

SEND Information Report 2026 – 2027



Our School

Our School Vision

At Ferryhill Station Primary the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

September 2026 Information

There are currently **79 pupils on roll** at Ferryhill Station Primary School, including 2-Year-Old and Nursery provision. Of these, **30 pupils are identified as having Special Educational Needs and Disabilities (SEND)**, representing **37.97%** of the school population. This is above the current national figure of **20.8%** of pupils identified with SEND (14.8% SEN Support and 6.0% EHCP).

SEND Provision	Number of Pupils	School Percentage	National Percentage
EHCP	4	6.25%	6.0%
SEN Support	23	35.94%	14.8%
Total SEND	**27**	**42.19%**	**20.8%**

Year Group Breakdown

Year Group	EHCP	SEN Support
2YO	0	0
Nursery	0	4
Reception	0	2
Year 1	0	3
Year 2	1	4
Year 3	1	3
Year 4	1	6
Year 5	1	5
Year 6	0	0

Primary Areas of Need

Based on the primary need identified on the SEND register:

Primary Area of Need	Number of Pupils	Percentage of SEND Register
Communication and Interaction	23	85.19%
Cognition and Learning	22	81.48%
Social, Emotional and Mental Health	18	66.67%
Sensory and/or Physical Needs	15	55.56%



Meet our SENDCO

The named SENDCO is Mr Leake

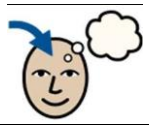
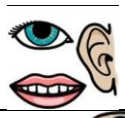
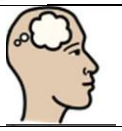
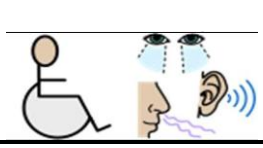
If you would like to contact Mr Leake please call school on 01429 820207 or email Mr Leake on ferryhillstation@durhamlearning.net and he will aim to respond within 2 working days.



Special Educational Needs

At Ferryhill Station Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

Identifying Special Educational Needs

A Special Educational Need (SEN) can be identified at any stage of a child's educational journey. However, research shows that early identification is key to ensuring children receive the right support at the right time.

At Ferryhill Station Primary School, we follow the **Graduated Approach** when identifying and supporting pupils who may have additional needs. We work closely with parents, carers and a range of external professionals to ensure that every child receives appropriate support.

Class teachers regularly assess the progress of all pupils and may identify a concern if a child:

- Makes significantly slower progress than their peers who started from a similar baseline.
- Fails to match or improve upon their previous rate of progress.
- Does not close the attainment gap between themselves and their peers.
- Experiences a widening attainment gap over time.

Concerns may relate to areas beyond academic attainment, including communication, social interaction, emotional wellbeing or physical development. It is important to note that slow progress or low attainment alone does not automatically indicate that a child has Special Educational Needs.

The Graduated Approach

The Graduated Approach is a cycle used to identify, plan and review support for children with additional needs.

Through this process, we can:

- Identify a child's strengths and areas of need.
- Put appropriate support and reasonable adjustments in place.
- Monitor the effectiveness of interventions and provision.
- Ensure all available school resources are used effectively before seeking additional specialist support.

Assess – Plan – Do – Review

The Graduated Approach follows four key stages:

Assess: Gather information to identify the child's strengths, needs and any barriers to learning.

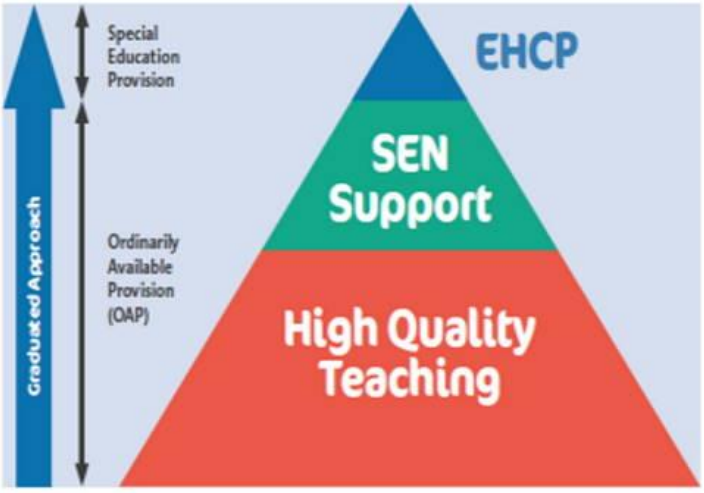
Plan: Agree on the support, strategies, resources and adjustments that will be put in place. Clear outcomes and targets are identified and shared with all those involved.

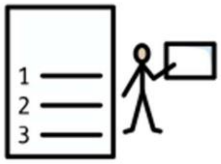
Do: Implement the agreed support and strategies within the classroom and wider school environment.

Review: Evaluate the impact of the support, consider progress towards outcomes and agree any next steps. Pupils recorded on the SEN Register will typically have three review meetings each academic year.

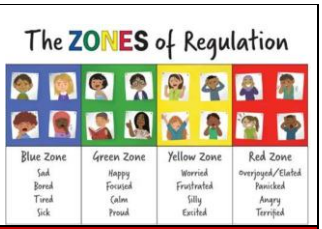
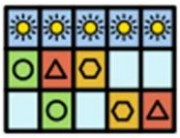
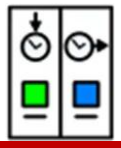
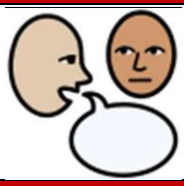
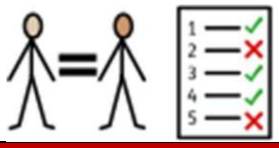
Assessment and Monitoring

Some pupils may be monitored using **SCERTS assessments**. This framework enables staff to identify small, achievable next steps for children working below age-related expectations, particularly in the areas of communication, emotional regulation and social interaction. These targets are then

	incorporated into daily learning opportunities, helping children to develop independence and make sustained progress over time. 
 Our approach to teaching children with SEND	We are an inclusive school where all children are valued and supported to achieve their full potential. Wherever possible, pupils are taught alongside their peers within the classroom through high-quality, adaptive teaching and flexible grouping arrangements. Teachers carefully adapt learning experiences to meet the needs of all pupils and, where appropriate, develop personalised timetables to ensure children can access the curriculum successfully. We also have a dedicated Inclusion Base (The Hub), which provides targeted support for pupils with identified additional needs. Children may access the Inclusion Base for specific parts of the school day while continuing to spend time learning and socialising alongside their peers. This enables pupils to receive focused interventions, personalised support and opportunities to develop key skills in a nurturing environment. Access to the Inclusion Base is determined through the outcomes and provision outlined within a child's Support Plan**,** SEND reviews and, where applicable, their Education, Health and Care Plan (EHCP)**.** The support provided is regularly monitored and reviewed to ensure it remains responsive to the child's individual needs and agreed outcomes. Our aim is to balance specialist support with meaningful inclusion, enabling all pupils to participate fully in school life, make progress towards their individual outcomes and develop independence and confidence.



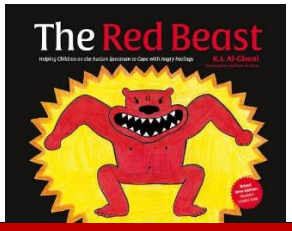
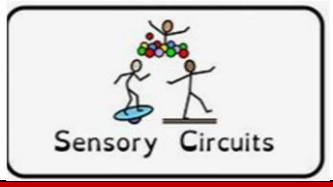
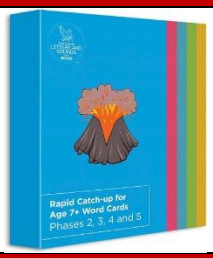
Curriculum Adaptations

		
Explicit instruction	Metacognitive Strategies	Explicit teaching of emotional regulation
		
Flexible Grouping	Pre/Post Teaching	Scaffolding (supporting pupils to access the tasks)
		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour recognised

		
Sensory/adaptive Equipment	Timers	Movement breaks



Interventions

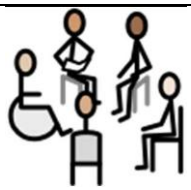
		
Zones of Regulation	Nurture Sessions	Red Beast
		
Sensory Circuits and/ or Individual Sensory Diet TTots	Safe Space or Calming area	Curriculum Interventions Groups -Reading fluency/Maths/Phonics
		
Little Wandle Rapid Catch up		Individual Regulation Plans

We use a range of strategies and adaptations to create an inclusive learning environment where all pupils can access the curriculum and participate fully in school life.

Where additional support is required, personalised provision and reasonable adjustments are outlined within a pupil's SEN Support Plan and may be informed by advice from external professionals and school staff.

High-quality adaptive teaching is central to our approach. Where appropriate, pupils may also receive targeted support from trained staff within the classroom, in small groups or through individual interventions.

Some pupils access our Inclusion Base for part of the school day to receive targeted support linked to the outcomes identified in their SEN Support Plan or EHCP. This allows pupils to develop key skills while continuing to learn and socialise alongside their peers wherever possible.



Parent Consultations

At Ferryhill Station Primary School, we value the important role that parents and carers play in supporting children with SEND and recognise that they have a wealth of knowledge about their child. We pride ourselves on maintaining an open-door policy and encourage parents to contact us at any time to discuss concerns, progress or support needs.

We regularly share information about training opportunities, support groups and relevant external agencies to help families access additional advice and support where needed.

For pupils with an Education, Health and Care Plan (EHCP), SEN Support Plan, or those requiring specialist provision beyond ordinarily available classroom support, we hold three review meetings each year during the Autumn, Spring and Summer terms. These meetings provide an opportunity to celebrate progress, review outcomes and targets, discuss next steps, and agree any necessary changes to provision.

Following each review, parents and carers will receive an updated copy of their child's SEN Support Plan, outlining current outcomes, agreed strategies and future targets.

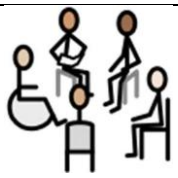
Class teachers hold formal review meetings three times a year for pupils with an Education, Health and Care Plan (EHCP), SEN Support Plan, or those requiring specialist provision. These meetings provide an opportunity to review progress towards agreed outcomes, evaluate the effectiveness of support and plan next steps.

The SENDCo works collaboratively with school staff, parents and external professionals to coordinate and lead Annual Reviews for pupils with Education, Health and Care Plans. These reviews consider progress towards long-term outcomes, ensure that provision remains appropriate to the child's needs and identify any amendments required to support future progress.

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Child Consultations</td>
<td>Pupils’ views are highly valued, and they have the right to be involved in decisions about their education. Where appropriate, children are encouraged to share their thoughts, wishes and feelings about the support they receive and the goals they are working towards.

We ensure that pupils are aware of the support available to them in school and provide opportunities for them to contribute to discussions about their learning and development. Where appropriate, pupil voice is gathered and used to inform support plans, reviews, provision and daily teaching practices, helping to ensure that support is personalised and meaningful.

Pupils are given regular opportunities to:

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<td>Self-assess how they are doing</td>
<td>Attend meetings and help decide the support needed.</td>
<td>Feedback and Review progress/interventions.</td>
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Evaluating Provision</td>
<td>SEND provision is regularly discussed during Senior Leadership Team (SLT) and staff meetings. This enables staff to reflect on current practice, evaluate the effectiveness of provision and identify next steps for improvement.

The SENDCo leads a dedicated staff meeting each half term to share training, discuss current research, provide updates on policies and procedures, and support staff in meeting the needs of pupils with SEND.

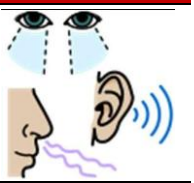
Class teachers, working in partnership with parents, pupils (where appropriate) and support staff, review progress towards individual outcomes and targets regularly, with formal reviews taking place at least three times a year.

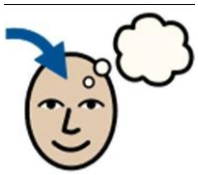
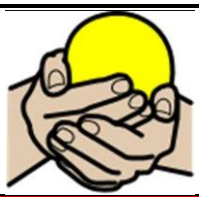
Where interventions are implemented, pupils' starting points are identified and progress is monitored closely to evaluate the impact of the support provided.

Pupil voice is an important part of the review process. Where appropriate, pupils are encouraged to share their views on the support they receive and whether they feel it is helping them to make progress.

The SENDCo and senior leaders regularly monitor the quality and effectiveness of SEND provision, including the implementation of SEN Support Plans and EHCP provision.</td>
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	Class teachers use a range of assessment and tracking tools to monitor progress for all pupils. For some children working below age-related expectations, the SCERTS Framework is used to assess progress in small steps and identify appropriate next targets in communication, emotional regulation and social interaction.
 Staff Training	At Ferryhill Station Primary School, we are committed to ongoing professional development and ensuring that all staff have the knowledge, skills and understanding needed to support every child effectively. When new members of staff join the school, they receive an induction that includes information about our SEND procedures and the needs of the pupils they will be working with. The Senior Leadership Team (SLT) plans regular whole-school training to ensure staff remain up to date with current SEND practices and have a good understanding of a range of additional needs and effective support strategies. Where specialist support from external agencies is required, such as Speech and Language Therapy (SALT), Educational Psychology (EP), Occupational Therapy (OT) or the School Nursing Service, this will always be discussed with parents and carers beforehand. Staff access a range of professional development opportunities throughout the year. Following training, staff share key learning and practical strategies with colleagues during staff meetings, helping to build expertise and ensure a consistent approach to supporting pupils with SEND across the school.

			
Child Development	Team Teach Training	Emo on Coaching & PACE	SCERTS Framework
			
Autism Spectrum Condition (ASC)	Attachment and Trauma	Tutoring with Lightening Squad	Sensory Smart Classroom

				
	Specific Learning Difficulties – Literacy, DCD, ADHD	Medical Needs and First Aid Training	Nurture support	Speech and Language



Transition Support

At Ferryhill Station Primary School, we recognise that successful transitions are key to ensuring children feel safe, confident and ready to learn. We work closely with children, families, staff and external agencies to plan and support transitions at every stage of a child's educational journey.

Transition into 2-Year-Old Provision and Nursery

Children are invited to attend transition sessions prior to starting in our 2-Year-Old Provision or Nursery. These sessions help children become familiar with the learning environment, daily routines and members of staff.

Parents and carers have opportunities to meet with staff to discuss their child's strengths, interests and development. Any concerns regarding SEND, medical needs or involvement from external agencies can be shared at this stage, allowing appropriate support and transition arrangements to be put in place.

Nursery to Reception

Our Nursery and Reception classes are part of the same Early Years Unit, providing children with a familiar environment and familiar staff as they move into Reception.

Parents and carers have the opportunity to meet with the class teacher, and additional meetings with the SENDCo can be arranged where required.

During the Summer Term, children moving into Reception participate in transition activities, including opportunities to experience lunchtime routines and spend time in their new learning environment. Additional visits and personalised transition arrangements can be provided for children who may benefit from extra support or time to become familiar with new routines.

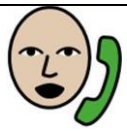
Transition Between Year Groups

As pupils move through school, transition is carefully planned through staff meetings, detailed information sharing and opportunities for children to visit their new classroom and meet their new teacher.

During the Summer Term, all pupils take part in a 'Meet the Teacher' transition session. For some children with SEND, additional visits and personalised transition support may be arranged to help reduce anxiety and build confidence.

Class teachers meet to discuss individual pupils, ensuring that SEND Support Plans, provision information and effective strategies are shared to promote continuity of support.

	Transition to Secondary School We work closely with our partner secondary schools to ensure a smooth and well-supported transition. Information sharing begins once school places have been confirmed and includes the transfer of relevant SEND documentation and support plans. All pupils are offered transition visits to their new secondary school. Pupils with SEND may access an enhanced transition programme, which can include additional visits, personalised transition activities and meetings involving families, school staff and external professionals where appropriate. **Mid-Year Admissions** When a child joins Ferryhill Station Primary School during the academic year, we work closely with families and previous settings to ensure a successful transition. Parents and carers are invited to meet with school staff to share information about their child and discuss any additional needs. The SENDCo liaises with previous settings and agencies to gather relevant information and review existing SEND records. Where required, a personalised transition plan will be developed to ensure appropriate support is in place from the outset and that the child settles into school successfully.
 Outside Agencies	We work closely with a range of external agencies and professionals to ensure that pupils with SEND receive the specialist support they need. These may include: • Speech and Language Therapy (SALT) • Educational Psychology Service • Occupational Therapy Service (NHS) • Physiotherapy Service • Child and Adolescent Mental Health Services (CAMHS) • Durham County Council SEND Team • Emotional Wellbeing and Effective Learning Team (EWEL) • Cognition and Learning Team • Vision and Hearing Impairment Team • Early Help Services • School Counsellors and Therapeutic Services Where specialist advice or support is required, we will always discuss this with parents and carers and seek consent before making a referral or arranging for an external professional to work with a child. Following any assessment, observation or involvement from an outside agency, we will share the recommendations with parents and carers and discuss how these can be incorporated into the child's support plan and provision within school. Through close collaboration with families and professionals, we aim to ensure that support is coordinated, effective and responsive to each child's individual needs.

 Clubs and Trips	At Ferryhill Station Primary School, we are committed to ensuring that all pupils have equal access to the full range of opportunities that school life has to offer. All extra-curricular activities, educational visits and before- and after-school clubs are available to all pupils, including those with SEND. We actively encourage all children to participate in school visits, residential experiences, sports events, assemblies, performances, workshops and enrichment activities. Pupils with SEND are also encouraged to take on positions of responsibility within the school, such as School Council representatives, House Captains, Digital Leaders and other leadership roles. No child is excluded from participating in any activity because of their special educational needs or disability. Where necessary, reasonable adjustments are made to ensure that all pupils can access and participate fully. This may include adapting activities, providing additional support, or carrying out individual risk assessments to ensure the safety and wellbeing of all involved. Further information can be found in the school's Accessibility Plan, which outlines the steps we have taken to promote inclusion, prevent disabled pupils from being treated less favourably than their peers, and ensure that pupils with SEND can access all aspects of school life.
 Complaint Procedure	Your first point of contact should always be your child's class teacher, who will be happy to discuss any concerns and work with you to resolve them. If you feel that your concerns have not been fully addressed, you can arrange to speak with our **SENDCo, Mr Leake**. If further support is required, an appointment can then be made with the **Executive Headteacher, Mrs Crosby**. We value positive partnerships with parents and carers and will always seek to work collaboratively to address any concerns at the earliest opportunity. If, after following these steps, you remain dissatisfied, you may contact the school's Governing Body through the school office and follow the school's Complaints Procedure. A copy of the school's Complaints Policy is available on the school website or from the school office upon request.



Durham Local Offer

The **Durham Local Authority Local Offer** provides information about services, support and opportunities available for children and young people with Special Educational Needs and Disabilities (SEND), as well as their families.

The Local Offer can be accessed online at:

https://www.durham.gov.uk/localoffer

The Local Offer includes information about:

- Education, Health and Care Plans (EHCPs)
- Education and childcare provision
- Health and therapy services
- Social care and family support services
- Support groups and voluntary organisations
- Transition to adulthood
- Leisure, activities and community opportunities

If you would like support accessing information within the Local Offer, please contact the school SENDCo, who will be happy to assist.