



Northburn Primary School

Special Educational Needs and Disability (SEND) Report 2024

SENCO: Miss Lucy Dawson

Email: ldawson@northburnprimary.co.uk

Telephone: 01670 739 111

The information and data included in this report relate to the academic year 2023-2024. They reflect how SEND¹ funding has been used to meet the diverse needs of learners at Northburn Primary School and should be read in conjunction with the SEND Policy, the Accessibility and Equalities Plan, the Social, Emotional and Mental Health Policy and Behaviour for Learning and Relationships Policy.

Northburn Primary School is currently a one and half form entry, with a Specialist Support Base for learners with autistic traits, local authority maintained school for learners aged 3-11. There are 306 learners on roll for 2023-2024. The proportion of learners with SEND is well below the national average but this is continuing to rise. The proportion of learners with a statutory Education, Health and Care Plan is close to the national average and again, this is continuing to rise. For more information about specialist resources and provision, please see *Parent(s)/Carer(s) SEND Information* on our website.

What OFSTED say

"Leaders have high ambition for all pupils with SEND."

"Teachers ensure that pupils with special educational needs and/or disabilities (SEND) are fully included and supported. Pupils' needs are quickly identified. Leaders provide staff with high-quality, relevant training. As a result, staff have a deep understanding of the needs of individual pupils. Effective systems and strategies are in place to provide individual, quality support."

SEND Profile at Northburn Primary School

The provision and support for learners with additional needs and SEND exist across school with differing provision being made.

¹ The *Code of Practice* (2015) notes that a pupil is defined as having SEND if they have:

- a significantly greater difficulty in learning than most others of the same age; and/or
- a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the *Equality Act* (2010), a disability is a physical or mental impairment which has a long-term (at least 12 months) and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

All SEND learners have a personalised *Passport* which explains the learner's need/s, their targets and the provision and resources required to support the learner to meet their targets. These are reviewed three times a year by the class teacher/s and/or SENCO and are shared with parent(s)/carer(s). If sought, support and or guidance from external professionals is recorded on *Passports*, as well as any recommended interventions.

Table 1: SEND Profile*

	Total Number of SEND	Percentage of SEND	Percentage of whole school
Learners with SEND	42		14%
Learners with an EHCP	14	33%	5%
Learners who are SEND and Pupil Premium	13	31%	4%
Learners who are SEND and have English as an Additional Language	0		
Learners who are\ SEND, Pupil Premium and have English as an Additional Language	0		
SEND learners who are girls	10	24%	3%
SEND learners, who are boys	32	76%	10%

* Total number of learners on roll: **306**

Table 2: SEND Population by Key Stage

	Total Number of SEND	Percentage of SEND	Percentage of whole school
Early Years	5	12%	2%
Key Stage 1	16	38%	5%
Lower Key Stage 2	9	21%	21%
Upper Key Stage 2	12	29%	4%

Table 3: Four Broad Areas of Need

	Total Number of SEND	Percentage of SEND	Percentage of whole school
Communication and Interaction	26	62%	8%
Cognition and Learning	7	19%	2%
Social, Emotional and Mental Health Difficulties	8	18%	3%
Sensory and/or Physical Needs	1	2%	0.3%

(The four broad areas of need according to the *Code of Practice*.)

Table 4: SEND Attainment and Progress for 2023*

	Working at age-related expectations or above (EXS + GDS)		Working beyond age-related expectations (GDS)	
	KS1*	KS2**	KS1*	KS2**
Reading (R)	88%	85%	19%	36%
Writing (W)	81%	83%	7%	8%
Maths (M)	86%	91%	17%	19%
RWM combined		77%		8%

*Within this cohort, there are two learners with SEND, of which, one held an EHCP.

**Within this cohort, there are five learners with SEND, of which, none held an EHCP.

Data for the 2023 academic year for Key Stage 1 is significantly above average in reading, writing and maths.

Data for the 2023 academic year for Key Stage 2 is in line with national for writing; reading and maths were significantly above average; and reading, writing and maths combined was also significantly above average.

Staff training and development

Northburn is committed to providing regular training for staff development. SEND is a frequent part of this training with staff having accredited qualifications in a range of SEND. Regular monitoring, reviewing and development of staff's understanding of SEND, and strategies used to support learners with SEND, underpins our commitment to providing for all learners.

Training undertaken this year includes, but is not limited to:

- safeguarding;
- Ordinarily Available Provision (OAP);
- Safety Intervention Training (SIT);
- Trauma;
- Developmental Language Disorder (DLD);
- Understanding dysregulation and de-escalation;
- Megtacognition;
- Sensory processing;
- Behaviour support plans and risk assessments;
- Speech, language and communication

- diabetes awareness; and
- implementation of *Personalised Support Plans* and *Passports*.

Training is cascaded to staff by: staff meetings; personalised support for staff according to their needs; training sessions; and email updates.

All staff and Governors are aware of Prevent Duty (prevent radicalisation and promote British values) and have received training.

Working with Outside Agencies

Last year, Northburn was supported by a number of external agencies with further advice and support for the learner and their parent(s)/carer(s). Professional advice was sought from:

- Speech and Language (NHS and High Incidents Needs Team);
- Educational Psychologist;
- Occupational Therapists;
- Physiotherapists;
- Children's and Young Person's Services;
- Early Help Team;
- School Health; and
- Hearing Impairment Team.

Outcomes for learners with SEND: 2024-2025

- Expand Specialist Support Base for learners with autistic traits, creating two classrooms, each following a tailored curriculum for needs of those learners;
- Further training for staff throughout school to ensure the increasing, complex needs of learners can be met;
- Implement the principles of Early Years Ordinarily Available Provision, alongside continuing to embed Ordinarily Available Provision in classroom practice;
- An additional staff member to complete NPQ SENCO for increasing numbers of learners with SEND in school; and
- Update training, and train additional staff, in Safety Intervention Training.

The Local Offer

Please follow the link below to access the Northumberland Local Offer for further information on services linked to SEND in Northumberland:

[Northumberland County Council - Northumberland Local Offer SEND 0 to 25 years](#)