

Framwellgate School Durham

SEND Information Report 2025-26

This SEND Information Report explains how we support students with Special Educational Needs and Disabilities (SEND) at Framwellgate School Durham. It is reviewed annually in line with government guidance.

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1. Our Approach to SEND

At Framwellgate School Durham (FSD), we are proud to be an inclusive school that provides high-quality teaching for all students. We offer a broad and knowledge-rich curriculum designed to help every learner reach their full potential. We recognise that some students may face barriers to learning and require additional support or adaptations. Our commitment is to ensure that every student, regardless of need, has access to the same ambitious curriculum and learning opportunities.

We believe that inclusion means valuing diversity and ensuring that all students feel welcomed, supported, and able to thrive in our school community.

Our approach to SEND provision and support is aligned with our school values:

Our school value	How this approach to Inclusion aligns
Excellence: Everyone in our community will know and experience success	We recognise that some students may face barriers to learning and require additional support or adaptations in order to achieve this same experience of success. Our commitment is to ensure that every student, regardless of need has access to the same ambitious curriculum and learning opportunities and has an equal opportunity to succeed.
The most for those that need the most	This will be achieved through ensuring teachers know their students' well and ensure the appropriate support and adaptations are in place.
Known and valued: Everyone here will be celebrated for who they are and what they do	We believe that inclusion means valuing diversity and ensuring that all students feel welcomed, supported, and able to thrive in our school community.
Collective endeavour: We will achieve success together	Teachers, Achievement centre staff, pastoral staff, parent and external agencies all work collaboratively, with the child at the centre, to ensure the child's access to the curriculum and involvement in school is appropriate and well planned, in accordance with their needs.
Everyone will know and create joy	We are proud to be an inclusive school that provides high quality teaching for all students. We offer a broad and balanced knowledge-rich curriculum designed to help every learner reach their full potential. All students are encouraged to engage with extra-curricula and enrichment opportunities outside of the classroom.

2. What is SEND?

A child has SEND if they have a learning difficulty or disability that means they need extra help compared to others of the same age.

The SEND Code of Practice (2015) states:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (p.16)

This definition guides our approach to identifying and supporting students with SEND, ensuring that their needs are met through personalised provision and collaborative planning with families.

At FSD, we believe every student deserves access to a broad and balanced curriculum. We encourage resilience, independence, and confidence in all learners. Our inclusive ethos ensures that students with SEND are supported to develop self-esteem and enthusiasm for learning, preparing them for successful futures.

3. Contact Details

SENDCO: Denise Forrest – forrest.d@framdurham.com – 0191 386 6628 ext. 262

SEND Governor: Daniel Lynch – daniel.lynch.gov@framdurham.com

Headteacher: Michael Wright – enquiries@framdurham.com

For quick enquiries, parents can also email: achievementcentre@framdurham.com

4. Areas of Need and Support

At FSD, we support students across the four broad areas of SEND as defined in the *SEND Code of Practice (2015)*. We adopt inclusive practices and are committed to helping every student thrive, regardless of their area or level of need.

Communication & Interaction: Support for autism, speech and language needs, and social communication difficulties.

Examples: check ins with pastoral staff, social skills groups, work with speech therapists.

Cognition & Learning: Support for learning difficulties.

Examples: use of scaffolding strategies in lessons like word banks, writing frames, and targeted interventions such as small-group literacy/numeracy support.

Social, Emotional & Mental Health: Support for mental health and behaviour needs.

Examples: pastoral team, emotional wellbeing worker, anti-bullying ambassadors, counselling, external mental health services.

Sensory & Physical Needs: Support for hearing/vision impairments, physical and medical needs.

Examples: specialist equipment, personalised adaptations, and collaboration with external health professionals.

5. Identifying and Assessing Needs

At FSD, we believe that **every teacher is responsible for every child in their classroom**, including those with special educational needs and disabilities (SEND). We work together as a whole school to identify and support students who may need extra help.

Teachers regularly check progress. If a child is not making expected progress, teachers and parents can raise concerns. The SENDCO and team may carry out assessments or refer to outside specialists. Parents can also make a referral directly to the SEND team.

A link to the online SEN referral form is available on our school website under “The Graduated Approach” [SEND | Framwellgate School Durham](#)

6. Our Step-by-Step Support System – The Graduated Response

At FSD, we understand that every student is different and may need varying levels of support at different times. That’s why we offer SEND support on a **sliding scale**, ensuring that each child receives the right help based on their individual needs.

Our graduated response includes:

Universal Support: The universal offer is characterised by inclusive, **Quality First Teaching** for all students. The following strategies are used in every lesson for every learner:

- Small steps planning
- Information broken down into manageable chunks
- Regular and robust checking for understanding
- Repetition of instructions/explanations
- Signposting of most important points
- Text read aloud, strategies to support reading
- Explicitly teaching vocab (Tier 2 and 3)
- Use of timers for pace
- Quality explanation including examples and non-examples
- Predictable routines
- Opportunities for retrieval, rehearsal and reinforcement

Additional strategies employed on a regular basis are:

- Word banks
- Sentence starters
- Checklists
- Structure strips
- WAGOLs (What A Good One Looks Like), worked examples
- Images alongside text (to support dual coding)
- Additional thinking/completion time

Graphic organisers
Advance warning of change of routines

Additional Support (Monitoring): Universal provision plus reasonable adjustments in the classroom, such as movement breaks, use of laptops, or coloured overlays. These strategies are recorded in the pupil passport section of the student's support plan.

SEND Support (K Code): Additional support outside of the classroom setting. Personalised interventions that are time-limited and carefully monitored to ensure they are helping the student make progress. These may include small group or one-to-one sessions.

Education, Health and Care Plan (EHCP): For students with more complex needs which cannot be met by the school's normal resources. Additional funding is secured from the local authority to ensure that support is provided in line with their EHCP. This includes tailored provision across education, health, and care services to help them achieve their goals.

This approach ensures that support is flexible, responsive, and focused on helping every student succeed.

The Graduated Approach: Assess, Plan, Do, Review

We use the Assess → Plan → Do → Review cycle to make sure support is effective.

1. Assess

We look carefully at the student's needs by:

- Talking with the student and their parent/carer
- Using classroom assessments and teacher feedback
- Using specialist tools like reading and spelling tests
- Referring to external professionals if needed (e.g. Educational Psychologist, CAMHS, NHS services)

2. Plan

If a student is added to the SEND register, we create a personalised plan that includes:

- Clear goals and outcomes
- Strategies and support to help the student succeed
- Input from parents/carers and the student
- Advice from external agencies where appropriate

Plans are reviewed regularly and stored securely so that all staff can access and use them to support the student.

3. Do

Teachers use the strategies in the student's pupil passport during lessons. This may include:

- Scaffolding (e.g. sentence starters, writing frames), movement breaks, fidget tools

In addition, some students may also receive:

- Small group or one-to-one interventions
- Support from external professionals

4. Review

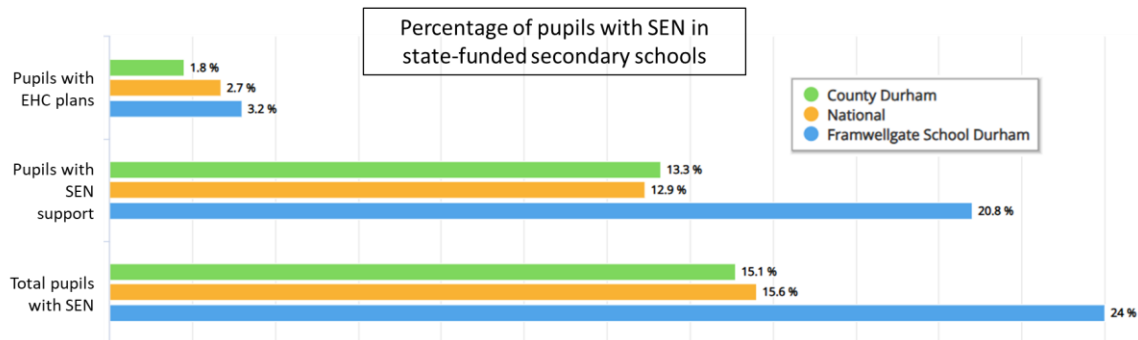
We regularly check how well the support is working by:

- Reviewing progress three times a year
- Gathering feedback from teachers, parents/carers, and students
- Using assessment data and observations
- Adjusting the plan if needed

If a student is making good progress, they may be removed from the SEND register.

Most children and young people with SEND or disabilities will have their needs met in their local mainstream school, nursery, or college, as outlined in the *SEND Code of Practice (2015)*. In some cases, a child may need a more detailed assessment, called an Education, Health and Care (EHC) needs assessment. This is carried out by the local authority to decide whether the child requires an Education, Health and Care Plan (EHCP) to make sure they get the right support. Following two cycles of the Assess → Plan → Do → Review cycle, if a student is not making progress, we may begin the process of applying for an EHCA.

At FSD we have a higher than average number of students with SEND, at both SEN support level and with EHCPs.



7. Working with Parents and Students

We try to work closely with parents/carers of children on the SEND register, both informally and in formal situations. The Achievement Centre staff aim to ensure that all parents/carers feel welcome to discuss their child's needs or concerns whenever a difficulty arises.

Should you wish to raise any concerns, you can contact the SEND Team by phone (0191 3866628) or email: achievementcentre@framdurham.com Alternatively, you can fill in an online referral form on the website.

We know that not every student referred to the SEND team will have a special educational need. Some may need short-term support, while others may need help over a longer period. Whatever the need, we are here to work with families to make sure every child feels supported, confident, and ready to learn.

Parents will be notified by letter when their child is added to the SEN register. We offer parents of children on the register three opportunities each year to meet with school staff – either their form tutor, subject teachers or a member of the SEN team, and hold annual reviews for EHCPs. Meetings with teachers are to discuss progress within a particular subject, whereas meetings with the SEN team are primarily to discuss SEN needs and to review the support plan. Parents are welcome to contact the SEND team at any time and are encouraged to get in touch if they feel the current support strategies are no longer working.

Students are encouraged to share their views through pupil voice activities, SEND reviews, and daily contact with key staff.

8. Curriculum and Learning

The curriculum offered at FSD is varied and exposes all students to a breadth of subjects. All students, irrespective of their special educational needs, are supported to access the full curriculum offering in key stage 3. In some cases, we offer a tailored personalised curriculum at KS4 which may include a smaller suite of subjects and entry level qualifications but this is rare.

All students follow a broad curriculum. Lessons are adapted so everyone can take part. For example:

- Extra processing time
- Pre-teaching key vocabulary
- Reading instructions aloud
- Using laptops, overlays, or larger print

We offer high quality teaching and learning, which is led by Mrs Machin (Deputy Headteacher: Teaching and Learning). Staff are always supported in developing their teaching and ensuring students are receiving the best possible standard of education. This is monitored via SLT learning walks, curriculum leaders and the SENDCO, book scrutiny, SLT/Governor monitoring and appraisal. We continuously ensure that provision has a positive impact on the outcomes of all students and have robust procedures in place to evaluate all policies and procedures.

Irrespective of SEND status, all students access the same opportunities, for example, extra-curricular activities, enrichment weeks, educational trips and visits, STEM related activities, experience of working within industries through the FrAmbition career workshops etc. Students will be supported to access such activities by the Achievement Centre staff and SENDCO should they not be able to do this independently.

Students with special educational needs can be assessed for exam access arrangements reflective of their normal way of working. All referrals are assessed and supported in line with the JCQ (Joint Council for Qualifications) guidelines. All exam access arrangements are assessed internally by a qualified assessor. Exam access arrangements are personalised to the needs of each individual student. It should be noted that not all students with a special educational need will meet the criteria for exam access arrangements. Exam access arrangements available to students are as follows: extra time (25% and 50%), reader, scribe, transcript, word processor, prompt, rest breaks and access to a smaller room.

Exam access arrangements queries should be signposted to Louise Emerson (SEND CO Support Assistant): emerson.l@framdurham.com

See the Exam Access Arrangements Policy for further details.

Equipment and Facilities

Additional equipment is housed in the Achievement Centre for students to collect and take to lessons. This includes, but is not limited to:

- Laptops
- Reading pens
- Writing slopes
- Standing desks
- Wobble cushions
- Fidget tools

9. Supporting Wellbeing and Personal Development

The support offered to students who have emotional and social development needs varies with each student. We have many staff and external agencies who support the students at FSD. Students, staff and parents/carers can speak to the pastoral team to request support.

The support on offer includes: NHS Emotional Resilience Nurse, NHS Piece of Mind (Previously known as Trailblazers), Achievement Centre and pastoral team staff, as well as tutor support daily. We also employ Stefanie Loadman as our Emotional Wellbeing Worker. A number of staff are also trained as Mental Health Champions.

The SLT and pastoral team deliver assemblies to support all students, and the school runs activities with Humanutopia each year. We support students through our anti-bullying ambassadors in school; students take part in diversity days to ensure all students are aware of, and accepting of, individuals, no matter what their personal qualities. Our most recent diversity day was on the theme of neurodiversity. This is recognised through the successful awarding of the 'School of Sanctuary' status.

Social skills development is also offered to students via school intervention programmes, and external agencies also support with more complex personalised needs. The school actively promotes the use of Kooth, enabling students to have access to an online counsellor.

Looked After Children with SEND

Mark McCreedy is the designated teacher for looked after children at FSD Contact: Mr McCreedy: mccreedy.m@framdurham.com

The designated teacher and SENDCO work closely together to ensure all students who fall within this remit are supported appropriately. All relevant information is communicated effectively with teachers to ensure students are supported efficiently to thrive in school. Students with SEND are supported via the level of SEND status appropriate to their special educational needs. The views of the student are always taken into account, along with the parents'/carers' and social worker views. Progress is reviewed in line with the *SEND Code of Practice (2015)*.

10. Accessibility of the School Site

For a full breakdown of the school's commitment to accessibility, please refer to our **Accessibility Plan** on the school website.

We aim to make our site accessible for all students. The equipment available for students with disabilities are either personal to each user, (for example, specific chairs and wheelchairs), or they are permanent features within classrooms. If specialist equipment is required, upon medical and professional advice, such equipment can be procured.

Classrooms across the school have been developed to support students with disabilities, for example, a food and nutrition classroom has height adjustable benches, lower sink and worktop area and an eye height oven. The technology room has a tabletop vice for students who cannot access workstations.

The school has accessibility toilets within three of the four main teaching blocks and the state-of-the art sports centre. We also have two accessible wet rooms on the school site.

Please note: FSD is split across multiple buildings and across different levels. The school only has lift access within the sports centre.

Arrangements for admissions of disabled students

The arrangements for admission of any student joining FSD are carried out during the transitional stage from Year 6 to Year 7. Parents/carers will apply to join via the Durham County Council school's application process. Any in year admissions will also be carried out by applying to Durham County Council.

Admissions for students with an EHCP are carried out via the consultation process in accordance with the Local Authority's policies and procedures. The LA will consult with school, issuing a draft EHCP to review, and allowing the school to respond to the local authority to ensure FSD is the right school for the student. We are an inclusive school and work hard to meet the needs of all students.

For additional information, please refer to the Local Authority's admission policy.

<https://www.durham.gov.uk/secondaryschoolplaces>

11. Transitions and Preparing for Adulthood

Children and young learners with SEND can become particularly anxious about starting school or moving on to a new class or school. To ensure all students are supported, we will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students which information will be shared. As part of transitioning between primary to secondary phases, we offer many different provisions and support to make the process as supportive as possible. Some of these arrangements are as follows:

- Transition days and workshops
- Additional transition mornings for students identified by their primary schools as needing an enhanced transition process
- Parent information evenings
- Visits and tours with parents/carers and students
- Dedicated pastoral and SEND team meetings to answer any questions or concerns

As students progress through school, transitions at key times (Years 9, 11 and 13) are managed to ensure all options are carefully considered so that informed choices are being made about future education and prospects. Achievement Centre staff are also involved in supporting SEND students in the process of making choices for their curriculum route beyond Year 9 and with options beyond Year 11.

As part of transitioning between secondary to sixth form, university and college phases, we also offer different provisions and support to make the transition successful. Some of these arrangements are:

- College/sixth form and university open days
- Students who previously attended FSD, return to discuss their experiences, whether this is from college route, FE, sixth form, university, apprenticeships and work
- External agencies/university talks
- Supportive sixth form pastoral team
- Advice and support for UCAS applications

12. Staff Training

Staff training at FSD is continuous throughout the academic year, to ensure high-quality teaching and support for SEND. Recent training has included:

- Making sense of autism
- ADHD strategies
- Reading, spelling and dyslexia
- Practical approaches to supporting neurodivergent learners
- Understanding and identifying Speech, Language and Communication Needs

Support staff

Support at FSD is very much dependent on the students we have on roll. Some of our students access additional adult support and LSAs are employed via individual top-up funding. Support staff are primarily deployed to support students with an EHCP or those with significant needs in core subjects. Support is not typically on a 1:1 basis unless specified in a student's EHCP.

SEN Team 2025-26

- Louise Emerson (SEND/CO Support Assistant) - EHCP reviews, access arrangements
- Michelle Brown (SEND and Sixth Form Admin)
- Lorraine Cawley (HLTA) - Numeracy
- Christine Dawson (HLTA) - SpLD (Dyslexia) teacher
- Kate Tomaney (Teacher of History & SEND)
- Suzanne Davison (LSA & Teacher of SEND) - SpLD (Dyslexia) teacher-in-training
- Tom Leaver (HLTA 1:1)
- Trish McArdle (LSA)
- Abigail Lawson (LSA) - Social Skills intervention, Lego Therapy
- Abby Fisher (LSA) - Lexonik reading intervention
- Tegan Young (LSA) - Emotional Literacy intervention, Zones of Regulation
- Hannah Dearlove (LSA)
- Karen Maw (LSA) - Exam Invigilator
- Lauren Stephenson (LSA)

13. External Agencies We Work With

We work with a range of external services, including:

- CAMHS (mental health support)
- Speech and Language Therapists
- Educational Psychology Service
- Durham SENDIASS
- NHS and Social Care teams

14. Funding and Resources

The school receives notional (Element 2) SEND funding from the government. In 2024-25 this amounted to £818,232. This was used to employ two Higher Level Teaching Assistants, admin staff for the Achievement Centre, pastoral staff, an Emotional Wellbeing Worker, and to provide interventions, resources, and training.

In addition, the school received £363,851 in Element 3 funding for 49 students in receipt of EHCPs or Top Up funding. This was used to employ twelve Learning Support Assistants, one Higher Level Teaching Assistant and a part-time Teacher of SEN, to provide in-class support and deliver intervention programmes, along with any resources required. It also paid for alternative provision and EHNT support for a small number of students, as stipulated in their EHCPs.

15. Complaints

Complaints about SEND provision in our school should be made to the SENDCO, Denise Forrest, in the first instance. Should the complaint not be resolved by the SENDCO, the complainant will then be referred to the school's complaints policy (available on our website). The parents/carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The Local Offer

Help and support information for children and young people up to the age of 25 who have special educational needs or disabilities (SEND) is available in one place as part of Durham County Council's Local Offer. A dedicated Local Offer section has been created on Durham County Council's Families Information Service website and can be accessed at the following link:

<http://www.durham.gov.uk/article/3722/About-the-Local-Offer-in-County-Durham>

<http://www.durham.gov.uk/localoffer>

The school enjoys good working relationships with a wide range of external agencies in order that our dedicated SEND and pastoral team can provide ongoing, holistic care to students and their families. Examples include:

Child and Adolescent Mental Health Service (CAMHS)

http://www.countydurhamfamilies.info/kb5/durham/fsd/organisation.page?id=1e0wpb_gi_ck

Across County Durham and Darlington CAMHS has a single point access for referrals and self-referrals to their services. To contact the team please e-mail; tewv.camhscountydurhamdarlington@nhs.net or call 0300 1239296.

Alternatively, should the child or adolescent require emergency mental health support, you can contact CAMHS Crisis and Liaison Team 24 hours a day, 7 days a week on 0800 0516 171

The Education Support Service caters for a variety of needs e.g. English as an Additional Language; Educational Health Needs; Behaviour Intervention; Gypsy, Roma and Traveller; SEND; Communication/Autistic Spectrum Disorder; Hearing & Visual Impairment & Specific Learning difficulties <http://www.durham.gov.uk/article/22418/Teams-that-provide-SEND-support>

English as an Additional Language (EAL Team)

The team are committed to supporting students for whom English is not a first language. They help schools to improve educational outcomes of all minority ethnic pupils including those with English as an additional language (EAL) and provide additional support for children and young people who are at risk of underachieving. The team delivers individual and group support packages for:

- Students with EAL New-To-English
- Raising achievement work for EAL students in the intermediate stage of learning EAL.
- Liaising with minority ethnic parents/carers on the induction of their children into the English education system.

EAL Team: 03000 267 800

Address: Enterprise Way, Spennymoor, County Durham, United Kingdom, DL16 6YP

The local authority's **Educational Health Needs Team (EHNT)** provide temporary education if your child is of statutory school age and unable to attend school because of their physical or mental health, to help prevent them from slipping behind in their school work. The team offer teaching sessions at a location near to your home, or if necessary, in your home. The team work closely with schools to make sure that the right programmes of study are followed. They will support integration back into school as soon as possible following advice from a medical professional as this will help prevent any further interruption to children's education.

The EHNT also provide small group teaching provision for students who are pregnant or have recently given birth up until the baby is 12 weeks old.

If a student is admitted to hospital the team offers teaching in a ward classroom at University Hospital of North Durham (UHND). Bedside teaching is available where necessary.

Educational Health Needs Team (EHNT): 03000 267 800

Address: Broom Cottages Primary and Nursery School, Ferryhill, County Durham, DL17 8AN

Starting in September 2024 there is a cost of £218 weekly to the school to buy into the KS4 EHNT services or £30 an hour for 1:1 provision so as a school, we are using some of our own specialist staffing to offer a temporary provision for our KS4 students who may require this kind of support. This takes place at the Sjevoll centre where students receive small group teaching for 2 hours per week per subject, for English Language, Maths and Science. They are also offered the opportunity to join PE and Work-Related Learning groups where this is appropriate.

Gypsy, Roma and Traveller

Gypsies, Roma and Travellers have a long-established history as part of our community in County Durham. The team has a duty to encourage race equality, eliminate discrimination and foster good relations. They aim to meet the needs of Gypsy, Roma and Traveller (GRT) communities who pass through the county, as well as working with local settled communities, councillors and key partners, to offer support and advice. Their key areas of work include the management of unauthorised encampments and awareness raising.

Gypsy, Roma and Traveller Team: 03000 26 0000

Address: Durham County Council, Annand House, John Street North, Meadowfield, County Durham, DH7 8RS

Education Psychology Service and SEND Placement and Provision

<https://www.durham.gov.uk/article/2386/Special-educational-needs-support>

Educational Psychology Service

The Educational Psychology team and SEND Support Team work with children and young people, their families/carers and professionals in educational settings and in other services. The service they provide is designed to promote the best possible outcomes in terms of learning, social and emotional development, wellbeing, and their inclusion within their community. To do this the staff can work directly with children and young people, offer advice and consultation, training and development for professionals and information and guidance to parents.

Educational Psychology Service: 03000 263 333

Address: Enterprise Way, Spennymoor, County Durham, United Kingdom, DL16 6YP
Durham

SEND Information Advice and Support Service

http://www.countydurhamfamilies.info/kb5/durham/fsd/organisation.page?id=5Sxl_qWM_SNA

Durham Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

Durham Special Educational Needs and Disability Information Advice and Support Service is a statutory service supporting parents/carers of children with Special Educational Needs and Disabilities (SEND) and children and young people with SEND.

SENDIASS: 0191 587 3541 or 03000 267 007

<https://durhamSENDiass.info/>

Address: Durham SEND Information Advice and Support Service, Lee House, Lee Terrace, Easington Village, Peterlee, Co Durham, SR8 3AB

Looked After Children's Education Service

<https://www.durham.gov.uk/article/2960/Looked-after-children>

SEND, Looked After and Vulnerable Groups Casework Team

The SEND, Looked After and Vulnerable Groups Casework Team provide a service for children and young people with SEND who:

- are undergoing an Education Health and Care (EHC) Assessment
- have an EHC Plan
- require support from services through The Local Offer

The teams are:

- Families Information Service: SEND, Looked After and Vulnerable Groups Casework Team
- Families Information Service: Improving Progressions for Young People Team 13-25

The responsibilities include the following:

- Making sure that both children's and young people's views and their parent/carers are central to any decision making about SEND support arrangements.
- Acting as a main point of contact for parent/carers of children and young people with SEND.
- Contacting a range of professionals from education, health and social care as part of the assessment process.
- Working with children and young people, parents and carers and other professionals on the agreed content of an EHC Plan.
- Representing the council at Disagreement Resolution, Mediation and Tribunal.

- Considering requests for specialist equipment and personal budgets for children and young people with SEND.
- Arranging a school or college place for children and young people with an EHC Plan or an Enhanced Mainstream Provision for children and young people with a SEND Support Plan.
- Arranging additional support for nursery aged children with SEND.
- Making sure that providers comply with their duties under the Equality Act 2010.

The One Point Service which provides a team of professionals including school nurse, education welfare officers, personal advisors and youth workers

<http://www.durham.gov.uk/onepoint>

Other services such as the School Counsellor and Family Liaison Manager have bases in the school and provide additional layers of invaluable support to both our parents/carers and students.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of staff
- Provide additional assessment
- Support a child directly
- Consult with all parties involved with the student

17. Review Date

This SEND Information Report was reviewed in September 2025 and will be updated again in September 2026.

18. Key Policies

SEND Policy
 Equality Policy
 Equality Information and Objectives
 Accessibility Plan
 Anti-Bullying Plan
 Behaviour Policy
 Medical Needs Policy
 Teaching and Learning Policy
 Complaints Policy
 Exam Access Arrangements Policy