



# **Special Educational Needs (SEN) Information Report**

## **2025/2026**

### **Our Commitment to Inclusion**

At Cheviot Learning Trust, we are dedicated to inclusive education. We believe every child—regardless of gender, background, ability, or need—has the right to learn, grow, and flourish in a safe and supportive environment.

We aim to ensure that all pupils:

- Achieve their full potential
- Develop confidence and independence
- Lead fulfilling lives
- Make a smooth and successful transition into adulthood

**Newminster Middle School** celebrates diversity and supports each pupil's personal, social, emotional, and academic development through inclusive practice, high-quality teaching, and strong partnerships with families and professionals.

### **Purpose of This Report**

This report is updated annually and provides parents, carers, and families with an overview of how we support pupils with Special Educational Needs and/or Disabilities (SEND).

It should be read alongside our SEND Policy and Accessibility Plan, which explain:

- Admission arrangements for pupils with SEND
- Steps taken to prevent discrimination against pupils with SEND

- Facilities that ensure accessibility for pupils with SEND

(Children and Families Act 2014, Part 3)

## Key Contacts

If you would like to discuss SEND provision, please contact:

- SENDCo: Jane Hamilton
- Trust Lead for SEN: Hannah McManus
- SEN Governor: Sarah MacMillan
- Pastoral Support: Sarah Ballance

Telephone: 01670 513621

Email: [j.hamilton@nms.cheviotlt.co.uk](mailto:j.hamilton@nms.cheviotlt.co.uk)

## What types of SEN do we provide for?

Our SEN provision covers the four broad areas of need:

1. **Communication and Interaction** – e.g. speech, language, and communication difficulties, including autism.
2. **Cognition and Learning** – e.g. dyslexia, specific or moderate learning difficulties.
3. **Social, Emotional, and Mental Health** – e.g. ADHD, anxiety, attachment disorders.
4. **Sensory and/or Physical Needs** – e.g. visual or hearing impairment, physical disabilities, long-term health conditions.

## Identifying and Assessing SEND

Most pupils' needs are met through Quality First Teaching. If additional support is needed, we follow an early identification process, which may include:

- Working in partnership with parents and pupils
- Consulting external agencies where appropriate
- Using assessments, observations, and school data
- Recording and acting on initial concerns



## SEN Support

Where a need is identified, we follow the graduated approach:

This means:

- **Assess:** Identify a child's needs
- **Plan:** Agree provision and outcomes with families
- **Do:** Put support in place
- **Review:** Evaluate progress and adapt provision

Every child receiving SEN support has a record of initial concern, individual pupil profile or SEN support plan, created in partnership with the child, families and professionals.

## Education, Health and Care Plans (EHCP)

A small number of pupils may require an EHCP. This legally binding document sets out a child's educational, health, and social care needs, with provision designed to secure the best possible outcomes.

For more detail, please see the [Northumberland Local Offer](#).

## Our Approach to Teaching Pupils with SEND

Most pupils with SEND learn alongside their peers in mainstream classrooms. Teachers adapt lessons to meet a range of needs by:

- Adapting tasks and using personalised resources
- Implementing strategies outlined in Pupil Profiles and Support Plans
- Receiving ongoing SEND training

For all pupils with SEND, we:

- Provide individualised Pupil profiles or SEN Support Plans with SMART targets
- Follow the Assess–Plan–Do–Review cycle
- Work in collaboration with families and external professionals

- Ensure inclusion in all school activities and trips
- Provide transition support at key stages
- Offer emotional well-being support
- Put in place fair access arrangements for assessments

### **How do we adapt the curriculum and environment to support pupils?**

We provide a tailored learning environment through:

- Quality First Teaching
- Personalised and/or reduced timetables where appropriate
- Small-group interventions and additional support outside lessons
- Accessible buildings and toilets
- Special equipment/resources for visual, hearing, or medical needs
- Health Care Plans for students with medical requirements

### **Assessing and Reviewing Progress**

We monitor pupil progress regularly and adapt support where needed. Parents and pupils are involved through:

- Termly review meetings
- Updates to SEN Support Plans and Pupil Profiles
- Regular communication with the SENDCo and teachers

### **Monitoring the Effectiveness of SEND Provision**

We evaluate our support by:

- Reviewing pupil progress data
- Gathering feedback from families and pupils
- Monitoring classroom practice and interventions
- Training and developing staff expertise

### **Working in Partnership**

We value strong relationships with families and outside agencies. Parents are central to the planning and review of their child's support, and we ensure open communication throughout every stage of a child's educational journey.

## **Expertise, Training, and External Support**

### External Agencies

Where needed, we work with specialists such as:

- Educational Psychologists
- Speech and Language Therapists
- Children and Young People's Services (CYPS)
- Health services (e.g. School Health, Primary Mental Health)
- Social Care and Early Help

Parents are always consulted before referrals are made.

We also provide specialist equipment and reasonable adjustments where required.

## **Inclusion in School Life**

All children with SEND are supported to take part in the full life of the school, including trips, clubs, and enrichment activities. Social and emotional development is prioritised through pastoral care and well-being support.

## **Supporting Transitions**

We work closely with feeder settings and families to make transitions smooth:

- Phase change reviews for pupils with EHCPs
- Meetings with staff from feeder settings to share strategies that work well
- Enhanced transition programmes or timetables for vulnerable or anxious pupils
- Pupil Profiles created in partnership with parents/carers

## **Complaints Procedure**

If you have concerns about your child's SEND provision, please:

1. Speak first with your child's class teacher.
2. If unresolved, contact the SENDCo or Headteacher
3. If the issue remains, follow the Cheviot Learning Trust Complaints Policy.

### **Local Authority Offer and Family Support**

- Northumberland Local Offer – Information about services and provision in the area.
- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service):
  - Phone: 01670 623 555 / 01670 620 350
  - Email: [iass@northumberland.gov.uk](mailto:iass@northumberland.gov.uk)
  - Website: [northumberlandiass.org.uk](http://northumberlandiass.org.uk)

## Appendix: Our Provision

The four broad areas and the support, provision and staff expertise provided by our school are detailed below:

Types of SEND	Support/provision/ staff expertise
<p>Communication and Interaction</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Speech, Language and Communication Needs (SLCN)</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables to support pupils to understand what will happen and when</li> <li>• Areas of classroom are clearly defined and labelled</li> <li>• Support during times of stress or anxiety</li> <li>• Areas of low distraction / individual workstations</li> <li>• Social skills support through small group intervention e.g: social stories, Lego therapy or equivalent</li> <li>• Use of ICT where possible to reduce barriers to learning</li> <li>• Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate</li> <li>• Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts</li> <li>• Opportunity to communicate in various ways e.g. communication books, Makaton, PECS</li> <li>• Small group or one-to-one support for developing pupil's speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists</li> <li>• Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle resources, stress ball, sensory space</li> <li>• Use of individualised reward systems to promote learning and enhance self-esteem</li> <li>• Strategies to reduce anxiety e.g. 5-point scale</li> <li>• Relevant staff qualifications</li> <li>• Advice / training from outside agencies</li> </ul>

<p>Cognition and Learning Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Learning Difficulties (Moderate – MLD)</li> <li>• Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to promote and develop learning skills with increasing independence</li> <li>• Additional small group support in class from the class teacher and support staff</li> <li>• Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths.</li> <li>• Small group daily phonics teaching for pupils at their level of phonic acquisition</li> <li>• Use of ICT to support and evidence learning in a variety of ways.</li> <li>• Readily available resources, visuals and manipulatives to promote independence</li> <li>• Opportunities for pre teaching and revisiting key learning e.g. through Precision Teaching approaches</li> <li>• Additional processing/thinking time for responding to questions, completing tasks, sharing ideas</li> <li>• Strategies to reduce anxiety e.g. 5-point scale</li> <li>• Multi-agency involvement with the family as required</li> <li>• Advice and support from outside agencies.</li> <li>• Support for homework through in- school clubs and /or breakfast / after school clubs.</li> <li>• Accessible and personalised homework where required.</li> <li>• Relevant staff qualifications</li> </ul>
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Social, Emotional and Mental Health Difficulties

This may include:

- Social difficulties
  - Mental health conditions
  - Emotional difficulties
- Behaviour policy is implemented with reasonable adjusted where required
  - Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities
  - Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, HINT, LINT)
  - Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. Talkabout, Colour Monsters (EY/KS1), Zones of Regulation, counselling service, member of staff for support/ mentoring
  - Additional assessments that focus on emotional development
  - Lego based therapy or equivalent
  - Strategies to reduce anxiety e.g. 5 point scale, Zones of Regulation, PACE
  - Residential trips which help to develop social, emotional and behavioural resilience and promote independence
  - Staff trained in deescalation strategies
  - Advice / training from outside agencies

<p>Sensory and/or Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Hearing impairment (HI)</li> <li>• Visual impairment (VI)</li> <li>• Multi-sensory impairment (MSI)</li> <li>• Physical Disabilities</li> <li>• Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty</li> <li>• Support with personal and intimate care, if and when needed</li> <li>• We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramp (See Accessibility Plan)</li> <li>• Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy)</li> <li>• One-to-one support for gross and fine motor skills in the classroom as and when required</li> <li>• Movement breaks for pupils with motor coordination difficulties as and when required</li> <li>• Alternative ways of recording</li> <li>• Adjustments to physical environment and resources where appropriate</li> <li>• Relevant staff qualifications</li> <li>• Advice / training from outside agencies</li> <li>• Personal emergency evacuation plan (PEEP) in place where required</li> </ul>
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*For more information or specific queries, please contact our SENCO or visit our school website.*