

SEND Information Report

Red Row Primary School | 2026-2027

Head Teacher	Richard Bollands
SENDCo	Amy Walton
School type	Mainstream First School with 2 year old provision as well as Early Years to Year 6.
Specialist provision	Specialist Support Base with capacity for six children with complex needs
Review	This report will be reviewed at least annually and updated as soon as possible when information changes.

This SEND Information Report explains how Red Row Primary School identifies and supports children with special educational needs and disabilities (SEND). It is intended to meet the requirements of section 69 of the Children and Families Act 2014, regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010, and the SEND Code of Practice: 0 to 25 years.

1. What kinds of SEND does the school provide for?

Red Row Primary School is an inclusive mainstream first school. We support children across the four broad areas of need described in the SEND Code of Practice: communication and interaction; cognition and learning, social, emotional and mental health difficulties; and sensory and/or physical needs. A child may have needs in more than one area and provision is based on the individual child rather than solely on a diagnosis.

The school also has a Specialist Support Base with capacity for six children with complex needs. The base provides a specialist, highly supported environment within the mainstream school community. Provision is personalised and may include adapted teaching, communication support, sensory and regulation support, development of independence and life skills, and carefully planned access to mainstream classes, activities and the wider life of the school where this is appropriate.

2. How do we identify and assess children with SEN?

Class teachers are responsible for the progress and development of every child in their class, including where a child accesses support from teaching assistants or specialist staff. Teachers monitor attainment, progress, participation, communication, wellbeing and other barriers to learning.

- Concerns may be identified through teacher assessment, observation, progress information, discussions with the child and family, or information from another setting or professional.
- Where progress is less than expected, the class teacher and SENDCo consider whether there may be an underlying special educational need and whether additional assessment or support is required.
- The school uses a graduated approach: Assess, Plan, Do and Review.
- Where appropriate, specialist professionals may contribute assessment and advice.
- A child is not identified as having SEN solely because their first language is not English, or because of difficulties that can be addressed through high-quality teaching alone.

3. How do we make provision for children with SEN, including those with an EHC plan?

High-quality, inclusive teaching is the first response to SEND. Teachers make reasonable adjustments and adapt teaching, resources, communication, grouping, the curriculum and the learning environment according to individual need. These adaptations form part of our Ordinarily Available Provision within the school environment. Additional

provision is planned where a child requires support that is additional to or different from that normally available to pupils of the same age.

- Individual or small-group teaching and intervention where this is the most appropriate way to meet identified outcomes.
- Visual supports, practical resources, assistive technology and adapted materials where appropriate.
- Support for communication and interaction, literacy, numeracy, fine-motor development, emotional literacy, social interaction and regulation according to assessed need.
- Thrive and nurture-based support where appropriate.
- Precision teaching and other focused approaches where these meet an identified need.
- Implementation of provision specified in an Education, Health and Care (EHC) plan.

4. How do we assess and review progress and evaluate the effectiveness of provision?

SEND provision is reviewed as part of the graduated approach. Staff consider the child's starting point, intended outcomes, progress and participation, and whether the support is making a meaningful difference. Provision is adjusted when required.

- Class teachers regularly assess and review progress.
- Parents and carers are involved in reviewing their child's progress and provision.
- Children's views are sought in a way that is appropriate to their age, communication and understanding.
- Interventions and additional support are reviewed for impact rather than being continued automatically.
- EHC plans are reviewed in accordance with statutory requirements, with the school contributing to and arranging reviews as required.

5. How is the curriculum and learning environment adapted?

- Teaching is scaffolded and adapted to remove barriers to learning while maintaining appropriate ambition.
- Resources may be adapted in format, quantity, presentation, language or level of support.
- Visual timetables, communication supports, concrete resources, sensory or regulation supports and assistive technology may be used according to need.
- Reasonable adjustments are made for disabled pupils in accordance with the Equality Act 2010.
- The school considers individual access needs when planning classrooms, activities, visits and the wider curriculum.
- Classrooms are calm, welcoming and inclusive environments. Staff adopt a therapeutic approach to the classroom environment, considering individual sensory, emotional and learning needs.

6. What additional support for learning is available?

Support is allocated according to assessed need and desired outcomes. This may include targeted teacher or teaching-assistant support, individual or small-group intervention, specialist advice, adapted resources or access to the Specialist Support Base where this forms part of the child's agreed provision.

7. Specialist Support Base

Our Specialist Support Base has capacity for six children with complex needs. It is part of Red Row Primary School and is designed to combine access to a mainstream school community with a more specialist level of teaching, support and environmental adaptation.

- Provision is individualised around each child's strengths, needs, outcomes and agreed support.
- Children may access specialist teaching, communication approaches, sensory and regulation support and development of independence.

- Access to mainstream classes, social opportunities, activities and school events is planned flexibly and meaningfully according to individual need.
- Children remain part of the wider school community and are supported to build relationships and participate alongside peers wherever this is appropriate.
- The base works collaboratively with families, class teachers, the SENDCo, school leaders and relevant external professionals.
- Placement and admission arrangements for specialist provision are determined through the relevant agreed commissioning/admission processes; the school does not make promises of a specialist-base place through this report.

The Department for Education's 2026 guidance on inclusion bases emphasises high-quality provision embedded within mainstream schools, with strong leadership, a clear purpose, personalised support and meaningful connection with mainstream education. The school will keep the operation of its Specialist Support Base under review in light of this guidance and any future statutory SEND reforms.

8. How do children with SEND take part in the wider life of the school?

Children with SEND are supported to participate in lessons, clubs, school events, educational visits, physical activities and other opportunities alongside their peers. Reasonable adjustments and individual risk assessment or planning are used where needed. Withdrawal from a class or activity is considered only where it is appropriate to the child's needs and intended outcomes.

9. How do we support emotional, mental and social development?

- A nurturing and inclusive school ethos in which children are supported to feel safe, valued and able to participate.
- Thrive is embedded across school and specialist staff deliver social and emotional interventions where appropriate.
- Individual regulation strategies and access to appropriate spaces or resources.
- Pastoral support and liaison with families.
- Referral to or involvement of external services where needs require specialist input.

10. What expertise and training do staff have, and how is specialist expertise secured?

The SENDCo supports staff to develop inclusive practice and to plan appropriate provision. Training is identified in response to the needs of children currently attending the school and anticipated needs. Staff may receive training in specific communication, learning, sensory, physical, social-emotional or complex-needs approaches.

Where the school requires expertise beyond that available internally, advice and support may be sought from relevant local authority, health, therapy, educational psychology, sensory, specialist teaching and other professional services, subject to current referral pathways and eligibility.

11. How are equipment and facilities secured?

The school identifies equipment, adaptations and facilities through assessment and review of individual need. Resources may be provided by the school or secured with advice from specialist professionals or relevant agencies. The school has low-mobility accessible toilet and changing facilities and a Specialist Support Base. Further reasonable adjustments are considered for individual pupils.

12. How do we involve parents and carers?

Parents and carers are partners in decisions about their child's education. The school seeks their views when concerns are identified, when provision is planned and when progress is reviewed. Families can contact the class teacher or SENDCo to discuss concerns at any point.

- Parents are involved in Assess, Plan, Do, Review cycles and in setting and reviewing outcomes where appropriate.
- Formal consultations and written reports are supplemented by additional SEND meetings where needed.
- Families are given information about provision and relevant external sources of advice and support.
- Parents of children with EHCPs are involved in statutory review processes.

13. How are children involved in decisions about their education?

The school seeks and records children's views about what is important to them, what helps them learn, what they find difficult and the outcomes they would like to work towards. The method used is adapted to the child's age, developmental level and communication needs. Children are involved in reviews and planning wherever practicable.

14. How do we work with other organisations?

The school works collaboratively with education, health and social care professionals and voluntary or community services where this is necessary to meet a child's needs. This can include educational psychology, speech and language therapy, occupational or physical therapy, sensory services, health services, local authority SEND services and specialist education providers. The exact services involved depend on individual need and current local referral arrangements.

15. Support for families and independent advice

Families can obtain impartial information, advice and support from Northumberland Information, Advice and Support Service (IASS). At the time this report was updated, Northumberland County Council lists the service telephone number as 01670 623555 and email as iass@northumberland.gov.uk. Families can also use the Northumberland SEND Local Offer to find information about education, health, social care, activities and support available locally.

16. How do we support transition?

Transitions into school, between year groups and to the next school or setting are planned according to individual need. This may include additional visits, photographs or visual information, transition books, information sharing, meetings between staff and families, and liaison with external professionals. For children with complex needs, planning may begin earlier and be more detailed.

Although Red Row is a Primary school, we support children to develop communication, independence, self-advocacy, relationships and other skills that contribute to preparation for future stages of education and adulthood.

17. Accessibility and disabled pupils

The school must not treat disabled pupils less favourably because of disability and must make reasonable adjustments where required. The school's Accessibility Plan sets out how it plans to increase disabled pupils' participation in the curriculum, improve the physical environment and improve access to information.

- Admission arrangements for disabled pupils follow the applicable school admission arrangements and legal duties. Disability is not used as a reason to treat an applicant less favourably.
- Reasonable adjustments are considered individually and in anticipation of barriers where possible.

- The school provides low-mobility accessible toilet and changing facilities and considers further adaptations according to identified need.
- Parents should refer to the school's current Accessibility Plan for the school's planned accessibility improvements.

18. What should parents do if they have a concern or complaint?

Parents are encouraged to raise concerns at the earliest opportunity. In the first instance, concerns should normally be discussed with the class teacher and/or SENDCo, Amy Walton either face to face or by contacting the school office on 01670 760282 to arrange a meeting. If the matter is not resolved, parents should follow the school's published complaints procedure, including escalation to the Head Teacher, Richard Bollands, and the governing body where appropriate. Information and impartial advice may also be obtained from Northumberland IASS.

19. Northumberland Local Offer

Northumberland County Council publishes the statutory SEND Local Offer for children and young people aged 0 to 25. It provides information about education, health and social care provision, assessment, support services, activities, travel, preparing for adulthood and routes for advice or resolving disagreements. A link to the current Northumberland SEND Local Offer should be displayed alongside this report on the school website.

20. Governance, monitoring and publication

The governing body has oversight of the school's arrangements for SEND and disability and should receive sufficient information to provide support and challenge. The school will keep its SEND provision, staff expertise, pupil and parent engagement, accessibility and the impact of support under review.

This SEND Information Report will be published on the school website, reviewed at least annually and updated as soon as possible when information changes during the year. It should be read alongside the school's SEND policy, Accessibility Plan, Equality information and objectives, Safeguarding policy, Behaviour policy, Supporting Pupils with Medical Conditions policy and Complaints procedure.

21. Legal and statutory framework

- Children and Families Act 2014, particularly Part 3 and section 69.
- Special Educational Needs and Disability Regulations 2014, regulation 51 and Schedule 1.
- SEND Code of Practice: 0 to 25 years (statutory guidance).
- Equality Act 2010, including the duty to make reasonable adjustments and the accessibility planning duties.
- Department for Education guidance on what maintained schools/academies must publish online, as applicable to the school's status.
- Department for Education, Inclusion bases in schools guidance (June 2026).
- Other statutory school guidance applies where relevant, including safeguarding and supporting pupils with medical conditions.