

SEND Report

SEND CO:- Clare Atkinson

Date September 2025

1. SEND Register Update

Current register September 2025

Key Stage	Additional Support Children	Education, health and Care Plan	Total
Foundation Stage	5	0	5
Key Stage 1	9	0	9
Key Stage 2	25	0	25
Total number of children on register			39
Children receiving support but not on register			59

Number of children removed from register in the last 12 months? 0

Number of children added onto the register in the last 12 months? 14

2. Attendance and exclusions of pupils on the SEND register.

Valid for the academic year ending August 2025 as a percentage of the whole school.

Percentage of persistent absences 1.2%

Percentage with 100% attendance 1%

Percentage of fixed term exclusions 0%

Percentage of permanent exclusions 0%

3. Agencies who have offered interventions and support in the previous year.

Hearing Impaired Unit (STAR)

Educational Psychologist

Small Steps

Occupational Therapy

Speech and Language

Physiotherapy: NHS and private providers

A range of clinical specialist from North Tees Hospital Trust.

Dyslexia Support

The National Autistic Trust

Child and Adolescent Mental Health Services

RVI Newcastle

Dietician
School nurse
Visual Impaired service
Social work team
Early Help
Alliance Psychology
Alice House
SENDIASS
Red Sky charity
Hartlepool South Cluster

4. The effectiveness of partnerships with parents/carers

Percentages of parental complaints relating to SEND 0%

Parents are asked to comment on SEND support throughout the year and are encouraged to respond to the end of year reports.

SENDIASS has been invited into school to support parents and increase partnerships.

We have fully embraced the Inclusive Mainstream Practice agenda put forward by the local authority and shared this with parents.

5. Admissions Arrangements

Admission for children with a specific SEND need are addressed through the Local Authority's admissions arrangements. Children can be allocated a specific place if it is required within an Education and Health Care Plan. All of the children who are currently on the SEND register came into school through the standard admissions procedure.

6. Access Facilities Within School

Within school we have the following resources to support children access the building and facilities:-

Ramps to access doorways into school.

Disabled toilets located in Foundation Stage, KS1 and KS2.

Additional support (as advised by OT) in specific classroom toilet facilities.

Changing facilities.

A lift to access the upper floor of KS2.

A shower.

Quiet rooms

Dark spaces and sensory areas

Rooms which are carpeted and have suitable acoustics for children with a hearing impairment

Resources for children with a visual impairment.

Risk Assessments carried out for specific activities to ensure that all children can access activities.

The school has an Accessibility Plan which relates to Paragraph 3 of Schedule 10 of the Equality Act.

There is an Intimate Care Policy to support children with physical needs.

7. Equality of Treatment

The school prides itself with the way all children are treated as equals. There are a range of resources to help children access the curriculum and staff plan learning experiences with the individual needs of the child at the heart of the learning.

Children are provided with a range of support plans:-

Co-ordinated Support Plans

Health Support Plans

Education and Health Care Plan

SEND Passports

Small step targets

It is recognised that while some children have a specific SEND need in one area of the curriculum, they might be more gifted in other areas.

Each child is an individual and is treated as such.

8. SEND Link Governor (Laura Ovens) comments on the strengths and weaknesses in SEND policy and provision existing within the school.

Fens continues to support the needs of SEND pupils where provision and specialism is appropriate to their educational setting. Adaptation to changing needs is apparent and this includes wider staff training for tailoring the curriculum to meet the needs of individual pupils. In a changing educational landscape with an increasing number of SEND pupils locally and widening range of SEND needs the leadership at Fens is responding to this in their

planning, implementation and monitoring accordingly. The SENDCo is outward facing in networking with colleagues in other settings through the cluster meetings to ensure best practice, the latest LA updates and access to external support is available.

9. OFSTED May 2023

Leaders are quick to identify and respond to the additional needs of pupils with SEND. Teachers think carefully about how to meet their needs so that these pupils can progress well through the curriculum. Staff work effectively with a range of external partners to ensure that pupils with SEND receive high-quality support in a timely manner. Pupils with SEND enjoy learning alongside their peers. They achieve well.

Leaders have designed a broad, ambitious curriculum for all pupils, including pupils with special educational needs and disabilities (SEND). Leaders have considered how each subject builds from the early years to Year 6. This helps pupils to make links across their learning. Leaders make sure that teachers have the subject knowledge and resources they need in order to teach well.