning observations
- additional assessments
- consultation with specialists
- review of intervention outcomes.

We consider whether a pupil:

- is making significantly slower progress than peers
- is making limited progress despite high-quality adaptive teaching
- experiences persistent barriers to learning
- has communication differences
- demonstrates sensory or physical needs
- has social, emotional or mental health needs affecting learning
- requires reasonable adjustments to access education.

What is not SEND

The following do **not** automatically indicate SEND:

- English as an Additional Language
- poor attendance
- disadvantage
- medical needs alone
- slow progress in isolation
- behaviour without underlying learning need
- gaps in learning due to absence.

However, these factors may coexist with SEND and will always be considered carefully.

Working in Partnership

No child is placed on the SEND Register without discussion with parents.

Where concerns arise, we will:

1. gather evidence
2. discuss concerns with parents
3. seek the child's views
4. consider whether adaptations within Quality First Teaching are sufficient
5. decide whether SEN Support is required
6. agree next steps together.

Where appropriate, advice will also be sought from external professionals before decisions are made.

7. The Graduated Approach

Whittingham Church of England Primary School follows the graduated approach described within the SEND Code of Practice.

This is a continuous cycle of:

Assess → Plan → Do → Review

The graduated approach ensures that support is evidence-informed, responsive and regularly evaluated so that provision evolves alongside the child's needs.

The purpose is to remove barriers to learning, improve outcomes and enable every pupil to make the best possible progress.

Support should always begin with high-quality adaptive teaching before additional or different provision is considered.

The graduated approach is not a one-off process but an ongoing cycle that becomes increasingly personalised where appropriate.

Assess

Assessment is the starting point of effective SEND provision.

When concerns arise, information will be gathered from a wide range of sources including:

- teacher assessment
- formative assessment
- national curriculum assessment
- EYFS assessment
- observations
- pupil work
- attendance information
- behaviour records
- wellbeing information
- discussions with parents
- pupil voice
- previous settings
- health professionals
- external specialists where appropriate.

Assessment considers both strengths and barriers to learning.

The school recognises that pupils with SEND often demonstrate significant strengths alongside areas requiring additional support.

Plan

Following assessment, the class teacher, SENDCo, parents and where appropriate the pupil will agree:

- desired outcomes
- identified barriers
- reasonable adjustments
- adaptive teaching strategies
- interventions
- responsibilities
- review date
- success criteria.

Provision will be recorded within the child's **Whittingham SEND Pupil Passport**, which forms the school's primary planning and review document for pupils receiving SEN Support.

Targets should be:

- specific
- measurable
- achievable
- relevant
- time limited.

Provision should remain proportionate and focused on improving long-term independence rather than creating dependency.

Do

The class teacher retains responsibility for the education of every pupil, including where interventions are delivered by another adult.

Teachers will:

- implement agreed adaptations
- monitor day-to-day progress
- work closely with teaching assistants
- ensure interventions complement classroom learning
- adapt provision where necessary.

Teaching assistants work under the direction of the class teacher and contribute observations which help inform future planning.

The SENDCo provides advice, coaching and support throughout this stage.

Review

Provision is reviewed regularly to evaluate its effectiveness.

Reviews will consider:

- progress towards outcomes
- pupil voice
- parental feedback
- attendance
- wellbeing
- engagement
- intervention impact
- recommendations from professionals.

Formal review meetings for pupils receiving SEN Support take place **at least termly**.

Some pupils may require more frequent reviews depending upon their needs.

Review meetings should identify:

- what has worked well
- what requires further development
- whether provision should continue
- whether provision should change
- whether further specialist advice is required.

Where provision is not leading to expected progress, the graduated approach continues with revised assessment and planning.

Education, Health and Care Needs Assessments

Where a pupil continues to experience significant barriers despite sustained, evidence-informed SEN Support, the school may, in partnership with parents and external agencies, request an Education, Health and Care Needs Assessment from Northumberland County Council.

This decision will always be based upon evidence demonstrating that:

- high-quality adaptive teaching has been implemented
- appropriate interventions have been evaluated
- reasonable adjustments have been made
- specialist advice has informed provision
- significant needs remain.

Parents will be fully involved throughout this process.

8. High-Quality Teaching and Adaptive Practice

The SEND Code of Practice is clear that **high-quality teaching is the first response to meeting the needs of pupils with SEND.**

At Whittingham Church of England Primary School, every teacher is responsible for delivering ambitious, inclusive teaching which enables all pupils to access learning successfully.

Additional intervention cannot compensate for teaching that is not consistently effective.

Adaptive Teaching

Teachers adapt teaching according to the needs of individual learners.

Adaptations may include:

- carefully planned scaffolding
- explicit modelling
- visual supports
- pre-teaching vocabulary
- overlearning and retrieval practice
- adapted questioning
- chunking information
- reducing cognitive load
- additional processing time
- alternative recording methods
- flexible grouping
- practical learning opportunities
- use of technology
- sensory adaptations
- adapted resources.

Adaptations are made without unnecessarily narrowing the curriculum or reducing ambition.

Reasonable Adjustments

In accordance with the Equality Act 2010, reasonable adjustments will be made wherever required.

These may include:

- adapted classroom layouts
- specialist furniture
- sensory resources
- enlarged print
- coloured overlays
- ICT equipment
- access arrangements

- adapted timetables
- alternative methods of recording
- additional adult support where appropriate.

Reasonable adjustments are individual and reviewed regularly.

High Expectations

All pupils are entitled to:

- ambitious learning
- challenging objectives
- access to the full curriculum
- opportunities to succeed
- participation in enrichment activities
- leadership opportunities
- educational visits
- residential experiences.

Pupils with SEND should never experience lowered expectations because of their additional needs.

9. SEN Support

Where it is determined that a pupil requires provision that is additional to or different from that ordinarily available through high-quality adaptive teaching, they will receive **SEN Support**.

Parents will always be informed before a pupil is placed on the SEND Register.

Our SEND Register

The SEND Register is maintained by the SENDCo.

It is reviewed regularly to ensure:

- pupils continue to require SEND provision
- support remains appropriate
- provision reflects current need.

Placement on the SEND Register is not permanent.

Where pupils no longer require SEN Support, they may be removed from the register following discussion with parents.

Pupil Passports

Every pupil receiving SEN Support will have a **Whittingham SEND Pupil Passport**.

This document provides a clear overview of:

- strengths
- interests
- aspirations
- barriers to learning
- pupil voice
- parent voice
- desired outcomes
- agreed adaptations
- interventions
- reasonable adjustments
- external agency involvement
- review dates.

The Pupil Passport travels with the pupil as they move through school and forms the basis of review meetings.

Types of Support

Support may include, but is not limited to:

Classroom Support

- adaptive teaching
- flexible grouping
- visual supports
- targeted questioning
- additional processing time
- scaffolded learning
- adapted resources.

Targeted Intervention

Where appropriate, pupils may access evidence-informed interventions such as:

- speech and language programmes
- precision teaching
- reading interventions
- phonics interventions
- maths interventions
- fine motor programmes
- handwriting support
- sensory circuits
- social communication groups
- Talkabout
- Thrive-informed approaches
- emotional literacy support

- self-regulation programmes.

Interventions are selected according to individual need and reviewed for impact. The school does not operate a fixed menu of interventions, recognising that effective provision should remain flexible and responsive to pupils' changing needs.

Specialist Provision

Some pupils may also receive support from external professionals.

Recommendations from specialists are integrated into everyday classroom practice wherever possible.

Reviewing SEN Support

Provision is reviewed through:

- day-to-day teacher assessment
- pupil progress meetings
- termly review meetings
- SENDCo monitoring
- intervention evaluations
- pupil voice
- parent feedback
- external professional advice.

The aim of every review is to ensure provision continues to remove barriers to learning and promotes increasing independence.

10. Education, Health and Care Plans (EHCPs)

Some pupils with the most significant and complex needs may require an **Education, Health and Care Plan (EHCP)**.

An EHCP is a statutory document issued by the Local Authority that sets out a child or young person's education, health and social care needs, the outcomes they are working towards and the provision required to meet those needs.

At Whittingham Church of England Primary School we are committed to ensuring that pupils with EHCPs are fully included in every aspect of school life and receive provision that enables them to make the best possible progress.

An EHCP does not replace high-quality classroom teaching. Instead, it builds upon it by ensuring that additional provision is carefully planned, implemented and reviewed.

Annual Reviews

The SENDCo is responsible for coordinating Annual Reviews of Education, Health and Care Plans.

Annual Reviews will:

- take place within statutory timescales
- include parents and carers
- involve the pupil wherever appropriate
- include all relevant professionals
- review progress towards outcomes
- consider whether outcomes remain appropriate
- identify future priorities
- make recommendations to Northumberland County Council where necessary.

The review process will celebrate achievements as well as identifying future areas for development.

Where significant changes in need occur, review meetings may take place more frequently following discussion with the Local Authority.

Monitoring Provision

Provision specified within an EHCP will be monitored regularly by:

- the class teacher
- the SENDCo
- senior leaders
- parents
- external professionals where appropriate.

The school will use its best endeavours to deliver provision outlined within the EHCP, recognising that responsibility for securing some provision may sit with health or social care services.

11. Partnership with Parents and Carers

Parents and carers know their children best.

Whittingham Church of England Primary School believes that positive relationships with families are fundamental to successful SEND provision.

We aim to develop relationships based upon trust, openness, mutual respect and shared responsibility.

Parents are encouraged to contact school whenever concerns arise rather than waiting for formal review meetings.

We recognise that early communication often prevents small concerns becoming larger difficulties.

Working Together

Parents are involved throughout every stage of the graduated approach.

They will be invited to:

- discuss concerns
- contribute to assessment
- agree desired outcomes
- help develop Pupil Passports
- attend review meetings
- contribute to referrals
- participate in Annual Reviews
- celebrate progress.

Where possible, meetings will be arranged flexibly to accommodate family and work commitments.

We recognise that parents have differing levels of confidence in navigating SEND systems and will provide guidance and support throughout the process.

Sharing Information

Parents will receive clear information regarding:

- their child's strengths
- identified needs
- agreed provision
- progress
- interventions
- next steps
- available services.

Information will be shared in plain English wherever possible, avoiding unnecessary jargon.

Resolving Concerns

Should concerns arise, we encourage parents to speak initially with the class teacher.

Where further discussion is required, appointments can be arranged with the SENDCo or Headteacher.

We believe that honest and respectful communication enables concerns to be resolved quickly and positively.

12. Pupil Voice

Children and young people should be actively involved in decisions affecting their education.

At Whittingham Church of England Primary School we are committed to ensuring that pupils are listened to and that their views influence planning and provision wherever appropriate.

Pupil voice helps us understand:

- what children enjoy
- what they find difficult
- how they prefer to learn
- what support they feel is helpful
- what changes they would like to see.

Opportunities for Pupil Voice

Pupil voice may be gathered through:

- discussions with teachers
- conversations with the SENDCo
- Pupil Passports
- review meetings
- Annual Reviews
- wellbeing activities
- drawings
- photographs
- communication aids where appropriate.

Methods will always be adapted to meet individual communication needs.

Promoting Independence

Our aim is not simply to provide support but to develop increasingly independent learners.

Where appropriate, pupils will be encouraged to:

- understand their own strengths
- recognise helpful strategies
- advocate for themselves
- make choices
- contribute to target setting
- celebrate achievements.

These skills support lifelong learning and successful transition into adulthood.

13. Working with External Agencies

Some pupils benefit from specialist advice beyond that available within school.

We work closely with a wide range of services to ensure that support is coordinated and responsive.

External agencies may become involved where:

- concerns remain despite high-quality SEN Support
- specialist assessment is required
- advice is needed regarding specific conditions
- additional resources or specialist provision are required.

Agencies We May Work With

Depending upon individual need, these may include:

- Northumberland County Council SEND Team
- High Incidence Needs Team (HINT)
- Educational Psychology Service
- Northumberland SENDIASS
- Speech and Language Therapy
- Occupational Therapy
- Community Paediatricians
- School Nursing Service
- NHS Mental Health Services
- Early Help
- Children's Social Care
- Vision Support Service
- Hearing Support Service
- specialist outreach services
- voluntary organisations
- charities supporting specific conditions.

This list is not exhaustive and may change in response to pupils' needs and available services.

Multi-Agency Working

The school recognises that effective SEND support often depends upon successful partnership between education, health and social care.

Where appropriate we will:

- coordinate meetings
- share information (with consent where required)
- implement professional recommendations

- review progress jointly
- contribute to statutory assessments
- support integrated planning.

Parents remain central to all multi-agency work.

14. Supporting Emotional Wellbeing and Mental Health

Good emotional wellbeing is essential if children are to learn successfully.

At Whittingham Church of England Primary School we promote positive mental health for all pupils through a nurturing, inclusive and supportive environment.

We recognise that some pupils experience social, emotional or mental health needs which require additional support.

We also recognise that emotional wellbeing and SEND are often closely linked.

Universal Support

All pupils benefit from:

- positive relationships
- consistent routines
- clear expectations
- inclusive classrooms
- opportunities to develop resilience
- emotional literacy
- worship and reflection
- PSHE education
- positive behaviour support
- opportunities to develop friendships.

Targeted Support

Where appropriate, pupils may access:

- emotional check-ins
- trusted adults
- wellbeing sessions
- Thrive-informed approaches
- self-regulation support
- sensory regulation
- social skills groups
- anxiety management strategies
- nurture-based interventions.

Provision is matched to individual needs and reviewed regularly.

Senior Mental Health Lead

At the time of writing, the school's Senior Mental Health Lead is:

Belinda Athey

The Senior Mental Health Lead works alongside staff, families and external professionals to promote positive emotional wellbeing across the school.

Safeguarding

Where emotional wellbeing concerns raise safeguarding issues, staff will follow the school's Child Protection and Safeguarding Policy immediately.

Supporting vulnerable pupils is a shared responsibility across the whole school community.

Section 15: Medical Needs and Disability

Children with medical conditions or disabilities are fully included within the life of the school.

Some pupils with medical conditions may also have SEND, while others may require support under the Equality Act 2010 without meeting the threshold for SEND.

The school will work in partnership with families and healthcare professionals to ensure appropriate support is in place.

Where appropriate, Individual Healthcare Plans will be developed alongside SEND provision to ensure a coordinated approach.

Reasonable adjustments will be made to enable pupils to access learning, educational visits, extracurricular activities and all aspects of school life safely and successfully.

The school will follow its **Supporting Pupils with Medical Conditions Policy** and ensure that staff receive appropriate information or training where required.

16. Accessibility and Reasonable Adjustments

Whittingham Church of England Primary School is committed to ensuring that all pupils are able to access education and participate fully in school life.

In accordance with the **Equality Act 2010**, we will make reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage compared with their peers.

Reasonable adjustments will be planned on an individual basis and reviewed regularly in partnership with pupils, parents and, where appropriate, external professionals.

Adjustments may include, but are not limited to:

- adaptations to teaching approaches and classroom organisation
- specialist equipment or technology
- adapted learning resources
- additional processing time
- visual timetables and communication aids
- adapted methods of recording work
- sensory supports
- physical adaptations where reasonably practicable
- risk assessments to support participation in educational visits, sporting activities and residential experiences
- examination access arrangements where appropriate.

The school will not unnecessarily exclude pupils from any aspect of school life because of disability or additional needs.

Accessibility is promoted through:

- an inclusive curriculum
- positive attitudes towards diversity
- accessible learning environments
- careful planning of educational visits
- regular review of the school's Accessibility Plan.

17. Supporting Successful Transitions

Transitions can present both opportunities and challenges for pupils with SEND.

We are committed to ensuring that transitions are carefully planned and individually tailored to reduce anxiety and promote confidence.

Transition support may include:

- additional transition visits
- enhanced communication with families
- meetings between current and future staff
- transition booklets and photographs
- social stories
- visual timetables
- personalised transition plans
- additional opportunities to meet key adults
- visits from receiving schools or settings.

When pupils transfer to secondary school or another educational setting, information will be shared promptly, with parental agreement where appropriate, to ensure continuity of support.

Where pupils have an Education, Health and Care Plan, transition planning will begin well in advance of the transfer date and will involve the receiving setting and relevant professionals.

18. Staff Expertise and Continuing Professional Development

We recognise that the quality of SEND provision is directly linked to the expertise and confidence of our staff.

All staff receive regular safeguarding and inclusion training, and professional development is planned in response to the needs of pupils within the school.

Professional development may include:

- SEND Code of Practice updates
- adaptive teaching
- autism education
- speech, language and communication
- dyslexia and specific learning difficulties
- sensory needs
- emotional wellbeing and mental health
- attachment and trauma-informed practice
- behaviour as communication
- medical needs
- accessibility and reasonable adjustments.

Training may be accessed through:

- Northumberland County Council
- the High Incidence Needs Team (HINT)
- Educational Psychology Service
- NHS professionals
- National College
- Department for Education guidance
- specialist charities and organisations
- peer coaching and collaborative professional development.

The SENDCo maintains an overview of staff training needs and ensures that professional learning reflects the changing profile of SEND within the school.

19. Monitoring and Evaluating SEND Provision

Effective SEND provision requires continuous evaluation.

The impact of provision is monitored through:

- pupil progress and attainment
- teacher assessment

- classroom observations
- learning walks
- work scrutiny
- review of Pupil Passports
- intervention evaluations
- attendance information
- behaviour and wellbeing data
- pupil voice
- parent feedback
- governor monitoring
- Annual Reviews of Education, Health and Care Plans.

The SENDCo reports regularly to the Headteacher and Governing Body regarding:

- the effectiveness of provision
- emerging needs
- staffing and resource implications
- training priorities
- strategic developments.

Monitoring focuses not only on academic progress but also on participation, wellbeing, independence and successful inclusion within the wider life of the school.

20. Funding

The school receives delegated funding to support pupils with SEND.

This funding is used strategically to provide:

- high-quality adaptive teaching
- targeted interventions
- specialist resources
- staff training
- additional staffing where appropriate
- specialist advice and assessment
- reasonable adjustments.

Where pupils have an Education, Health and Care Plan, additional funding may be provided by Northumberland County Council in accordance with local funding arrangements.

Resources are deployed according to individual need rather than diagnosis, ensuring that provision remains flexible and responsive.

21. Complaints

We are committed to resolving concerns promptly, openly and constructively.

Parents who have concerns regarding SEND provision should initially discuss these with the class teacher.

If concerns remain, parents should contact the SENDCo or Headteacher.

Where concerns cannot be resolved informally, the school's **Complaints Policy** should be followed.

Parents also have statutory rights to appeal decisions through the appropriate legal processes, including the **First-tier Tribunal (Special Educational Needs and Disability)** where applicable.

Information and independent advice are available through **Northumberland SENDIASS**.

22. Northumberland Local Offer

The **Northumberland Local Offer** provides information about education, health and social care services available for children and young people with SEND from birth to 25 years.

The Local Offer includes information about:

- education and childcare
- specialist services
- health provision
- social care
- short breaks and leisure activities
- support groups
- preparing for adulthood
- transport
- personal budgets
- statutory assessment processes.

Families are encouraged to access the Local Offer for up-to-date information and available services.

Independent advice and guidance are also available through **Northumberland SENDIASS**, which provides impartial information for children, young people and parents.

23. Equality and Inclusion Statement

Whittingham Church of England Primary School is committed to promoting equality, diversity and inclusion.

We believe that every child should be treated with dignity, respect and compassion.

No pupil will be discriminated against because of:

- disability

- special educational needs
- race
- religion or belief
- sex
- gender reassignment
- sexual orientation
- pregnancy or maternity.

The school will continue to remove barriers to participation wherever reasonably practicable and will foster a culture where every child feels safe, valued and able to achieve their potential.

24. Monitoring and Review

This policy and SEND Information Report will be reviewed **annually**, or sooner if there are significant changes to legislation, statutory guidance or local authority procedures.

The review will consider:

- current legislation
- Department for Education guidance
- SEND Code of Practice updates
- Ofsted expectations
- Northumberland County Council guidance
- feedback from pupils, parents, governors and staff.

The Governing Body is responsible for approving this policy.

25. Linked Policies

This policy should be read alongside the following Whittingham Church of England Primary School policies and documents:

- Accessibility Plan
- Attendance Policy
- Behaviour and Relationships Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Equality Information and Objectives
- Health and Safety Policy
- Intimate Care Policy
- Mental Health and Wellbeing Policy
- PPA Policy
- Positive Handling / Reasonable Force Policy
- SEND Pupil Passport
- Supporting Pupils with Medical Conditions Policy
- Whittingham Curriculum Policy

Appendix

Appendix 1 – Key Contacts

Headteacher and SENDCo:

Belinda Athey

SEND Governor:

Clare Frater

School Telephone:

01665 574222

School Email:

admin@whittingham.northumberland.sch.uk

Website:

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

Appendix 2 – Our Commitment

At Whittingham Church of England Primary School, we believe that every child is entitled to an education that enables them to flourish.

Through high-quality teaching, meaningful partnerships with families, evidence-informed practice and a culture of kindness, collaboration and courage, we strive to remove barriers to learning so that every pupil is known, valued and supported to achieve their very best.

We are committed to continually reviewing and improving our SEND provision so that all children, regardless of need or starting point, can participate fully in school life, develop confidence and independence, and leave Whittingham ready for the next stage of their education and the opportunities of adult life.

Appendix 3 – Whittingham Graduated Response to SEND

Our Graduated Response

At Whittingham Church of England Primary School, we recognise that every child develops and learns at their own pace. Where concerns arise, we follow a graduated approach, ensuring that support is carefully planned, implemented and reviewed before considering further intervention.

Stage	Action	Who is involved?
1. Universal Provision	High-quality adaptive teaching, inclusive classroom practice, regular assessment and reasonable classroom adaptations.	Class Teacher
2. Initial Concerns	Teacher identifies barriers to learning through assessment, observation or parental concerns. Discussion with parents and SENDCo.	Class Teacher, Parents, SENDCo
3. Assess	Further assessment using school data, observations, pupil voice, parent views and, where appropriate, screening assessments.	Teacher, SENDCo, Parents, Pupil
4. Plan	Outcomes agreed. Pupil Passport created or updated. Reasonable adjustments and interventions planned.	Teacher, SENDCo, Parents, Pupil
5. Do	Strategies implemented. High-quality adaptive teaching continues. Interventions delivered where appropriate.	Teacher, Teaching Assistant, SENDCo
6. Review	Progress reviewed with parents and pupil. Impact evaluated. Provision amended where required.	Teacher, SENDCo, Parents, Pupil
7. Specialist Advice	If progress remains limited despite sustained support, advice sought from external professionals such as HINT, Educational Psychology, Speech and Language Therapy or Occupational Therapy.	SENDCo, Parents, External Agencies
8. EHCP Consideration	Where evidence demonstrates that significant needs remain despite appropriate support, an Education, Health and Care Needs Assessment may be requested.	SENDCo, Parents, Northumberland County Council

Key Principles

Throughout every stage we will:

- maintain high aspirations
- work in partnership with parents
- value pupil voice
- make reasonable adjustments
- review provision regularly
- promote increasing independence
- celebrate strengths as well as addressing barriers.
-

Appendix 4 – Roles and Responsibilities at a Glance

Role	Key Responsibilities
Governors	Ensure statutory compliance, monitor SEND provision, challenge and support leaders, approve policy and oversee strategic development.
Headteacher	Overall responsibility for inclusion, deployment of staffing and resources, quality assurance and strategic leadership.
SENDCo	Coordinate provision, advise staff, maintain SEND Register, oversee reviews, liaise with external agencies, monitor impact and support families.
Class Teachers	Deliver high-quality adaptive teaching, identify needs, monitor progress, implement reasonable adjustments, review Pupil Passports and communicate with parents.
Teaching Assistants	Deliver agreed interventions, support classroom learning, encourage independence, contribute observations and feedback.
Parents and Carers	Share information, attend review meetings, support learning at home, communicate concerns and work collaboratively with school.
Pupils	Share their views, contribute to targets, discuss what helps them learn and participate in review meetings where appropriate.
External Professionals	Provide specialist assessment, advice, recommendations and support to school and families.

Everyone at Whittingham is Responsible for Inclusion

Although different members of staff have different responsibilities, inclusion is everyone's responsibility.

Every adult in school contributes towards ensuring that pupils with SEND feel:

- safe
- respected
- included
- challenged
- successful.

Appendix 5 – SEND Glossary

The following glossary explains commonly used SEND terminology.

Adaptive Teaching

Adjusting teaching methods, resources, questioning and support so that all pupils can access ambitious learning without reducing expectations.

Annual Review

A statutory meeting held at least once every year for pupils with an Education, Health and Care Plan to review progress and future provision.

Education, Health and Care Plan (EHCP)

A legal document produced by the Local Authority for children and young people with the most significant and complex SEND.

Graduated Approach

The continuous cycle of:

Assess → Plan → Do → Review

used to identify, plan and evaluate SEND provision.

HINT

High Incidence Needs Team

A Northumberland County Council specialist advisory service supporting schools with pupils experiencing a range of SEND.

Intervention

Additional teaching or support designed to address a specific identified need. Interventions should complement, not replace, high-quality classroom teaching.

Neurodiversity

The natural variation in how people's brains work and process information. This includes, but is not limited to, autism, ADHD, dyslexia, dyspraxia and dyscalculia.

Pupil Passport

Whittingham's working document that records a pupil's:

- strengths
- interests
- aspirations
- barriers to learning
- agreed strategies
- interventions
- reasonable adjustments
- outcomes
- review dates.

Quality First Teaching

High-quality, inclusive classroom teaching that is carefully planned and adapted to meet the needs of all learners. This is the first response to supporting pupils with SEND.

Reasonable Adjustments

Changes that schools are legally required to make under the Equality Act 2010 to reduce disadvantage experienced by disabled pupils.

SEND

Special Educational Needs and Disabilities.

SEND Register

A record of pupils who require provision that is additional to or different from that ordinarily available through high-quality adaptive teaching.

SENDIASS

Special Educational Needs and Disabilities Information, Advice and Support Service

An independent service providing advice and support to children, young people and families.

SEN Support

Support provided for pupils who require educational provision that is additional to or different from that ordinarily available through high-quality adaptive teaching.

Universal Provision

The high-quality teaching, pastoral care and inclusive practice available to every pupil

Appendix 6

Whittingham Church of England Primary School

Our Graduated SEND Provision Map

Every Child Known • Every Child Valued • Every Child Included

At Whittingham Church of England Primary School, support is provided through a graduated approach. Every child receives high-quality teaching, while some children may require additional or specialist support for part or all of their school journey.

Provision is personalised and regularly reviewed to ensure it remains appropriate, proportionate and effective.

Universal Provision

Available to every pupil

High-quality adaptive teaching is the foundation of our inclusive practice and is available to every child.

This includes:

Teaching and Learning

- High-quality adaptive teaching
- Ambitious curriculum for all learners
- Explicit teaching and modelling
- Scaffolded learning
- Flexible grouping
- Retrieval practice
- Pre-teaching vocabulary
- Chunked instructions
- Additional processing time
- Visual supports
- Practical learning opportunities
- High-quality feedback

Classroom Environment

- Positive relationships
- Consistent routines
- Clear behaviour expectations
- Calm learning environments
- Inclusive classroom displays
- Sensory-aware classrooms
- Visual timetables where appropriate

Wellbeing

- Positive behaviour support
- PSHE curriculum
- Collective Worship
- Emotional literacy
- Trusted adults
- Play opportunities
- Leadership opportunities
- Clubs
- Educational visits

Targeted SEN Support

For pupils requiring additional provision

Where high-quality adaptive teaching alone is not sufficient, pupils may receive targeted support through the graduated approach.

Support may include:

Classroom Adaptations

- Personalised resources
- Individual visual supports
- Writing frames
- Word banks
- Coloured overlays
- Pencil grips
- Sloping boards
- Alternative recording methods
- Adapted seating
- Sensory resources

Targeted Intervention

Examples may include:

- Precision Teaching
- Reading Fluency
- Maths Fluency
- Fine Motor Development
- Handwriting Programmes
- Speech and Language Programmes
- Talkabout
- Social Communication Groups
- Sensory Circuits
- Emotional Literacy Support
- Thrive-informed approaches
- Zones of Regulation strategies
- Self-regulation programmes

Interventions are selected according to individual need and reviewed regularly. This is not a fixed list.

Specialist Provision

For pupils requiring specialist advice

Some pupils require advice from specialist professionals.

This may include support from:

- High Incidence Needs Team (HINT)
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Community Paediatricians
- School Nursing Team
- Autism Specialist Services
- Vision Support
- Hearing Support
- SENDIASS
- Early Help
- Children's Social Care
- CYPS
- Voluntary organisations such as NAS (Northumberland Autistic Society)

Specialist advice informs classroom practice rather than replacing it.

Education, Health and Care Plan (EHCP) Provision

For a small number of pupils with the most complex needs, provision may include:

- Education, Health and Care Plan outcomes
- Individualised programmes
- Specialist equipment
- Enhanced adult support
- Multi-agency planning
- Annual Reviews
- Personalised transition planning
- Personal care arrangements where required
- Individual risk assessments
- Healthcare Plans where appropriate

Provision is carefully monitored to ensure it promotes increasing independence wherever possible.

How We Decide What Support is Needed

Provision is based upon:

- Individual strengths
- Barriers to learning
- Assessment information
- Parent views
- Pupil voice
- Evidence-informed practice
- Recommendations from professionals

- Ongoing review

Support is **never allocated solely because of a diagnosis.**

Every child's needs are considered individually.

How We Measure Success

The success of SEND provision is evaluated through:

Academic Outcomes

- Progress
- Attainment
- Curriculum engagement

Personal Development

- Confidence
- Independence
- Attendance
- Emotional wellbeing
- Friendships
- Behaviour
- Participation

Family Partnership

- Parent feedback
- Review meetings
- Communication

Professional Evaluation

- Intervention reviews
- Classroom observations
- Provision monitoring
- External professional advice
- Governor monitoring

Our Inclusive Offer

Regardless of need, every pupil is encouraged and supported to participate fully in:

- Worship
- School trips
- Residential visits
- Sports teams

- Choir
- Music
- School Council
- Eco Team
- Worship Leaders
- House Captains
- Clubs
- Competitions
- Performances
- Leadership opportunities

Where barriers exist, reasonable adjustments will be made wherever practicable.

At Whittingham We Believe...

Every child deserves to:

- feel safe
- feel valued
- belong
- be challenged
- achieve success
- develop independence
- experience friendship
- discover their strengths
- contribute to school life
- flourish.

Through kindness, collaboration and courage, we will continue to remove barriers so that every child can become the very best version of themselves.