Framwellgate School Durham
SEND Information Report 2026-27

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. 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)

2. What is the school's approach to supporting students with SEND?

At Framwellgate School Durham (FSD), we are proud to be an inclusive school that provides high-quality teaching for all students. We believe every student deserves access to a broad and balanced curriculum to help them reach their full potential. We encourage resilience, independence, and confidence in all learners.

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. Our inclusive ethos ensures that students with SEND are supported to develop self-esteem and enthusiasm for learning, preparing them for successful futures.

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

celebrated for who they are and what they do	
Collective endeavour: We will achieve success together	Teachers, SEN support staff, pastoral staff, parents 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-curricular and enrichment opportunities outside of the classroom.

3. What types of SEN does the school 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: Including autism, speech and language needs, and social communication difficulties.

Cognition & Learning: Support for learning difficulties, including Specific Learning Difficulties (SpLD), e.g. dyslexia and dyscalculia.

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

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

4. Who should I speak to if I have concerns?

In the first instance, you should contact your child's form tutor or year team. They are able to make many adjustments to your child's support, e.g. issuing a fidget, toilet pass or time our card.

For enquiries directly involving the SEN team you can email: achievementcentre@framdurham.com

For more serious concerns you can make a referral to the SEN team using the SEN Parent Referral Form

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

5. Who will help my child?

SEND needs will be met, first and foremost, by your child's class teachers. Any needs which are outside their control will be dealt with by either the pastoral team or the SEN team:

Year	Head of Year	Pastoral Manager
7	Mrs Wright wright.s@framdurham.com	Mr Chivers chivers.p@framdurham.com
8	Miss Evans evans.g@framdurham.com	Mrs Burr burr.m@framdurham.com
9	Miss Gray gray.a@framdurham.com	
10	Mr Moran moran.a@framdurham.com	Miss Roddam roddam.c@framdurham.com
11	Mrs Fenwick fenwick.a@framdurham.com	Mrs Cresswell cresswell.j@framdurham.com
Sixth form	Mrs King king.e@framdurham.com	Mrs Liddle liddle.l@framdurham.com

Staff member	Role	Responsibilities	Qualifications/Training
Denise Forrest	SENDCo	SEND leadership and coordination: including SEND policy implementation, staff deployment and provision planning Staff training External agency liaison Cognitive assessment	BEd Primary Education (QTS) Level 7 National Award in SEN Coordination (NASENCO) Level 7 PG Cert Specific Learning Difficulties (Dyslexia) with AMBDA/APC Level 7 PG Cert Assessing for Access Arrangements NPQH Level 3 Understanding Autism

Louise Emerson	SENDCo Support Assistant	EHCP reviews Access Arrangements Coordinator Funding applications and review meetings Parent and family liaison	BA Early Childhood Studies and Education English Literature Diploma PGCE English (QTS) JCQ Exam Access Arrangements Invigilator training EAL workshops and conferences
Lorraine Cawley	HLTA	Maths intervention Maths Entry Level teacher	Level 3 Dyscalculia & Maths Learning Difficulties: Specialist Teacher Training Programme Numicon: Catch-up and Intervention Supporting Number in KS2 Power Maths Maths Anxiety Dyscalculia Network Conference
Christine Dawson	HLTA	1:1 Literacy intervention Cognitive assessment and access arrangements testing	Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/SpLD Level 5 Teaching Learners with Dyslexia/SpLD Level 4 Preparing to teach Learners in Higher Education Level 3 Childcare and Education
Suzanne Davison	Teacher of SEN (part time) LSA (part time)	Y11 SEN teaching 1:1 EHCP Literacy intervention	MA English and Psychology PGCE (QTS) English Level 2 Understanding Children and Young People's Mental Health Paediatric First Aid

Michelle Brown	SEND Administrator (part time)	SEND administration	HNC Business Admin Level 3 Business admin Level 3 Customer service Level 2 Supply chain management
Abby Fisher	LSA	Support and intervention for EHCP students Lexonic intervention	Lexonic
Karen Maw	LSA	Support and intervention for EHCP students Chief Exam Invigilator	Paediatric First Aid
Lauren Stephenson	LSA	Support and intervention for EHCP students Speech, Language and Communication Needs (SLCN) intervention	Level 3 Speech and Language Support 11-16 yrs Precision Teaching
Anna Beighton	Supply LSA	Support and intervention for EHCP students	BSc Educational and Developmental Psychology Precision Teaching
Lauren Hawkes	Supply LSA (part time)	Achievement Centre supervisor (3 days)	BA Performing Arts PGCE PCET English Emergency First Aid
Robbie Hall	Supply LSA	Support and intervention for EHCP students	Paediatric First Aid
Abigail Lawson	Supply LSA (part time)	Social Skills intervention Neurodivergent and Needs-Led Planning Coordinator	Level 5 Foundation Degree Musical Theatre Level 2 Understanding Learning Disabilities
Terrin Munandi	Supply LSA	Achievement Centre supervisor (2 days)	BSc Architecture MSc Architecture

		Support and intervention for EHCP students	
Dan Riddle	Supply LSA	Support and intervention for EHCP students	BA English Language Precision Teaching
Michelle Lake	1:1 LSA	1:1 support for medical needs	Level 2 Cert in Understanding Autism Level 3 Cert in Supporting Learning in School NVQ2 Early Years Childcare First Aid

The pastoral and SEND teams are supported by:

Stef Loadman – Emotional Wellbeing Worker

Donna Smailes – Family Liaison Manager

6. What training do staff receive?

Staff training at FSD is continuous throughout the academic year to ensure high-quality teaching and support for SEND. The SENDCO has a slot at the weekly staff briefings to convey key messages about SEN matters.

SEN support staff attend whole school training sessions and have their own dedicated weekly training programme. In 2025-26 the SEN team received structured training on Speech, Language and Communication Needs, delivered by Durham's SEND and Inclusion Team.

7. How does the school identify SEND?

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 SEN Parent Referral Form

8. What is 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
- WAGOLLs (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. This could be intensive support from the Pastoral Team or interventions delivered by the SEN Team 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 a student's 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.

9. How are parents involved?

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 SEN Parent Referral Form

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.

10. How do you help children move between year groups and schools?

Children and young people with SEND can become particularly anxious about starting school or moving on to a new class or school.

As part of the transition from primary school we offer provisions and support to make the process as supportive as possible. Some of these arrangements are as follows:

- Transition days and workshops
- Visits to primary schools by the Year 7 team
- EHCP students visited in their primary school by a member of the SEN team

- 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
- Laision between primary and secondary SENDCOs to pass on key information

As students progress through school, their pastoral manager will follow them. We have dedicated Heads of Year who remain in the same year groups, building expertise in the unique challenges each year brings. Heads of Year change to their new year groups after the May half term holiday in order to bridge the transition from one year to the next.

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

11. How is the curriculum and learning organised?

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 or functional skills qualifications, but this is rare.

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, word processor, prompt, rest breaks and access to a smaller room.

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

See the Exam Access Arrangements Policy for further details.

12. What support might my child receive?

We use the Assess → Plan → Do → Review cycle (known as the Graduated Approach) 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:

- 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 support plan during lessons. 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:

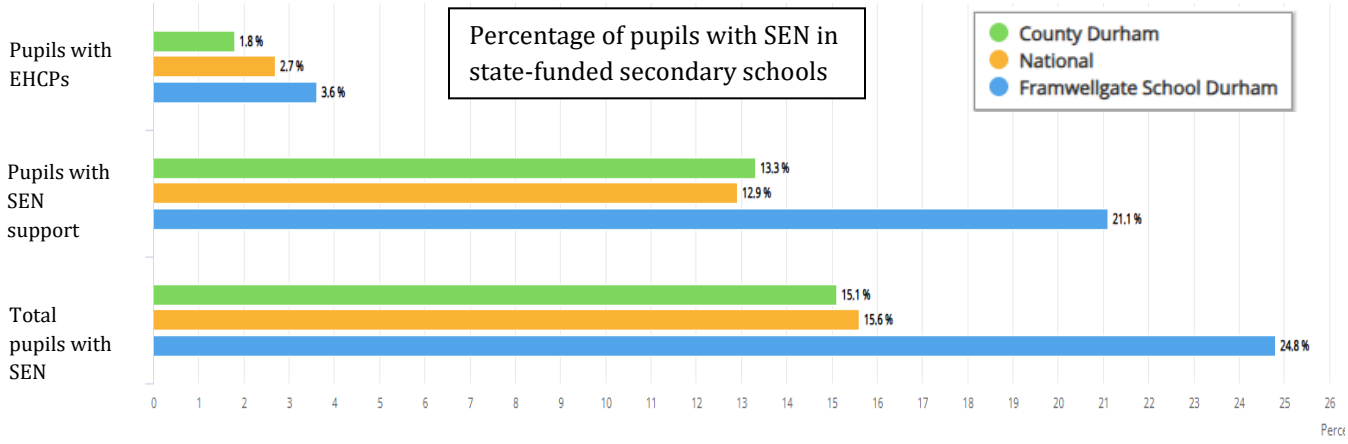
- Gathering feedback from teachers, parents/carers, and students

- 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.



13. How do students with SEN participate in wider school life?

We are a fully inclusive school and believe that all students should have access to the same opportunities, experiences and activities as their peers. Students with SEND are encouraged and supported to participate in all aspects of school life, including lessons, educational visits, enrichment activities, clubs, leadership opportunities, performances, sporting events and social activities. Where necessary, reasonable adjustments are made to remove barriers to participation and ensure that students can engage successfully. We work closely with students, families and staff to identify any support required, enabling students with SEND to develop confidence, independence, friendships and a strong sense of belonging within our school community.

14. How do you support wellbeing?

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.

The school actively promotes the use of Kooth, enabling students to have access to an online counsellor.

15. How accessible is 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 is 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 accessible 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.

For additional information, please refer to the Local Authority's admission policy.
https://www.durham.gov.uk/secondaryschoolplaces

16. Which other agencies might be involved?

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

17. How do I make a complaint?

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

18. Where can I find further support?

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