



SEND Information Report

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Responsible Officer	SENDCO – Hannah Pierson
Approval/review body - LGB	Head of Centre March 2026 LGB March 2026
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What We Offer

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.

How to you teach children or young people with special educational needs and disabilities?

At our school, teaching pupils with SEND begins with the understanding that every learner arrives with a unique profile of strengths, needs and experiences. Many of our pupils have experienced disrupted education, trauma or unmet needs so teaching is relational, structured and personalised.

Teachers plan lessons that are adapted to individual need rather than expecting pupils to fit a fixed curriculum model. Work is broken into manageable steps; instructions are presented in clear and visual formats and pupils are given additional processing time where needed. Staff use scaffolding, repetition, modelling and targeted questioning to support understanding.

Where appropriate, pupils are taught in smaller groups or receive additional 1:1 support so that learning can be paced appropriately. Rest breaks, regulation strategies and flexible timetables are built into the school day to ensure pupils are emotionally ready to learn.

Our curriculum includes both academic and vocational pathways so that pupils can experience success and build confidence while preparing for adulthood. Where necessary, we adapt the learning environment by providing quieter spaces, sensory adjustments or specialist equipment.

The aim is always the same: to remove barriers so every pupil can engage meaningfully with learning and make progress from their starting point.

How do you decide a child or young person has special educational needs or disabilities?

Most pupils arrive at our school with identified SEND or an Education, Health and Care Plan. However, identification does not stop at admission. We recognise that needs change over time,

and we continually assess pupils through observation, assessment, discussion with families and professional advice.

On entry, we review all documentation from previous settings and carry out baseline assessments in literacy, numeracy and social, emotional and mental health. Teachers then monitor progress closely and raise concerns if a pupil is not making expected progress or shows new difficulties.

When a concern is identified, we follow the graduated approach: Assess, Plan, Do, Review. This ensures decisions are based on evidence and are regularly revisited. Families and pupils are involved in this process so that their views help shape support.

If specialist advice is required, we refer to external professionals such as Educational Psychologists, Speech and Language Therapists or CAMHS.

What extras do you offer children or young people with SEND?

In addition to classroom support, pupils may receive targeted interventions that address specific needs. These can include emotional literacy programmes, THRIVE sessions, speech and language work, literacy or numeracy intervention, mentoring or therapeutic support.

We also provide enrichment opportunities such as trips, sports and vocational activities.

Adjustments are made so that pupils with SEND can participate safely and confidently. This might include additional staff support, preparation visits or personalised risk assessments.

These experiences help pupils develop confidence, independence and social skills alongside academic learning.

How do you make sure children and young people with SEND do well?

Progress is monitored in several ways. Teachers track academic progress, behaviour, attendance and engagement. The SENDCo reviews this information with staff and adjusts support where needed.

For pupils with EHCPs, annual reviews evaluate progress towards outcomes and consider next steps. For other pupils, SEN reviews are held regularly to assess the impact of interventions.

Pupils and families are involved in reviewing progress, so they understand what is working and what needs to change. Governors and senior leaders also monitor SEND provision to ensure it is effective and equitable.

What facilities do you have to support children or young people with SEND?

Our school environment is designed to reduce anxiety and support learning. Class sizes are small, allowing staff to give pupils more individual attention. Quiet rooms and reflection spaces are available for pupils who need time to regulate emotions.

Where necessary, pupils may use assistive technology, adapted furniture or specialist equipment recommended by professionals. If equipment is not immediately available, we work with the local authority or health services to secure it as quickly as possible.

Do you have staff with specialist training or experts to support you?

Our SENDCo and senior staff have extensive experience working with pupils with SEND. All staff receive regular training in areas such as trauma-informed practice, SEMH strategies, autism awareness, safeguarding and behaviour support.

When pupils have needs beyond our in-house expertise, we work with external specialists such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, CAMHS and social care professionals. Their advice helps us adapt provision and support staff development.

How do you support the wellbeing of children and young people with SEND?

We recognise that emotional wellbeing is central to learning. Pupils are supported through keyworker systems, mentoring, counselling and restorative practice. Staff are trained to recognise signs of anxiety, trauma or distress and respond in supportive ways.

A PSHE curriculum teaches emotional literacy, resilience and healthy relationships. We also work closely with families and external agencies to ensure pupils receive the right support at the right time.

Bullying is not tolerated, and any concerns are investigated promptly. We work proactively to create a safe and respectful environment for all pupils.

What happens if a child needs specialist equipment, services or support?

If a pupil needs specialist support, we consult with families and relevant professionals to identify appropriate provision. This may include requesting assessments, applying for funding, or arranging therapy sessions.

If a pupil requires 1:1 support, staffing is planned carefully so support is consistent. If a staff member is absent, alternative arrangements are made so pupils continue to receive support.

How will I know if my child is doing well?

Families are kept informed through meetings, reports, phone calls and emails. Annual Reviews and SEN meetings provide structured opportunities to discuss progress and agree next steps.

Teachers and the SENDCo are available to discuss concerns at any time and parents are encouraged to contact school if they need clarification or support.

Do you have out-of-school activities pupils with SEND can attend?

All pupils are encouraged to take part in trips, activities and enrichment opportunities. We adapt activities so they are accessible and safe, and we plan carefully with families to ensure pupils feel confident attending.

Participation in these activities is an important part of building independence and social confidence.

How do you support children moving on to their next school or setting?

Transitions are carefully planned. We share information with new settings, support pupils with visits or transition days and prepare them for changes in routine.

For pupils moving to post-16 education, we support college applications, visits and careers guidance so they are ready for their next stage of learning or employment.

What should I do if I disagree with what you're doing or want to make a complaint?

If a parent or pupil has a concern, we encourage them to speak to the class teacher or SENDCo first so we can resolve the issue quickly. If concerns remain, they can be raised with the Head of Centre and then through the school's formal complaints procedure.

Parents also have the right to seek advice from SENDIASS or, in certain circumstances, appeal to the SEND Tribunal.

Who should I contact for more information?

Parents can contact the SENDCo or Head of Centre using the school office contact details. We are always happy to discuss concerns or provide guidance.

Where can I find out more about SEND support locally?

Information about services available locally can be found through the Local Authority Local Offer and SENDIASS services. Links are provided on our website.

Key Contact

If you have any concerns regarding SEND pupils, please contact the SENDCO in the first instance.

Hannah Pierson
bishopton.pru@atomix.ac.uk
01642 556369

Monitoring Arrangements

This SEND Information Report will be reviewed by Hannah Pierson, SENCO and Head of Centre

Other Documents to Refer to

- SEND Policy
- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy

Key Websites

Stockton Local Offer

Information about SEND services, schools, therapies, support groups and EHCP guidance in Stockton-on-Tees.

<https://www.stockton.gov.uk/article/10259/Welcome-to-Stockton-on-Tees-Borough-Council-s-Local-Offer>

Stockton SENDIASS

Free, impartial advice and support for parents about SEND, EHCPs, school concerns and mediation.

Website:

<https://www.stockton.gov.uk/SEND-IASS-for-parents-and-carers>

They help with:



- Understanding EHCPs
- Preparing for meetings
- Resolving disputes

Stockton Early Help

Support for families needing help with behaviour, attendance, routines or parenting support.

Website:

<https://www.stockton.gov.uk>

(Search “Early Help Stockton”)

CAMHS – Tees, Esk and Wear Valleys NHS Trust

Local CAMHS service covering Stockton-on-Tees.

Website:

<https://www.tewv.nhs.uk/services/camhs>

Referrals can be made via GP, school or social worker.

Kooth

Free online mental health support and counselling for young people aged 11-18 in Stockton.

Website:

<https://www.kooth.com>

The Junction (Stockton Youth Mental Health Charity)

Local charity supporting young people with counselling, wellbeing and mental health support.

Website:

<https://www.thejunctionfoundation.com>

Young Minds

National mental health charity offering parent helplines and advice.

Website:

<https://www.youngminds.org.uk>

Autism



- National Autistic Society
<https://www.autism.org.uk>

ADHD

- ADHD Foundation
<https://www.adhdfoundation.org.uk>

Speech & Language

- ICAN Communication Charity
<https://ican.org.uk>

Dyslexia

- British Dyslexia Association
<https://www.bdadyslexia.org.uk>