



Choppington Primary School
- a happy place to be -

Choppington Primary School

SEND Information Report 2026

Our school's approach to supporting pupils with SEND

Choppington Primary School is committed to a whole-school approach to supporting pupils with Special Educational Needs and Disabilities (SEND). Our SEND policy reflects our inclusive ethos and our belief that every child can thrive, achieve, and participate fully in school life, regardless of their individual needs.

We prioritise high-quality teaching as the first and most important element of SEND support. Our graduated approach—assess, plan, do, review—underpins all provision across the school. This structured cycle enables us to identify needs early, respond swiftly, and adapt provision so that every learner receives the right support at the right time.

Staff continually reflect on and refine their practice to meet the needs of all learners, including those with SEND. Ongoing professional development ensures that teachers and support staff remain informed by current research, evidence-based strategies, and national developments in SEND. This commitment equips our team with the knowledge and skills required to support pupils effectively and confidently.

Every pupil with SEND has an individualised plan that sets out clear, achievable targets tailored to their needs. These plans are reviewed regularly, with adjustments made in response to progress, pupil voice, and professional insight. Our aim is to nurture independence, resilience, and confidence so that pupils with SEND develop as successful, self-assured learners.

At Choppington Primary School, we recognise that every child is unique, with their own strengths, talents, and aspirations. We are dedicated to ensuring that all pupils—including those with SEND—receive the support, challenge, and encouragement they need to flourish and reach their full potential.

Admission arrangements for disabled pupils

Choppington Primary School complies fully with the Equality Act 2010 and does not discriminate against disabled pupils in its admissions arrangements. We welcome all children, including those with SEND, and make reasonable adjustments to ensure they can access the school environment, curriculum, and wider school life. Prior to admission, we work closely with families and relevant professionals to understand each child's needs and to plan any adaptations or support required to ensure a smooth and successful transition into school.

Catering for different kinds of SEND

Cognition and Learning

Cognition and learning needs can affect pupils in different ways. For some, difficulties may be broad and impact most areas of the curriculum; for others, needs may be more specific, such as challenges with reading, writing, spelling, or numeracy. These needs may relate to:

- reading, writing and spelling
- numerosity and mathematical reasoning
- comprehension
- processing skills (e.g., sequencing, inference, coherence, elaboration)
- working memory
- short-term verbal memory
- executive functioning

Our approach begins with **high-quality, inclusive teaching** that is carefully differentiated and personalised. Staff use clear modelling, scaffolded tasks, visual supports, and structured routines to ensure that learning is accessible and meaningful for every pupil.

We follow a **graduated approach**, identifying needs early, planning targeted support, implementing strategies consistently, and reviewing progress regularly. Families and pupils are involved throughout, ensuring that provision reflects their strengths, aspirations, and preferred ways of learning.

Where additional expertise is needed, we work closely with external professionals to refine provision and ensure that pupils receive the right support at the right time.

Supporting Learning Through Resources and Technology

We use a range of tools to remove barriers and promote independence, including:

- online platforms such as Seesaw, enabling pupils to dictate or record ideas verbally
- Chromebooks to access age-appropriate digital resources and assistive tools
- targeted adult support that reinforces learning and builds independence

We also offer alternative methods of recording, such as voice notes, mind-mapping, and visual organisers, ensuring that pupils can demonstrate their understanding in ways that suit their strengths.

To ensure pupils with SEND have full access to learning, Choppington Primary School secures specialist equipment and facilities through a combination of the school's delegated SEND budget, top-up funding where appropriate, and support from Northumberland County Council's specialist services. Where additional or bespoke equipment is required, we work closely with external professionals—such as occupational therapists, physiotherapists, and sensory support teams—to identify, source, and implement the most appropriate resources. All decisions regarding specialist equipment are made collaboratively with families and professionals to ensure pupils receive the tools they need to participate fully and independently.

Communication and Interaction

Pupils with communication and interaction needs may experience difficulties with receptive and expressive language, social communication, understanding social cues, or engaging in classroom dialogue. These challenges can affect friendships, participation, and access to learning.

We provide structured, individualised support that may include:

- visual timetables, task steps, and now/next boards
- social stories and explicit teaching of social communication skills
- pre-teaching of vocabulary and language structures

- supported opportunities for interaction with peers
- alternative and augmentative communication (AAC) where needed
- specialist input from speech and language or occupational therapists

Classrooms are organised to be predictable, calm, and clearly structured, helping pupils understand expectations and reducing cognitive load. Staff use clear language, provide thinking time, and check understanding regularly.

Positive relationships are central to our approach, ensuring that pupils feel understood, valued, and confident to communicate.

Social, Emotional and Mental Health (SEMH)

Pupils with SEMH needs may find it difficult to regulate emotions, manage relationships, cope with change, or handle stress and anxiety. These challenges can affect engagement, behaviour, and learning.

At Choppington Primary, we support pupils with SEMH needs through:

- strong, trusting relationships with pupils and families
- social skills development and supported peer interaction
- emotional literacy work, mindfulness, and CBT-informed strategies
- restorative approaches to conflict and relationship repair
- predictable routines and clear expectations
- opportunities for physical activity and regulation
- targeted interventions such as nurture provision, LEGO-based therapy, or Zones of Regulation
- close collaboration with external professionals, including mental health and early help services
- ongoing staff training in trauma-informed and attachment-aware practice

We promote a whole-school ethos of acceptance, belonging, and emotional safety. Pupils are supported to understand their emotions, develop self-regulation strategies, and build resilience.

Sensory and/or Physical Needs

Pupils with sensory or physical needs may experience challenges with mobility, sensory processing, access to learning, or participation in school life. These needs can affect concentration, comfort, independence, and engagement.

We support pupils with sensory and/or physical needs by:

- providing specialist equipment and assistive technology
- developing individualised plans with families and professionals
- offering targeted support from trained staff
- adapting the physical environment, including seating, lighting, layout, and access routes
- creating low-arousal spaces and offering planned movement breaks
- ensuring classrooms are organised, calm, and accessible
- collaborating with occupational therapists, physiotherapists, and sensory support services
- ensuring full inclusion in extracurricular activities, visits, and wider school life
- providing staff training to ensure consistent, confident support

Our aim is to ensure that pupils can participate fully, feel comfortable and safe, and develop independence in a supportive and accessible environment.

The SENCO

The role of a Special Educational Needs Coordinator (SENCo) in UK primary schools is to lead and coordinate provision for children with special educational needs and disabilities (SEND) within the school. This includes working closely with parents, teachers, and other professionals to identify and assess children with SEND, developing and implementing individualized education plans, coordinating interventions and support, and monitoring progress. The SENCo is also responsible for ensuring that the school meets its legal obligations under the Special Educational Needs and Disability Code of Practice and other relevant legislation.

Name of SENCO	Email address	Phone number
Miss C. Clark	claire.clark@choppington.northumberland.sch.uk	01670 823197

Securing and deploying expertise

At Choppington Primary School, we are committed to ensuring that all of our pupils receive the support they need to reach their full potential, including those with special educational needs and disabilities (SEND). To achieve this, we work closely with a range of external agencies, such as speech and language therapists, educational psychologists, and specialist teachers, to secure specialist expertise and advice. We also deploy staff around the school to support pupils with SEND, such as teaching assistants who work closely with teachers to ensure that interventions and support are tailored to the individual needs of the child. We believe that this collaborative and flexible approach helps us to provide the best possible support for all of our pupils, including those with SEND.

Staff training and expertise

At Choppington Primary School, we are committed to ensuring that all staff have the knowledge, skills, and confidence to meet the diverse needs of pupils with SEND. Staff receive ongoing professional development informed by whole-school priorities, individual pupil needs, and current research.

Recent, ongoing, and upcoming training includes:

- **Whole-school Makaton training**, enabling staff to use signs and symbols to support communication and reduce barriers.
- **Whole-school Developmental Language Disorder (DLD) training**, strengthening staff understanding of receptive and expressive language needs.
- **Whole-school phonological awareness training**, supporting early reading development and targeted literacy intervention.
- **Targeted training for individual teaching assistants**, including shadowing specialist teachers from the Local Authority Speech and Language Therapy team to deliver high-quality 1:1 intervention sessions.
- **Autism awareness, trauma-informed and attachment-aware practice, precision teaching, sensory processing needs, and SEMH-focused training**, ensuring staff can respond effectively to a wide range of needs.
- **Upcoming whole-staff sensory regulation training**, delivered by the Autism Support Team, focusing on understanding sensory profiles, adapting environments, and supporting pupils to regulate effectively throughout the school day.
- **Upcoming whole-staff Colourful Semantics training**, delivered by the Speech and Language Therapy team, equipping staff to use structured sentence-building approaches to support spoken language, narrative skills, and written outcomes.

Training needs are reviewed annually and in response to individual pupil requirements. The SENCo provides regular guidance, coaching, and support to staff, ensuring that all adults working with pupils with SEND feel confident, informed, and well-supported in their practice.

Identifying and assessing pupils with SEND

At Choppington Primary School, we recognize that early identification and intervention are key to providing effective support for pupils with special educational needs and disabilities (SEND). We have established procedures in place to identify and assess pupils with SEND, which involve regular monitoring of progress and observation, discussions with parents and carers, and assessments from external agencies if necessary. Our approach is guided by the assess, plan, do, review cycle, which ensures that provision is tailored to the individual needs of the child, and that progress is regularly monitored and reviewed. We work closely with the local authority to ensure that we have access to specialist advice and support, and that we are able to provide a range of interventions and support that meet the needs of our pupils with SEND. We are committed to ensuring that all of our pupils receive the support and provision they need to reach their full potential, and that we work collaboratively with parents, carers, and external agencies to achieve this.

Consulting with pupils and parents

Pupils and Parents

Here at Choppington Primary, we put the voice of the learner and their family at the centre of planning by:

- Encouraging all learners, along with parents/carers, are involved in making decisions about what is helpful and needed to support learning
- Encouraging learners and their parent(s)/carer(s) to share their aspirations
- Agreeing targets and outcomes with parent(s) / carer(s) and learners which are designed to help the learner achieve their aspirations
- Supporting learners to understand their targets and how they can achieve them
- Ensuring learners are on the school's SEN register and their parent(s) / carer(s) are invited to review progress, support and intervention at least three times each year
- Supporting learners to understand how they learn best and how they can develop independence, encouraging them to celebrate their achievements
- Involving learners and their parent(s)/carer(s) in planning and preparing for adulthood from the earliest age
- Ensuring the SEND Information report is on the school's website, and that is easy to read, co-produced with parents and carers
- Ensuring that parents and carers are aware of the Northumberland Local Offer (see 'further guidance' for a link) and know where to find information about it on the school's website
- Ensuring all parents/carers feel confident to approach school and know who to talk to about their child

Involving key stakeholders

Here at Choppington, we work closely with other bodies to ensure that we are able to provide the best possible support for our learners and their families. In addition to health and social care services, we also engage with local authority (LA) support services. These may include educational psychologists, speech and language therapists, or behaviour support teams. These professionals can

provide additional support to some of our learners who are experiencing difficulties with their learning or behaviour, and can also work with teachers to develop strategies to support these pupils in the classroom.

Voluntary sector organizations can also play a key role in supporting our pupils and their families. These organizations may provide additional services, such as mentoring or counselling, or may work with us to develop after-school programs or holiday clubs. By working with a range of partners in this way, we ensure that we are able to provide a holistic approach to supporting our learners needs and helping their families.

Progressing towards outcomes

Here at Choppington Primary School, we are committed to supporting our learners to make good progress towards their learning outcomes. To achieve this, we have put in place a range of arrangements and opportunities for assessment and review, as well as opportunities for parents and young people to work together with the school.

Our teachers use a variety of assessment tools to monitor pupils' progress towards their individual learning goals. These assessments are carried out on a regular basis, and the results are used to inform planning and teaching, ensuring that pupils receive the support they need to make progress. In addition, we regularly review the progress of pupils who are identified as requiring additional support, and put in place tailored interventions to help them make progress.

The school recognizes the importance of involving parents and young people in the assessment and review process. We encourage parents to attend regular parent-teacher meetings (Assertive Mentoring meetings), which provide an opportunity for teachers to share information about their child's progress and for parents to provide feedback on the support their child is receiving. The school also provides annual reports to parents, so they can see how their child is progressing towards their individual learning goals.

In addition, we firmly encourage young people to take an active role in their own learning. Pupils are encouraged to be involved in identifying their own learning targets and reflect on their progress towards them. They are also encouraged to participate in their own parent-teacher meetings, to share their own views on their learning and to contribute to the development of their individual learning plan.

Transition support

We work together with a range of settings and next steps to ensure effective transition between stages of learning and into adulthood by:

- Making sure that everyone works together to support transition; learner, school staff, parents/carers, outside agencies
- Planning support before, during and after a move between schools, or between years in school
- Sharing all information on necessary support for individual learners with a next setting
- Sharing detailed information about a learner with all relevant staff at transition points
- Planning learning and transition activities to support the learners understanding of transition (e.g. social stories)

Curriculum and Teaching

We are flexible in developing and delivering a curriculum that effectively meets the needs of and responds to all learners by:

Developing a broad and balanced curriculum which recognises and promotes the need for a range of pathways and is aspirational for all learners by:

- Ensuring genuine access to all available curriculum subjects at all stages and for all learners
- Including all learners in all learning opportunities including extra-curricular activities and educational visits
- Successfully developing an ambitious curriculum which is designed to meet the needs of all learners and develops their knowledge and skills

and ability to apply them

- Ensuring all learners are provided with opportunities to develop acceptance of different needs and disabilities
- Providing opportunities for learners with SEND to plan and co-produce resources to help raise awareness of difference
- Establishing high quality teaching across the school which is differentiated and personalised to meet individual needs

Inclusive lesson planning, using knowledge of each learner to inform practice, for example by:

- Encouraging independent learning (e.g. via pre-teaching, overlearning, scaffolding and appropriate differentiation)
- Modelling tasks to help learners understand what is expected
- Using a range of visual and auditory methods to show and explain planned outcomes and learning activities

- Planning the work of all adults in the classroom so that they are effectively supporting the learning of
- Breaking down tasks into small, manageable steps which are clearly explained and repeated as require
- Ensuring adaptations and additional support with homework are available when needed

Promoting reflection on curriculum planning and delivery with regards to positive impact on the progress of all learners by:

- Analysing and reporting assessment data with particular attention to the outcomes for learners with SEND, and using this to inform curriculum development
- Quality assuring strategies to ensure that they are supporting learning and are therefore good value for money
- Ensuring that teachers fully understand the progress of CYP through the assessments they use, meaning that they can forward plan what is needed to move to the next steps

Learning Environment

We strive to develop and deliver a physical and sensory environment that effectively meets the needs of all learners by:

Physical environment

- Assessing the accessibility of the school environment and making reasonable adjustments to meet the needs of individual learners
- Ensuring there is a regularly reviewed accessibility plan and that this is shared on school's website
- Adjusting existing provision and seeking external advice if required in advance of new learners starting
- Ensuring all resources are easily accessible and well signposted to learners, promoting inclusion and independence
- Seeking information from learners and their families as to what adaptations and adjustments may need to be made
- Providing additional support and equipment as required
- Using assistive and augmentative communication (AAC) strategies to support alternatives to written recording when needed and to promote independence
- Considering texture, colour and font-type of texts presented to learners

Sensory environment

- Being aware and accepting of the sensory needs of individual learners, including, e.g. hyper- and hypo- sensitivities to external stimuli and the potential negative impact of clothing type or texture

- Accepting and supporting self-regulatory behaviour such as fidgeting or 'stimming'
- Creating learning environments which are structured, understandable, and predictable
- Fostering a calm, low arousal learning environment and wherever possible have a withdrawal space(s) for use when needed
- Removing or reducing sensory stimuli, including maintaining tidy, orderly classrooms, removing or reducing wall mounted reflective surfaces (e.g. laminated posters) and reducing the visual 'noise' of all displays
- Assessing when learners may benefit from the use of supportive sensory equipment as required
- Considering all sensory needs when creating seating plans and arranging movement breaks
- Considering the impact of any lighting in the room and adjusting this when it causes issue for learners
- Providing optimum listening conditions which absorb or minimise certain sounds

Supporting emotional and social development

At Choppington Primary School, we understand that supporting and improving the emotional and social development of pupils with SEND is a key priority. To achieve this, we have put in place a range of arrangements and measures to ensure that every pupil with SEND feels safe, valued, and supported.

Extra pastoral support is available to pupils with SEND at Choppington Primary School. This support is provided by trained pastoral staff who work closely with class teachers and parents to identify any additional needs and to develop appropriate strategies to support pupils. This may include individual support, small group work, or access to specialist external services. We also have a designated Special Educational Needs Coordinator (SENCO) who oversees the provision for pupils with SEND across the school and works closely with parents to ensure that pupils receive the support they need to achieve their full potential.

At Choppington Primary, we are committed to listening to the views of pupils with SEND and involving them in decision-making about their education and support. Pupils with SEND are encouraged to participate in their own reviews and to share their views on their progress and support. We believe that involving pupils in this way helps to promote their self-esteem and confidence and gives them a sense of ownership and control over their education.

Supporting pupils with medical conditions

Choppington Primary School follows the statutory guidance Supporting Pupils with Medical Conditions at School (DfE, 2015). We work with parents, health professionals, and external agencies to create Individual Healthcare Plans (IHPs) for pupils who require medical support in school. Staff receive appropriate training to meet pupils' medical needs, and medicines are managed in line with the school's Medical Needs Policy. Our aim is to ensure that pupils with medical conditions can access learning, participate fully in school life, and remain safe and supported throughout the school day.

Evaluating effectiveness

We recognise the importance of reflecting on our own practice and the success and effectiveness of the provision we put in place. Each cycle of support for each child on the SEND register is evaluated and progress is identified. Whilst we celebrate even the smallest steps of progress, we also look for any ways in which this could be refined or improved to accelerate the progress. This may be by offering additional scaffolds or support or reading recent research to ensure our support is research informed and relevant. We use an online platform called Provision Map to record this progress. These reviews are audited termly by the school SENCo.

Handling complaints

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or Headteacher. You can also respond to the Parent Voice Questionnaires, or make comments during the review process. If you are unhappy, it is best to speak to Mr Smith ASAP - we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website should you feel you require it.

SEND-specific complaints

If a parent or carer has concerns about SEND provision, we encourage them to speak to the class teacher or SENCo in the first instance so that we can work together to resolve the issue quickly. If concerns remain, parents may follow the school's formal Complaints Procedure, available on the school website.

In line with the SEND Code of Practice, parents also have the right to contact Northumberland County Council for further advice or to request independent disagreement resolution or mediation services. Information about these services can be found within the Northumberland Local Offer.

Local Offer

Northumberland Local Offer Link
(Add wherever the Local Offer is referenced)

Northumberland Local Offer:
<https://northumberland.fsd.org.uk/kb5/northumberland/fsd/localoffer.page> (northumberland.fsd.org.uk in Bing)

Named contacts

Name of individual	Email address	Phone number
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