

Fishburn Primary School
SEND Information Report
2026-27





Fishburn Primary School's SEND Information Report - September 2026

Fishburn Primary School takes a truly holistic approach to supporting all our pupils whilst actively promoting a fully inclusive curriculum.

We believe that pupils with special educational needs or disabilities (SEND) have the right to a broad and balanced curriculum and be fully included in all aspects of school life (DfE Special Educational Needs Code of Practice 2015).

We believe all pupils should be encouraged and supported to achieve their full potential within a safe, nurturing and enriching learning environment.

We actively encourage parents to be involved in the education of their child and see effective home school partnerships as key to pupil's success.

Our website information aims to provide an outline of what services and support is available to parents and carers to help their child succeed.

Our **SEN Information Report** aims to provide an outline of what services and support is available to parents and carers to help support children and young people with Special Educational Needs in our school– which is part of [Durham County Council's Local Offer](#).

What are Special Educational Needs and Disability (SEND)?

Special Educational Needs, is the term that is used to describe pupils who have needs over and above those that can be met by quality classroom teaching. These needs may be within areas of:

- **Communication and Interaction** (Speech and language needs and or social communication need)
- **Cognition and learning** (specific learning difficulties)
- **Social, emotional, mental health needs**
- **Physical /sensory difficulties.**

Support may be for a short period or throughout a pupil's education. We aim to identify additional needs early and then initiate a support plan, taking into account their individual needs and experiences.

- At Fishburn we adopt a fully inclusive whole school approach with all pupils. We engage pupils in a broad, balanced and varied curriculum that meets the needs and interests of all pupils and promotes high levels of achievement, good behaviour and successful progression to the next stages of learning.
- Fishburn Primary is a fully inclusive school and we are passionate in our drive to ensure all pupils achieve their potential in all areas of school life whilst being very proactive in forming excellent home school partnerships.
- Meeting the needs of pupils with special educational needs is the responsibility of all teachers and teaching staff and their needs are usually met through a differentiated curriculum. The Special Education Needs Coordinator (SENDCo) will support staff to meet these needs. We operate a graduated response to supporting all pupils including those with additional learning needs, the initial response being through Quality First Teaching. All our staff are proactive in ensuring pupils are supported appropriately at the earliest opportunity, what we refer to as Early Intervention.
- We currently have 42 pupils are on our school register.



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	6 pupils have an Education, Health Care Plan. 3 pupils have high needs funding.
How does the school know if my child needs extra help? How does the school identify pupils with special educational needs?	Our ethos is based around a continuous cycle of Assess, Plan, Do and Review. We take many opportunities to review progress in school such as through: - Information from health care professionals in readiness for children starting our provision including 3 year olds e.g. Speech and Language. - Induction meetings involving children and parents before entry into Early Years. - Induction Meetings for all inwardly mobile pupils (new on roll). - Early Years data and continuous observation. - Parent meetings - Ongoing assessment by teachers. Data is analysed for attainment and progress to identify whether a child is falling behind their peers and/or whether the child is not progressing as expected. - Pupil Progress Meetings – teachers meet termly with senior leaders to identify and discuss any pupils who are not progressing as expected. - Regular meetings of the Senior Leadership Team to discuss pupil progress across school. - Termly Special Educational Needs Planning and review meetings. - Observations by outside agencies if needed. - Reports and advice from key professionals as needed.
What should I do if I think my child may have a special educational need or disability?	- Mrs Henry and Miss Robertson work closely together to support you and your child throughout your child's time at Fishburn Primary School - Mrs Henry is Head of Inclusion across the Eden Academy Trust (Lead SENDCo) and a Specialist Leader in Education (SEND) - Miss Robertson is the SENDCo at Fishburn Primary School and is in school Monday – Wednesday, but always contactable via email or Class Dojo. - Mrs Henry/Miss Robertson can be contacted either by phoning school (01470 620162), email (hrobertson@edenacademytrust.co.uk, shenry@edenacademytrust.co.uk) or by making an appointment through the school reception. - Parents of children with SEND, or parents who may have concerns should contact their child's class teacher in the first instance or the SENDCo directly to discuss any concerns or issues they have with SEND provision.
How will I know how Fishburn Primary School supports my child?	Fishburn Primary School has a fully inclusive policy and is committed to ensuring all pupils receive a high-quality education and realise their potential regardless of any barriers they may face. Children with SEND are educated in the classroom as part of this inclusive policy, but will receive intervention and support by teachers and teaching assistants on a personalised and individual level as appropriate and matched to need. Children with more significant need may have some support from outside professionals but this is always in



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consultation with parents. We adopt a team approach, first with parents and then with appropriate professionals who can offer support and guidance as needed.

- Children who have undertaken Statutory Assessment and have an Education, Health Care Plan receive the necessary provision stated. All pupils on the SEND School Register have a SEN support plan with a focus on their specific needs. This can be through individual support in the classroom, one to one support, and small group work or intervention groups. These support programmes are also used for other children where appropriate.
- SEN Support Plans are developed and reviewed termly by teachers and are overseen by the Special Educational Needs Coordinator (SENDCo). They will focus on the pupil's prime areas of need. Children's progress and attainment are regularly monitored and reviewed. Plans are compiled in collaboration with parents termly.
- Parents' Evenings/Support Plan reviews are held termly where parents are informed of any support received and given feedback about the progress their child has made. Teachers also regularly meet with parents at other times where necessary and are available to answer any questions parents may have.
- Workshops are held termly and parents are invited into school to see how their children learn.
- The school has a pastoral system in place to provide support to all children; all staff are available to listen to any concerns children may have. In addition, we have our family support assistant who is available to support parents and pupils.
- Additional support is available whenever necessary for pupils who are vulnerable, and for those that experience a range of emotional, social and behavioural difficulties. This can be through for example our friendship groups and Nurture groups. We offer a graduated response to supporting pupils with emotional needs.
- Children can also give their views and express any concerns through the School Council.
- Our school link SEND governor Kay Sailsbury meets regularly with the SENDCo and wider Inclusion Team and collaboratively reviews practice in school.
- We have a robust system of reviewing provision through our School Self Evaluation using the OFSTED Framework. Governors are involved in this process and receive regular reports.

How will the curriculum be matched to my child's needs?

- Teachers are accountable for the progress of all pupils in their class even when they access support from elsewhere. Teachers set high expectations for every pupil whatever their prior attainment.
- High quality teaching is our passion at Fishburn Primary School. Learning opportunities are matched to pupil's abilities and interests are key to this as we support our pupils through the setting of rigorous learning targets. Children will be supported in fully accessing the curriculum according to need, which may be through one-to-one support with a teacher or teaching assistant, access to an intervention programme, or by working in smaller groups. Teachers focus on differentiation in their planning, ensuring that work is appropriate for the individual needs of every child. They work hard to ensure that all children are able to access the curriculum successfully while maintaining a high level of challenge to ensure children make excellent progress in their learning.
- Teachers follow the guidelines for a 'Dyslexia Friendly Classroom' to help all children access the curriculum and resources more easily.
- Teachers have a 'trauma-informed' approach to learning and provision.



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	- When designing our curriculum; we took a number of key factors into consideration; we called non-negotiables that provided the foundation for our curriculum. They include ensuring that the curriculum: - Has the needs of the children at the heart of everything we do - Is based on a strong foundation of oracy - Meets the needs of our local community - Is full of exciting, enriching and enjoyable learning experiences - Provides opportunities for our children, staff and parents to all learn together. - Positively improves academic outcomes - Prepares our children to become positive role models in and effective contributors to Society - Gives our pupils the chance to become the very best versions of themselves.
How will I know how my child is doing?	- A wide range of assessments are undertaken and data is collated termly or at earlier point as appropriate. - Children with EHC plan will have an annual review during the school year to which parents and supporting agencies attend. The views of children with SEND are sought before their Annual Review meetings and included as part of their review. Pupil and parent questionnaires are also completed during the academic year. Pupils with SEND will have review meetings as needed as part of our co-ordinated multi agency approach to support. - Termly reviews of pupil progress takes place and feedback is given to parents via end of term /year reports at parents' evenings. All Pupil Support Plans are reviewed termly and progress and attainment discussed with parents. - We operate an "open door" policy whereby parents are welcome to meet with members of staff to review any issues with the progress and attainment of their child. Appointments to meet with the class teacher can be arranged through the school office
How will you help me to support my child's learning?	- We believe in a fully inclusive approach to supporting pupils with additional needs and this means working in partnership with parents and carers to support in whatever way we can to enable each pupil to achieve their potential. - All teachers at Fishburn Primary have a responsibility for the teaching, monitoring and evaluation for pupils with Special Educational Needs. - We follow a graduated response to need from initial conversations with the class teacher, targeted class support to more specific personalised support. This is always through discussion with parents/carers initially informally or through parent meetings and or reviews as part of our SEND arrangements in school for example: individual review meetings; multi-agency meetings; parent support linked with the Family Support Officer (FSO); parent workshops; or home-school liaison books. Through termly parent workshops parents are welcomed into school to share key areas of learning and to gain an insight into how your child learns. - We also successfully support parents through bespoke workshops/ groups to increase awareness and develop skills and indeed understand behaviours and relationships.



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What support will there be for my child's overall well-being?	• Children with SEND are inclusively taught within an age-appropriate class with their peers most of the time. Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives. • If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided at a time to suit need. Support is personalised and targeted. Adults working with pupils communicate regularly to ensure a consistent approach to teaching and learning and also support children's independence. • Any parents of pupils who may have a medical need will work alongside the class teacher, SENDCO and Inclusion Team (Mr Parkin & Mrs Cumming) to ensure their child's needs are met and are in accordance with the school Medications Policy. Health Care Plans are developed with parents and medical professionals as required. • We have a well-developed Behaviour Policy linked to our Zones of Regulation approach. Our Policy reflects all current guidance and has a relationship-based foundation. We see behaviour as a means of communication/ unmet needs and seek always to understand behaviours and access appropriate support. • Our Designated Safeguarding Lead is Mr Parkin.
What specialist services and expertise are available at or accessed by the school?	• Mrs Henry holds a Postgraduate Certificate in the National Award for Special Educational Needs and a Postgraduate Certificate in Teaching Pupils with Specific Learning Difficulties (Dyslexia) • Miss Robertson is completing her National Professional Qualification for Special Educational Needs Co-ordinators. • Miss Robertson is a Specialist Leader in Education (Special Educational Needs) • Teaching staff and teaching assistants are highly experienced in supporting children with SEND and have undertaken training in a wide spectrum of needs. • We have staff trained in: - Speech and Language - ELSA - Specific targeted interventions - Makaton • We have excellent relationships with external agencies and work closely with the local authority SEND team, Educational Psychologist, Speech and Language Therapist (SALT), Occupational Therapist (OT), Social care, CAMHS and the visually and hearing-impaired service. We collaborate closely with our partners to ensure Fishburn Primary School deliver quality interventions that have a positive impact on learning. • Fishburn Primary School buys enhanced provision (extra time) from the Education Psychology Team. We also receive COL credits which we use to buy in additional support as needed for identified children from services such as the cognition and learning team, Autistic spectrum communication team, social communication assessment team, movement team and many more.
What training are the staff supporting children and young people with	• Additional training for staff is secured where necessary; this may be delivered in school by the SENDCO or by external training sources such as education psychologists or other key professionals.



SEND had or are having?	• The SENDCO can provide or facilitate training for staff following GTP programmes or ECT or ongoing training for school staff as School based CPD. • School has access to a range of services for advice where necessary. This includes the school nurse, Educational Psychologist, Occupational Therapy, Speech therapy, social care and CAMHS.
How will my child be included in activities outside the classroom, including school trips?	• Fishburn Primary School follows safeguarding and health and safety procedures ensuring that all pupils, staff and other adults are safe. The school would review any specific need on a case-by-case basis to accommodate a child's needs even after reasonable adjustments. • Fishburn Primary School operates a fully inclusive policy and children with any form of SEND are fully integrated in all aspects of school life including afterschool activities. Pupils will be supported on a needs basis which may be one to one support with a teacher or TA, a specific intervention programme, small group work or lunchtime support etc. • Laptops, iPads and specific resources are available for students with SEND as appropriate and a wide range of subject specific aids are available. • As part of our inclusive policy the school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEND or disability. Relevant documents are completed detailing support and provision for specific pupils prior to visits being undertaken in line with school policy.
How accessible is the school environment?	• We meet the requirements of the Disability Discrimination Act (DDA), 1995. We meet the requirements of the Equalities Act (2010) through our Single Equality Policy. Fishburn Primary School follows safeguarding and health and safety procedures ensuring that all pupils, staff and other adults are safe. The school would review any specific need on a case-by-case basis to accommodate a child's needs even after reasonable adjustments. Further information is detailed in our Accessibility Policy.
How will my child be supported when joining Fishburn Primary School or transferring to a new school?	• The school has an extensive transition programme in place both for children joining the school, and for those moving on. A member of our inclusion team meets all new families on arrival at Fishburn Primary School and ensures transition is smooth and pupils and parents are fully supported. • Y6 Transition support begins in the previous summer term of Y5 and Transitions meetings with pupils and parents (including relevant professionals) and visits are coordinated by the SENDCO with the SENDCO from the intended Secondary School so that transition is smooth and continuous. • There is a phased transition into Early Years. Our new 2-year-olds and nursery children are offered a school visit before the children start with us. Families are encouraged to engage in activities in readiness for starting Early Years provision, gaining excellent opportunities to meet key staff and socialise with other families.
How are the school's resources allocated and matched to children's special educational needs?	The schools Delegated SEND Funding ensures provision to provide appropriate support for pupils with Special Educational Needs. We aim to support pupils through early intervention. Funding is used to facilitate: • Excellent targeted Quality First teaching • All teaching builds on what the child already knows, can do and can understand. • Whole school inclusive practice and initiatives including multi-sensory resources • Low pupil to teacher ratios to support smaller teaching groups



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- Target teaching groups and Nurture Provision
- Teaching assistants to support the delivery of targeted interventions under guidance of the class teacher following assessment identify needs.
- SENDCo role and that of the wider Inclusion team
- Access to SEMH support in unstructured times
- Parent Liaison
- Liaison with external agencies including, additional Educational Psychology time, Speech Therapy provision and Therapeutic support.
- Provide specific resources to support differentiation including IT
- Time to support staff in developing Individual
- Staff training (CPD)
- 15 (7.5 Nursery) hours of individual support

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes. Additional funding is prioritised for children with High Needs to access additional support over and above the support generally available to meet specific identified pupil needs. Pupils accessing this additional high level of support usually have an Education Health Care Plan (EHCP) or a top up fund for their Support Plan. At Fishburn Primary School those pupils with high needs have a Costed Provision Maps with details evidence of support and resources provided in school. This provides evidence of the support and the progress each child makes and can lead to additional funding and financial support applications to the Local Authority to meet the agreed outcomes. Requests for additional support would always be discussed with parents/carers and discussed at an Annual Review Meeting.

This year our High Needs spend is approximately £90,000. This budget is used towards the provision of dedicated 1-1 enhanced support or small targeted teaching groups for pupils with complex education needs as well as access to a skills based wider curriculum and experiences. At Fishburn we provide the best opportunities for all our pupils so provision for SEND pupils is further enhanced through our Pupil Premium funding allocation.

How is the decision made about how much/what support my child will receive?

We have a wide range of interventions designed to meet the differing needs of pupils and pupils may take part in a single, or many different interventions. Differentiated learning is supported by a team of seventeen skilled and trained teaching assistants (TAs); and pupil progress is tracked and evaluated termly. These programmes are flexible and responsive to pupil need. In addition, SEND pupils have SEND Support Plans which focus on children's specific strengths and weakness and are a focus for teacher, pupil and parent discussions to support learning. Some pupils are supported holistically through coordinated support plans. Pupil progress is reviewed by teachers and the Senior Leadership team to ensure that progress is made by all pupils, including those with SEND. If pupils become at risk of underachievement, then interventions are put in place. Any interventions undertaken are regularly monitored with feedback given to parents on attainment and progress.

How will I be involved in discussions about and

Meetings are held termly to discuss a child's progress.
Specific targets will be set and reviewed at this meeting and parental views and those of your child, will together form the support plan.



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planning for my child's education?	
Who can I contact for further information?	• Further information is included under the Durham Local Offer and Resources section of our website • Parents can contact the school office for further information <u>Our SEND team:</u> Miss Hannah Robertson – SENDCO: hrobertson@edenacademytrust.co.uk Mrs Susan Henry - Head of Inclusion: shenry@edenacademytrust.co.uk Kay Sailsbury - SEND Link Governor Mr Richard Parkin – Head of School: fishburnht@edenacademytrust.co.uk If you have any concerns about your child's progress you should speak to your child's class teacher initially. For further concerns do not hesitate to contact a member of the team.