

SEND Information Report

1. Introduction

Ponteland High School is committed to ensuring every student can thrive academically, socially and emotionally. We provide high-quality, inclusive teaching and a graduated response to need. This report explains how we identify, support and review students with special educational needs and disabilities (SEND), and how we work in partnership with families.

2. Our Approach to SEND

At Ponteland High School we follow the SEND Code of Practice (2015) and use a graduated approach: **Assess** → **Plan** → **Do** → **Review**. Provision is matched to need, not label. Support is flexible and responsive, increasing when required.

In accordance with the Government SEND reforms 2026, we use three levels of provision:

Universal Support (for all students)

High-quality teaching and whole-school systems, including:

- adaptive teaching
- scaffolded tasks
- chunked instructions
- modelling and guided practice
- visual supports
- pastoral care through tutors and Heads of Year
- behaviour and wellbeing systems

Many students with SEND thrive with universal provision alone.

Targeted Support (for students needing additional help)

Time-limited, evidence-based interventions such as:

- small-group literacy or numeracy
- social communication groups

- mentoring or coaching
- targeted SEMH support such as ELSA (Emotional Literacy Support), 'Zones of Regulation', and '5 point scale'
- precision teaching
- other short-term intervention programmes

Parents are informed when targeted support is put in place.

Specialist Support (for students with significant or complex needs)

This may include:

- individualised programmes
- external agency involvement (EP, CYPS, SALT, OT)
- bespoke timetabling or curriculum adjustments
- access arrangements for exams
- support linked to an EHCP

Specialist provision is planned collaboratively with families and professionals.

3. Identifying SEND

We identify SEND through:

- teacher observations
- assessment data
- pastoral information
- parent/carers concerns
- student voice
- specialist assessments where appropriate

We do not wait for a diagnosis to act. We respond to need quickly and proportionately.

4. Consulting with Parents and Students

We work in partnership with families. This includes:

- early conversations when concerns arise
- agreeing what support will look like
- reviewing progress together
- sharing strategies that work at home and school
- involving students in decisions about their support

Parents receive regular updates and are encouraged to contact the SEND team at any time.

5. Supporting Students Moving Between Phases

We provide enhanced transition for students with SEND, including:

- additional visits
- meetings with primary SENDCOs
- information sharing
- personalised transition plans
- early identification of needs
- tailored support for KS4 → KS5 transitions

Students joining mid-year receive a rapid assessment and support plan.

6. The SEND Team

- **Lara Grant – Assistant Headteacher for SEND & Inclusion (SENDCO)**
- **Sandie Dixon – SEND Support Manager**
- Learning Support Assistants
- Heads of Year & Pastoral Team
- Subject Teachers

SEND is everyone's responsibility.

7. Teaching Students with SEND

Teachers adapt lessons to meet individual needs. This may include:

- differentiated tasks

- scaffolded writing frames
- visual timetables
- chunked instructions
- pre-teaching or over-learning
- alternative methods of recording
- assistive technology
- flexible grouping

We expect high standards for all students, including those with SEND.

8. Interventions and Support

Examples of interventions available include:

- literacy and numeracy programmes
- social communication groups
- SEMH mentoring
- anxiety support (and **Inclusion room** - *see item 16*)
- precision teaching
- study skills coaching and Functional Skills (Maths, Science and English)
- sensory regulation strategies
- targeted attendance support

Interventions are reviewed regularly and adjusted based on impact.

In addition to the above, for a small proportion of pupils (approx. 12 each year) we also offer the Kings Trust Qualification in place of studying a GCSE subject which focuses on Next Steps ensuring a solid transfer between Secondary and post 16 is made.

9. External Agencies

We work with a range of external professionals to ensure students with SEND receive specialist support when needed. These include:

- Educational Psychology

- CYPS
- Speech & Language Therapy
- Occupational Therapy
- School Health
- Early Help
- Specialist SEND services
- **Northumberland HINT Service (High Incidence Needs Team)** – providing specialist support for Cognition & Learning, Communication & Interaction, SEMH, Physical/Medical needs, and Sensory Impairments (Hearing & Visual)

Referrals are made when specialist input is required, and we work closely with families throughout the process.

Local Authority Links Link to Northumberland County Council Local Offer:

<https://www.northumberlandsend.co.uk/>

Link to Newcastle County Council Local Offer

<https://childrenandfamiliesnewcastle.org.uk/send-local-offer>

10. Access Arrangements for Exams (EAA)

Access arrangements are available for students **with SEND or additional needs**, provided they meet JCQ criteria and the arrangement reflects their **normal way of working**.

Examples include:

- extra time
- reader
- scribe
- word processor
- rest breaks
- prompt
- modified papers

Key principles:

- EAA are **not automatic** for SEND students
- they must be **evidenced** through assessment and classroom practice

- they must be the student's **normal way of working**
- parents are informed of outcomes
- assessments are carried out by qualified staff

We ensure students receive fair and appropriate access without compromising exam integrity.

11. Supporting Social, Emotional and Mental Health (SEMH)

Support may include:

- pastoral mentoring
- wellbeing groups
- anxiety management
- behaviour support plans
- safe spaces
- key adults
- referrals to external agencies

We aim to build resilience, confidence and independence.

12. Supporting Students with Medical Needs

We follow statutory guidance on supporting students with medical conditions. This includes:

- individual healthcare plans
- staff training
- medication management
- emergency procedures

We work closely with families and health professionals.

13. Accessibility

Ponteland High School is accessible for students with physical, sensory and medical needs. Adjustments may include:

- accessible classrooms and changing spaces
- lift access
- evacuation plans
- adapted resources
- assistive technology

We review accessibility annually. Ponteland High School '**SEND Accessibility Plan**' can be found on our website.

14. Complaints

If parents have concerns about SEND provision, they should contact:

1. SENDCO
2. Assistant Headteacher for SEND & Inclusion
3. Senior Leadership Team
4. Governing Body

We aim to resolve concerns quickly and collaboratively.

15. Monitoring and Evaluation

We monitor SEND provision through:

- data analysis
- intervention reviews
- student voice
- parent feedback
- learning walks
- external audits

Provision is continually refined to ensure high-quality support.

16. Inclusion Room

The Inclusion Room provides short-term support and is always used as part of a planned reintegration back into mainstream lessons.

Ponteland High School recognises that some students experience significant anxiety or barriers that impact their ability to attend school regularly. We provide a structured, compassionate response to Anxiety and Emotionally Based School Avoidance (EBSA), working closely with families to understand the underlying causes and reduce barriers to attendance.

Our SEND Support Includes:

- early identification of attendance-related anxiety
- personalised support plans
- regular communication with parents/carers
- safe arrival routines
- phased or flexible timetables where appropriate
- collaboration between SEND, pastoral staff and external agencies
- targeted SEMH interventions
- access to the Inclusion Room for additional support if required

The Inclusion Room is a supportive, staffed environment within our SEND Support area designed to help students who need a quieter, more structured space to regulate, learn and rebuild confidence. It is used for:

- short-term SEMH support
- anxiety management
- EBSA reintegration
- sensory regulation
- supported study
- safe space access during the school day

The Inclusion Room is **not** a long-term alternative to mainstream lessons; it is a **temporary intervention** designed to stabilise attendance, reduce anxiety and support reintegration. All students using the Inclusion Room follow a **clear reintegration plan**, reviewed regularly with parents/carers.

17. Contact Information

SENDSCO / Assistant Headteacher for SEND & Inclusion

Lara Grant Email: l.grant@pontelandhighschool.uk

SEND Support Manager

Sandie Dixon Email: s.dixon@pontelandhighschool.uk