



**SEN
INFORMATION
REPORT
September 2025**

What is a Local Offer?

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 - 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found on this link:

[SEND Local Offer – Darlington](#)

Who are my main points of contact at Northwood Primary School?

Your first point of contact at the school is the child's class teacher. The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

Executive Head Teacher	Mrs Amy Young
Deputy Head Teacher	Miss Sarah Kelly
SENCO	Miss Hannah Kelly
Assistant Head Teacher	Mr Rhys Tapner
SEND Governor	Mrs Kelly-Ann Lee
Designated Safeguarding Lead	Miss Sarah Kelly
Deputy Designated Safeguarding Lead	Mrs Amy Young
Designated Person for Looked After Children	Miss Hannah Kelly
Parent Support & Attendance Advisor	Miss Joanne Nelson

What is SEND?

We believe a pupil has SEN when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to the universal offer that is available to all pupils of the same age.

Our school will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

There are four areas of need described in the SEND Code of Practice:

Communication and Interaction - this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and Learning - this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children and young people with any of these needs can be included with our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

Who decides if my child has SEN?

As a parent or carer you know your children best, we see parents and carers as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss concerns and agree a way forwards.

When a concern has been raised by a teacher, Senior School Staff will work with the class teacher and your child to try new and different strategies to support them within the classroom. If we find that your child is still making slow progress then we may invite you into school for a meeting to discuss your child's needs.

For some concerns or needs, we may discuss the involvement of different agencies and services such as Educational Psychology, Occupational Therapy, Speech and Language Therapy, Parent Support Advisor, Child and Adult Mental Health Service, Social Communication Outreach Services or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' but more often in order for advice to be offered to help the child learn as well as they possibly can.

There are two categories of SEND at Northwood Primary Schools, these are children in receipt of:

Support Plan (Support Plan, Enhanced Support Plan for children with an EHCP)

An individual support plan in which professionals, pupils and family/carers monitor progress and outcomes by reviewing the plan regularly using the assess-plan-do-review. Through the review process the group may decide that the needs cannot be met within the resources available and should work together to identify the additional support required to meet the outcomes. This may lead to a formal Education, Health and Care (EHC) Needs Assessment.

An Education Health and Care Plan (EHCP)

An education, health and care plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

What kind of provision do we offer?

We value the uniqueness of each child at Northwood Primary School and so therefore the provision offered to each child with SEND is individual. We pride ourself on offering children a high quality of provision, within an ethos of care, support and understanding for both children and families.

Northwood Primary School offers children with SEND:

- ♦ A dedicated SENCO to oversee provision for all children with additional needs across the school.
- ♦ A Senior Leadership Team fully committed to inclusion for all children.
- ♦ A Head Teacher and Deputy Head Teacher who attend key reviews for children with SEND and are actively involved in their provision, transition and pastoral care.
- ♦ Communication Friendly School Status meaning we understand the needs of pupils with speech, language and communication difficulties.
- ♦ A dedication to all pupils receiving Quality First Teach, so they all receive high quality inclusive teaching.
- ♦ A family ethos, supported by a committed Parent Support Advisor, where each child and their needs is understood by all of the school community.



Continued...What kind of provision do we offer?

- ◆ Specialist interventions and support recommended by professionals
- ◆ An exciting curriculum tailored to meet the needs of each individual child.
- ◆ A team of staff who are committed to supporting those children with Social, Emotional and Mental Health difficulties, led by our mental health lead, Alison Coates.
- ◆ A highly qualified team of Support Staff, who work within the school in order to meet the needs of every child.
- ◆ Bespoke intervention programmes based on effective gap analysis of children's assessment. Including instant feedback sessions and same day intervention.
- ◆ Additional resources available to enable better access to the curriculum, e.g. seating/writing/eating apparatus that have been suggested by professionals.
- ◆ A close working relationship with other professionals.
- ◆ A guarantee that every class uses supportive techniques such as visual timetables and structured routine reminders so children are aware of the daily routine.
- ◆ Safe and secure spaces to learn, both in the classroom and other spaces around the school.
- ◆ A school workforce committed to understanding and meeting every child's needs (including medical and dietary needs).



How do we ensure this provision is effective?



These provisions relate to the targets on pupil support plans where their effectiveness is regularly evaluated for each individual.

Where children's needs are more complex and require a multi-agency approach these reviews might also involve feedback from other relevant professionals such as Speech and Language Therapists, Educational Psychologists or outreach staff.

What training do our staff have?

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND, with the progress made by pupils, is a core part of the Northwood Primary School performance management arrangements and its approach to professional development for all teaching and support staff.



- All staff receive regular training around quality first teaching, and high quality universal teaching strategies for all.
- All staff receive regular training on key areas including, awareness of children's mental health and adverse childhood experiences and trauma.
- All new staff receive training around the ELKLAN approach to language and have regular CPD sessions to support this.



How Accessible is the School?

Northwood Primary School is a two storey building with wide corridors. There is a lift available to access the upstairs Key Stage 2 classrooms. The hall and dining room are on the ground floor and are accessible to all.

Onsite car parking for staff and visitors include several dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available in the main entrance. These are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

How Are Parents/Carers Involved?

We are committed to working in partnership with parents and carers, ensuring that we have regard to the views, wishes and feelings of parents and carers. We take time to provide parents with the information and support necessary to enable full participation in the decision making around their child.

Northwood Primary School supports parents in order to facilitate the development of their child to help them achieve the best possible outcomes and prepare them for adulthood. As a school we share resources with families in order for children to be supported in their learning at home too.

The class teacher meets with the parents/carers of children at least three times each year to discuss the progress of children with SEN. This may include reviewing SEN Support Plans, with attendance of the SENCO upon request. These reviews are currently being offered in person, or remotely if you'd prefer. All reviews and support plans are overseen by the SENCO.

How Are Children Involved?

We are committed to involving children and young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children and young people;
- Provide children and young people with the information and support necessary to enable full participation in decision making;
- Support children and young people to develop and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Will my child sit external tests such as SATS?

As with everything related to your child in school, the answer is individual but most children do achieve well when they have been supported effectively.

If your child is able to access the Year 1 Phonic Screening or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or enlarged texts).

However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data.

All children will complete the Early Years Profile at the end of Reception. This is based off teacher's professional judgement and is completed for all children including those with SEN.



How do we ensure our pupils with SEN are enabled to engage in activities available alongside those who do not?

Our staff are highly skilled in employing adaptive teaching methods that extend far beyond traditional classroom lessons. The majority of the extra-curricular clubs available to our pupils are run by existing staff who have a good understanding of pupil needs. Where appropriate, to enable a child to access an activity or club additional staffing ratios might need to be arranged. We track club attendance and wider extra-curricular activities to ensure equal opportunities. Some children might choose to attend a club or activity out of interest, others might be invited because we recognise a strength/skill to be further nurtured or an area of difficulty to be developed.

How do you support children with SEN who are looked after by the local authority?

Children with SEN who are looked after will receive the same package of support as their peers. Their SEN support plans/EHCPs will be reviewed with their foster carers as well as their parents, if this is what has been decided by the local authority. In addition to this, they will also have Personal Education Plan (PEP) meetings three times a year in which progress is reviewed, additional targets are set and the expenditure of their pupil premium plus funding is agreed. These are multi-agency meetings where parents, carers, Local Authority Virtual School representatives and social workers all attend and the child's voice is shared.

What additional pastoral care do Northwood Primary School offer?

In order for children to achieve well, we have a strong focus upon pastoral care. Other than a dedicated SENCO, knowledgeable teaching and support staff and a committed Senior Leadership team, we also have:

♦ **A Parent Support Advisor**

Joanne Nelson our PSA works with many children, parents and families to address problems at home and at school. Joanne has a wealth of knowledge regarding local services and activities and undertakes direct work with children and adults at home and school.

♦ **ELSA interventions**

ELSA stands for Emotional Literacy Support Assistant. Our ELSA is Kellie Graham. She runs half termly blocks of 6 sessions for pupils in small groups. This is supervised by the Darlington Educational Psychology Service.

♦ **Close Links with External Partnerships**

In order to access the best professional advice, we also link with Local Authority and Private providers of additional services, such as Speech and Language Therapy, Occupational Therapy, CAMHS, The Darlington Mental Health Support Team, School Nursing Service, Social Services and Medical Professionals. We often hold multi-professional meetings in school where parents are comfortable in the school environment and so the child can join us easily, if it is appropriate.

What are our arrangements for supporting children moving between phases of education (transition)?

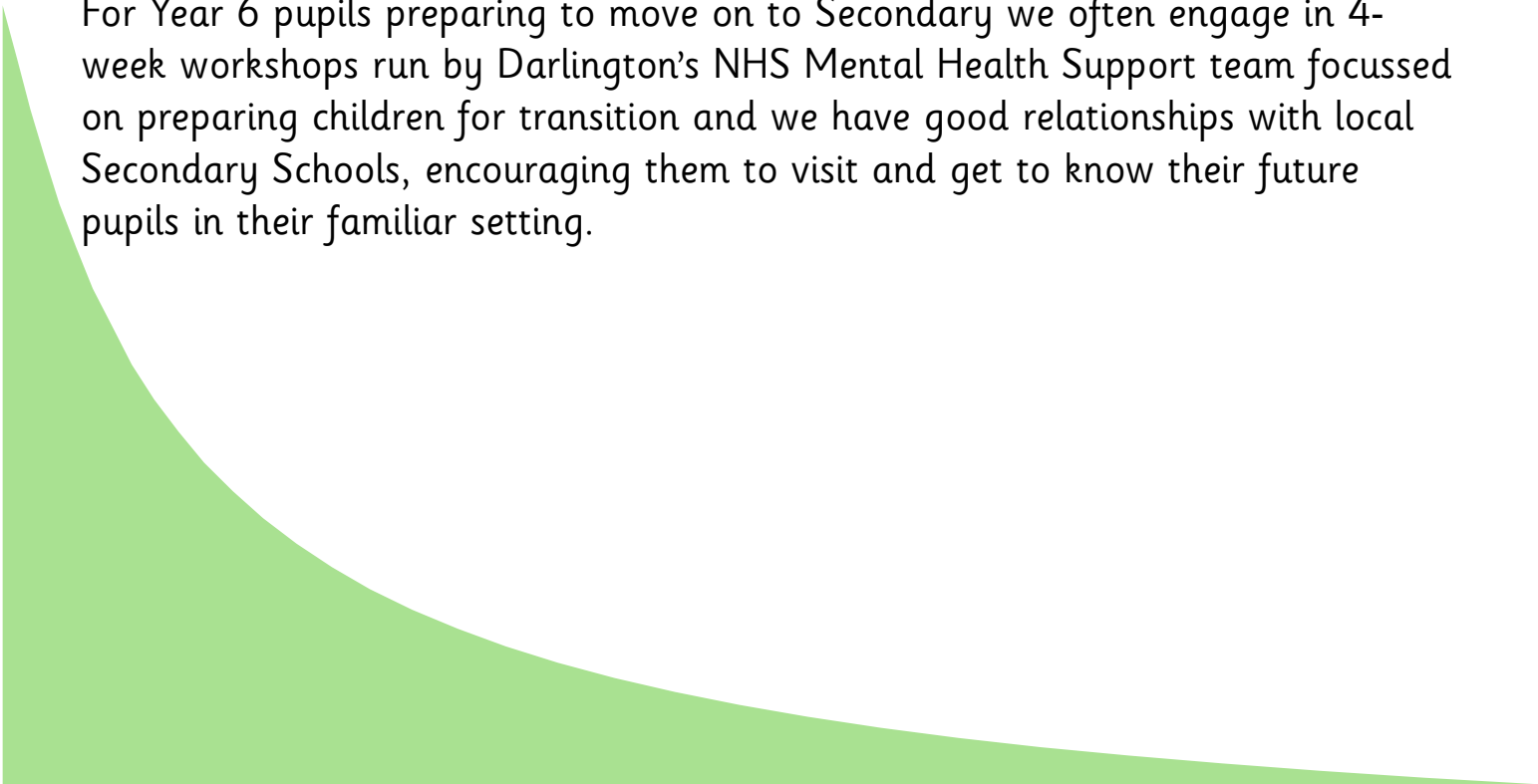
We understand that moving between phases of education is a huge step for all children and their families, but that this can especially be the case for children and young people with SEN.

We have a number of strategies in place to support with this and always liaise closely with new settings to ensure they have all the necessary information to continue supporting pupils appropriately.

Where required, children will experience enhanced transition including additional visits and opportunities to build relationships with new key staff. In the past, key staff have supported children with initial visits to new settings, especially where their needs might mean they struggle to communicate for themselves.

For Reception new starters joining us from other Nurseries, we aim to visit them and get to know them in their already familiar environment. Children with known additional needs will also be visited by our SENCo Miss Hindmarsh. This is a great opportunity to gain the perspective of their keyworkers and ensure we are consistent with our approach to meeting needs.

For Year 6 pupils preparing to move on to Secondary we often engage in 4-week workshops run by Darlington's NHS Mental Health Support team focussed on preparing children for transition and we have good relationships with local Secondary Schools, encouraging them to visit and get to know their future pupils in their familiar setting.



Where else can I go for support?

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

Mobile: 07930 303213

Telephone: 01325 405878

Email: iass@darlington.gov.uk

You can contact the service Monday- Friday - 8:30am-5pm

A free and impartial service which supports young people who have or may have special educational needs & their parents/carers. They can provide information and support on a one-to-one basis and help the Local Authority and parent/carers and schools work together to meet the needs of children and young people.

What can the service offer you?

- Someone impartial to talk to in confidence
- Information about support groups and services in your area
- The Local Offer
- Personal Budgets
- A straight forward explanation of educational procedures
- Information on special educational needs and disability, health and social care
- Help to fill in forms
- Someone to help you put forward your views
- Someone to attend meetings with you
- Who parents and young people can talk to in school or Local Authority about their concerns.
- The SEND Code of Practice 0-25, statutory assessment process and Education Health Care Plans.
- How progress is monitored and reviewed.
- How special educational needs are identified and assessed by educational settings and local authority.
- Meetings and reviews about your child or young person's needs
- What you can do as a parent if you are not happy with a decision made about your child.
- What you can do as a young person if you are not happy with a decision made about your special educational needs.
- The service runs an advice line where you will receive advice relating to special educational needs. Information sheets are available on a wide range of subjects including education, health and care plans.
- The service also offers confidential information, advice and support by attending meetings in educational settings and liaison with all services working with children and young people.



Who do I talk with if I have a compliment or complaint?

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or a member of the senior leadership team.

Miss Hindmarsh along with the senior leadership team, will be holding regular parent drops in for you to discuss any concerns you have.

If you are unhappy it is best to speak to the teacher, or a member of the senior leadership team ASAP— we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website, should you feel you require it.



What should I do if I still have questions, would like to offer feedback on this report or take part in its next review?

If you have read this and still have questions relating to SEN at Northwood left unanswered, please contact the school office via the phone number or email address on the next page— we will be happy to help you.

If you would like to provide feedback on this report to help us improve it next year please do get in touch!

To volunteer to take part in the next review in September 2025
email admin@northwood.lingfieldtrust.org.uk titled FAO Miss Hindmarsh SEN Information report.



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Deputy Head Teacher - Miss Sarah Kelly

Head Teacher—Mrs Amy Young