STAKEFORD PRIMARY SCHOOL

Tutum Iter Per Puerita - Safe Passage Through Childhood

2026-2027

SEND INFORMATION REPORT

2026-2027

Inclusive practice • High expectations
Removing barriers • Promoting independence

www.stakeford.northumberland.sch.uk



Our aim, is to provide all of our pupils with a curriculum which equips them with the Motivation, Aspiration, Skills and Knowledge to become lifelong learners.

Vision Statement

At Stakeford Primary School, we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment. We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine. We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.We aim to deliver a stimulating and challenging curriculum which is meaningful to all our children and will encourage them to become self-motivated, independent learners. We believe all our children should feel proud and important members of our school family and community, taking responsibility for themselves and their surroundings and showing consideration for each other. We expect high standards of behaviour and encourage honesty, kindness and co-operation.

Headteacher	Mrs Julie Hall	**SENDCo**	Mrs Jill Preece (NASENCO)
SEND Governor	Mrs Rebecca Johns	**Report date**	September 2026
Governor approval	_____	**Review date**	September 2027

Contents

- School information, contacts and current SEND profile
- Identifying and assessing SEND
- Ordinarily Available Provision and inclusive practice
- SEN Support, Assess-Plan-Do-Review and the graduated approach
- Education, Health and Care needs assessment and EHCPs
- Assessment, progress, outcomes and attendance
- Curriculum provision, interventions and types of SEND
- Staff expertise, training and external services
- SEMH, attendance, safeguarding, behaviour and exclusion
- Parents, pupil voice, transition and looked-after children
- Development priorities, leadership, funding and complaints

SEND at a Glance - September 2026

Total roll	SEND	SEN Support	EHCPs	COSA / EHC
155	**80** **51.6%**	**62** **40.0%**	**18** **11.6%**	**8** **5.2%**

SEND by Year Group

Year group / phase	Pupils with SEND
EYFS / Nursery	7
Reception	12
Year 1	5
Year 2	13
Year 3	10
Year 4	13
Year 5	11
Year 6	9
Total	80

School Information and Contacts

Stakeford Primary School is a Local Authority maintained mainstream school, providing education for pupils aged two to eleven years.

Headteacher	Mrs Julie Hall
SENDCo	Mrs Jill Preece (NASENCO) - contact via 01670 812369 or admin@stakeford.northumberland.sch.uk
Designated Officer/s for Looked After Children	Mrs Julie Hall, Headteacher; Mrs Sarah Bewick, Assistant Headteacher
Chair of Governors	Mrs Jackie Rowell
Named SEND Governor	Mrs Rebecca Johns
School website	www.stakeford.northumberland.sch.uk

Current SEND Profile

The figures below are the current school SEND snapshot for Autumn 2026. COSA / EHC needs assessment cases remain within SEN Support until an EHCP is issued.

Measure	Number	% of roll
Total pupils on roll	155	100%
Pupils identified with SEND	80	51.6%
Pupils receiving SEN Support	62	40.0%
Pupils with an Education, Health and Care Plan (EHCP)	18	11.6%
COSA / EHC needs assessment cases being prepared or underway	8	5.2%

The high proportion of pupils with SEND means that inclusive practice, careful deployment of staff, use of external professional advice and regular review of provision are central to whole-school planning.

Accessibility, Admissions and Equal Access

The school building is single storey and wheelchair accessible. A hygiene room with changing facilities is available, including a height-adjustable changing table. The school uses specialist and adapted equipment where required, including assistive technology and hearing-support equipment. Accessibility and reasonable adjustments are planned according to individual need and reviewed through the school Accessibility Plan.

School also uses designated SEND / intervention spaces for individual and small-group work. Demand for these spaces is high and rooms are timetabled carefully to support pupils and visiting professionals.

Disabled pupils are admitted through the school's usual admissions arrangements; where a pupil has an EHCP, admission follows the statutory EHC plan and Local Authority placement process. School takes reasonable steps to prevent disabled pupils being treated less favourably and makes reasonable adjustments to the curriculum, physical environment, information and wider school activities. Specialist equipment and adaptations are provided according to assessed need through school resources and, where appropriate, advice or support from Occupational Therapy, Sensory Support, health professionals or Local Authority services. The Accessibility Plan sets out planned improvements to access.

The School's Approach to Identifying and Assessing SEND

Identification

Early identification is important, but identification is not the same as diagnosis. The purpose is to understand the barrier to learning, participation or wellbeing and decide what action is needed. Support and reasonable adjustments are put in place when a need emerges; school does not wait for a formal diagnosis.

Where staff are concerned about a pupil's progress, attainment, communication, participation, regulation, emotional wellbeing, sensory needs, attendance, independence or behaviour, the class teacher will discuss this with the SENDCo and parents/carers. Assessment considers:

- the pupil's strengths, views and aspirations;
- progress over time and response to High Quality Teaching and reasonable adjustments;
- assessment information and developmental profile, not attainment alone;
- attendance, wellbeing, communication, sensory and environmental factors;
- information from parents/carers and previous settings;
- whether other factors such as English as an additional language, disadvantage, trauma, health or attendance are affecting learning without themselves constituting SEN.

A pupil is placed on the SEN register where assessment indicates that special educational provision is required that is additional to or different from the provision generally made for pupils of the same age. Parents/carers are formally informed and the decision is reviewed over time.

Ordinarily Available Provision (OAP) and Inclusive Practice

Stakeford Primary School follows Northumberland County Council's Ordinarily Available Provision (OAP) guidance. OAP describes the inclusive practice, High Quality Teaching, reasonable adjustments and targeted support ordinarily expected in mainstream schools. It is the starting point for meeting need and is responsive to the individual pupil rather than a fixed checklist.

Our ordinarily available offer includes, as appropriate:

- a positive, predictable and enabling environment where pupils feel safe, known, valued and included;
- clear explanations, modelling, scaffolding, appropriate challenge, chunking, pre-teaching, overlearning and retrieval;
- visual, auditory, practical and assistive approaches where these reduce barriers;
- planned classroom organisation, seating, movement, sensory and regulation support;
- explicit teaching of communication, vocabulary, emotional literacy, independence, organisation and self-regulation where needed;
- reasonable adjustments to routines, tasks, recording, homework, uniform, transitions, unstructured times and wider opportunities;
- careful planning of adult roles so support increases access and independence rather than separating pupils unnecessarily from the teacher or class;
- full consideration of access to trips, clubs, assemblies, playtimes, lunchtimes, PE and the wider life of the school.

SEN Support: Assess, Plan, Do, Review

Where a pupil is identified as having SEN, school works with the pupil and parents/carers to agree the outcomes sought and the support required. SEN Support is not a single programme or amount of adult time; it is a graduated response based on individual need and reviewed for impact.

Pupil Passport

A Pupil Passport is normally used to summarise a pupil's strengths, needs, barriers, classroom strategies and reasonable adjustments, targeted provision, assessment information, short-term outcomes and professional involvement. It is a practical document for everyday teaching and is reviewed at least termly.

SEN Support Plan

Where needs are more complex, provision is extensive, risk or regulation support needs to be coordinated, or a Pupil Passport does not provide sufficient detail, a SEN Support Plan may be used. This sets out provision, responsibilities, frequency, expected outcomes, review arrangements and professional advice in greater detail.

Stage	What this means at Stakeford
Assess	The class teacher, supported by the SENDCo, gathers and analyses information about strengths, needs, progress and barriers. This includes pupil and parent views, current assessment, attendance, behaviour and professional advice.
Plan	Pupil, parents/carers and school agree clear outcomes and the provision, adjustments and interventions most likely to help. Staff are informed of strategies and responsibilities.
Do	The class teacher remains responsible for the pupil's learning and progress, including where interventions are delivered by another adult. Support is linked back to classroom learning and independence.
Review	The impact and quality of provision are reviewed against agreed outcomes. Provision is continued, changed, reduced or increased according to evidence of impact and current need.

Our School's Graduated Approach to SEN

The following waves are used by school to describe increasing levels of provision. They are not statutory thresholds and pupils do not have to move through each wave in sequence before additional or statutory support is considered.

Wave 1 - OAP / High Quality Teaching

Inclusive High Quality Teaching, reasonable adjustments and removal of classroom/environmental barriers for all pupils. Short-term targeted support may be used without a pupil necessarily being identified as having SEN.

Wave 2 - Targeted SEN Support

Special educational provision additional to or different from OAP, delivered through APDR. This may include small-group or individual intervention, adapted resources, communication, literacy, numeracy, social, emotional or sensory support. A Pupil Passport is normally in place.

Wave 3 - Higher Needs / Personalised SEN Support

Highly personalised provision and, where needed, coordinated external professional input. A detailed SEN Support Plan may be used. For pupils with an EHCP, Section F provision is mapped clearly onto school arrangements and monitored for delivery and impact.

Education, Health and Care Needs Assessment and EHCPs

Where, despite relevant action through the graduated approach, a pupil may require provision beyond that which the school can reasonably secure through SEN Support, school will consider requesting an Education, Health and Care needs assessment. In Northumberland this process may be referred to locally through COSA arrangements. Parents/carers and young people also have the statutory right to request an assessment.

A request is based on the legal test and evidence of need. It will not be delayed solely because a diagnosis is outstanding or because a fixed number of cycles or interventions has not been completed. School provides evidence of OAP, reasonable adjustments, APDR, progress, professional advice and provision already made.

Pupils with an EHCP remain the responsibility of the class teacher as well as the wider school. The SENDCo coordinates provision and annual review arrangements. School ensures provision for which it is responsible is delivered and works with the Local Authority to secure the special educational provision specified in Section F.

Assessment, Progress and Evaluating the Effectiveness of Provision

The effectiveness of SEND provision is evaluated through a combination of quantitative and qualitative evidence. The school does not judge impact only by whether an intervention took place; it considers whether the pupil is accessing learning more successfully and making progress towards agreed outcomes.

- termly assessment and pupil progress information, including progress from individual starting points;
- Pupil Passport and SEN Support Plan reviews through the Assess, Plan, Do, Review cycle;
- intervention entry/exit information and records of progress towards specific targets;
- EHCP provision tracking and annual review evidence;
- classroom observation, learning walks and scrutiny of reasonable adjustments / OAP in practice;
- attendance, engagement, independence, regulation, participation and wellbeing;
- pupil and parent/carer views;
- implementation and impact of advice from HINT/NIES and other professionals.

Where support is not having sufficient impact, the response is to review the assessment and provision rather than simply continuing an intervention indefinitely.

SEND Outcomes and Attendance

School evaluates outcomes for pupils with SEND using progress from individual starting points, Assess-Plan-Do-Review records, intervention measures, EHCP outcomes, participation, attendance, independence, regulation, wellbeing and pupil/parent voice.

Whole-school attainment information is considered alongside this evidence. SEND-specific attainment data is interpreted cautiously where cohorts are small, so that evaluation remains meaningful and individual pupils are not identifiable.

Latest attendance snapshot (May 2026)

Group	Attendance	Persistent absence (school 15% threshold)
All pupils	92.2%	14.5%
Pupils with SEND	91.4%	17.4%

Curriculum Provision and Approaches to Teaching

Stakeford Primary School is committed to an ambitious, broad and balanced curriculum for pupils with SEND. Teachers remain responsible and accountable for the progress, participation and development of every pupil in their class, including pupils supported by teaching assistants or specialists.

Adaptive teaching and reasonable adjustments may include:

- pre-teaching or overlearning of key vocabulary and concepts;
- breaking tasks into manageable steps and modelling what successful work looks like;
- visual timetables, task planners, now/next boards and other visual support;
- alternative or assistive ways to record and demonstrate understanding;
- sensory, movement or regulation support and access to a lower-arousal space where appropriate;
- additional processing time and adapted language;
- careful seating, classroom organisation and transitions;
- support from trained adults that scaffolds learning while promoting independence.

Current Targeted Interventions and Additional Provision

Provision is selected according to assessed need and reviewed for impact. Interventions used during 2025-2026 and continuing where appropriate include:

Area of need	Examples of provision
Communication and interaction	Pre-teach vocabulary; pre-teach functional vocabulary; Action Words; Word Aware; Talkabout; Time to Talk; social stories; individual Speech and Language Therapy targets.
Cognition and learning	Rapid Phonics; additional phonics; Lexia; targeted literacy and numeracy programmes; structured pre-teaching and overlearning.
Social, emotional and mental health / interaction	ELSA; Lego Therapy; daily Zones of Regulation; playtime social groups; play-based and instructional games; trusted-adult check-ins where required.
Sensory / physical	Individual reasonable adjustments, movement or regulation support, adapted resources, specialist equipment and programmes advised by Occupational Therapy, Sensory Support or health professionals.

Types of SEND We Provide For

The four broad areas of need help school plan provision, but they do not describe the whole child. Pupils may have needs across more than one area and needs may change over time.

Broad area	Examples
Communication and Interaction	Speech, language and communication needs; social communication differences; autism; communication needs requiring visual or alternative methods.
Cognition and Learning	General or specific learning difficulties affecting areas such as literacy, numeracy, memory, processing, coordination or the rate at which pupils acquire and retain learning.
Social, Emotional and Mental Health	A wide range of social and emotional needs affecting learning, relationships, regulation, attendance or behaviour, including attention/executive-function difficulties and anxiety-related needs.
Sensory and/or Physical	Hearing or vision impairment, multi-sensory impairment, physical disability, medical needs or sensory processing differences that require reasonable adjustments, equipment or environmental adaptations.

Staff Expertise and Training

SEND is a whole-school responsibility. The SENDCo is a qualified teacher, has completed the National Award for SEN Coordination and is part of the school senior leadership team.

School has staff with training and experience in areas including:

- ELSA / emotional literacy and pastoral support;
- speech, language and communication support;
- phonics, early reading and structured literacy interventions;
- numeracy interventions including 1st Class@Number / Success@Arithmetic;
- British Sign Language;
- autism, ADHD / executive-function needs and sensory processing;
- manual handling, medical needs and individual care requirements;
- supporting pupils safely during dysregulation where additional training is required.

During 2025-2026, all teaching staff completed training in identifying and supporting pupils with a dyslexia-type profile. Staff used an agreed checklist to identify non-negotiable classroom approaches, individual/group adaptations and formal interventions. Teaching staff also completed Writing Framework training, alongside other curriculum and medical training.

SEND Training and Development Timeline

Key whole-school SEND training, review and development activity that continues to inform current practice includes:

- January 2023 – learning-environment review.
- June 2023 – Zones of Regulation.
- October 2025 – HINT SEND learning walks, with feedback shared in November 2025.
- February 2026 – Sensory Processing.
- September 2026 - Colourful Semantics and executive-function support – completed and embedded within current SEND practice.

Professional development for 2026-2027 will continue to be informed by pupil need, school monitoring and advice from external services. Leaders will evaluate not only staff confidence but whether training changes classroom practice and improves pupil access, engagement, independence, progress and wellbeing.

Working with External Services and Professional Advice

External advice is used to build school capacity and improve provision, not simply as a referral route. School may work with:

- Northumberland Inclusive Education Service / HINT teams, including autism, speech/language and communication, specific learning difficulties and emotional wellbeing/behaviour support;
- Educational Psychology;
- Sensory Support for hearing, vision and multi-sensory impairment;
- NHS Speech and Language Therapy and Occupational Therapy;
- School Health and other health professionals;
- Children and Young People's Service (CYPS);
- Early Help, EY SEND and children's social care services where appropriate.

Professional involvement may be individual, group, class or whole-school where this is the most effective approach. Advice is recorded, shared with relevant staff, translated into classroom practice / plans, implemented and reviewed for impact. Where advice has been implemented but need remains significant, school returns to the professional or considers further assessment or escalation.

Recent school records show active involvement during 2025-2026 from Speech and Language Therapy, behaviour support, autism support, Early Help, Occupational Therapy, CYPS and Early Years SEND.

The 2026-2027 focus is on checking that advice is implemented consistently and improves provision, rather than measuring success by the number of referrals made.

How School Supports Social, Emotional and Mental Health

School recognises that behaviour can be a form of communication and may indicate an unmet need. Staff seek to understand what lies behind behaviour and consider whether teaching, communication, sensory, environmental or emotional adjustments are required while maintaining safe and respectful expectations for all pupils.

- ELSA and pastoral support;
- Zones of Regulation and explicit teaching of emotional vocabulary and regulation strategies;
- social stories, social groups and structured support at less organised times;
- individual risk, regulation or behaviour plans where required;
- access to a trusted adult and check-ins where appropriate;

- external advice from HINT/NIES, CYPS, Early Help, School Health or other services where needed;
- PSHE and wider personal development opportunities that promote relationships, wellbeing and safety.
- The school's anti-bullying procedures apply to all pupils. Staff take account of SEND-related vulnerability, communication needs and disability when preventing, identifying and responding to bullying.

Attendance and SEND

The ambition for attendance is high for all pupils. Some pupils with SEND face additional barriers linked to health, anxiety, sensory needs, communication, routines or unmet need. School works collaboratively with pupils, parents/carers, the attendance team and external agencies to understand and reduce these barriers.

The Summer 2026 Headteacher report recorded SEND attendance at 91.4% with 17.4% persistent absence using the school's 15% threshold. Attendance therefore remains an important area of focus. Work has included SEND coffee mornings and Education Welfare Officer input around difficult or “wobbly” mornings, alongside individual planning and reasonable adjustments.

Adjustments may include support with routines and transitions, access to a trusted adult, lunchtime/sensory arrangements, adapted expectations where disability requires this, and time-limited reintegration plans. Where a pupil has an EHCP, school considers whether specified provision is being accessed and whether review is required.

Safeguarding and SEND

Pupils with SEND can face additional safeguarding barriers. Staff must not assume that changes in behaviour, mood, presentation or injury are simply part of a pupil's SEND or health condition. Communication difficulties, social isolation, bullying, dependence on adults, intimate care and limited understanding of risk can increase vulnerability.

Safeguarding concerns involving a pupil with SEND are shared with the Designated Safeguarding Lead in line with school procedures, with close liaison with the SENDCo where appropriate. Communication and pastoral support are adapted so pupils can express concerns and understand how to keep themselves safe, including online.

Behaviour, Suspension and Exclusion

When responding to behaviour involving a pupil with SEND or a disability, staff and leaders consider the pupil's individual needs, relevant reasonable adjustments, provision already in place and any contributing factors. Repeated suspension would trigger a review of whether current support is effective and whether additional or specialist strategies are required.

Suspension and permanent exclusion are managed in accordance with current statutory guidance and the Equality Act 2010. Pupils are not sent home for disciplinary reasons without this being formally recorded as a suspension. Managed moves are permanent and voluntary rather than trial placements; where a temporary placement is required to improve behaviour, the statutory off-site direction process is followed.

How School Involves and Supports Parents and Carers

Parents and carers know their children well and are partners in identifying need, planning provision and reviewing progress. School aims for communication to focus on strengths and solutions as well as concerns, with agreed actions recorded.

Initial concerns	Feedback and review	Further support
Where school or a parent is concerned about progress or development, concerns are discussed promptly. Initial concerns are recorded and a plan of action / monitoring is agreed where required.	Parents/carers of pupils on SEN Support are offered regular opportunities, at least termly, to discuss progress, provision and next steps through SEND catch-ups / reviews. Parents also receive the usual school reports and consultation opportunities.	School explains referrals and statutory processes in accessible language. Families are involved in EHC needs assessment / COSA evidence, annual reviews and transition planning, and are signposted to Northumberland Local Offer and SENDIASS where appropriate.

Recent parent engagement has included SEND coffee mornings, Reception / Nursery transition activities, school readiness work, annual reports and individual meetings. The Education Welfare team has also contributed to SEND-focused parent work around attendance barriers.

Independent information, advice and support is available from Northumberland SENDIASS: 01670 623555 / 01670 620350; iass@northumberland.gov.uk; www.northumberlandiass.org.uk.

Northumberland's SEND Local Offer, including information about education, health, social care, leisure and preparing for adulthood, is available at www.northumberlandsend.co.uk.

How the School Collects the Views of Pupils with SEND

Pupil voice is a core part of assessment, planning and review. Pupils are supported to communicate their strengths, aspirations, worries, what helps them learn and what they would like to change. Communication methods are adapted to age, development and preferred means of communication.

Pupil views inform Pupil Passports, SEN Support Plans, EHCP annual reviews, transitions and wider evaluation of SEND provision. Where communication is difficult, staff use visuals, supported conversation or other appropriate approaches rather than assuming a pupil cannot contribute.

Transition

Transition can be a vulnerable time for pupils with SEND. Planning takes place with the pupil, family, current and receiving staff and relevant external professionals. This includes transition into Nursery / Reception, between year groups, into or from another school and transfer to secondary education.

- additional visits or phased familiarisation;
- photographs, visual preparation or social stories;
- key-adult introductions and opportunities to ask questions;
- detailed sharing of Pupil Passports, SEN Support Plans, EHCP information and effective strategies;
- additional transition work with secondary schools and external professionals where appropriate.

During Summer 2026, school arranged additional transition for pupils with SEND moving to secondary placements alongside wider Year 6 transition work and transition mornings.

Preparation for adulthood begins in an age-appropriate way throughout primary school. This includes developing independence, communication, self-advocacy, decision-making, relationships, resilience and aspirations for the next stage of education and later life.

Looked After and Previously Looked After Children with SEND

Where a looked after or previously looked after child also has SEND, the SENDCo works closely with the Designated Teacher, carers, social worker, Virtual School and other professionals as appropriate. SEN Support, EHCP provision and Personal Education Plan arrangements are coordinated so that education, care and SEND planning support the same agreed outcomes.

SEND Development Priorities for 2026-2027

The SEND Action Plan has been simplified to five priorities so that improvement work remains manageable and can be implemented and reviewed well. These priorities also provide evidence for Stakeford's Inclusion Strategy Statement.

- Keep SEND systems, governance and the Inclusion Strategy current.
- Make inclusive classroom practice and the graduated approach consistent.
- Use HINT/NIES and other external services to improve school practice and build staff capacity.

- Ensure EHCP/Wave 3 provision and targeted interventions are delivered, monitored and reviewed for impact.
- Strengthen communication, SEMH, sensory regulation, attendance and the learning environment.

Roles and Responsibilities

Headteacher

- Provides strategic leadership for inclusion and ensures SEND is integral to school improvement, curriculum, staffing, attendance, behaviour and safeguarding.
- Works with the SENDCo and governing body to ensure statutory duties are met and resources are used effectively.
- Monitors outcomes, provision, staffing capacity, attendance and exclusion patterns for pupils with SEND.

SENDCo

- Oversees the day-to-day operation and strategic development of SEND policy and provision.
- Supports teachers with identification, APDR, OAP, reasonable adjustments and implementation of professional advice.
- Coordinates provision, EHC needs assessment requests, EHCP arrangements and annual reviews.
- Uses provision mapping, intervention evidence, staff feedback and pupil/parent voice to evaluate impact and identify development priorities.
- Liaises with parents/carers, pupils, external professionals, other settings and the Local Authority.

Class Teachers

- Remain responsible and accountable for the progress, participation and development of every pupil in their class.
- Know and implement relevant Pupil Passports, SEN Support Plans, EHCP provision and reasonable adjustments.
- Provide High Quality Teaching, assess response to support and contribute evidence to reviews.
- Plan effectively with support staff, ensuring pupils continue to receive direct teacher instruction and opportunities for independence.

Teaching Assistants and Support Staff

- Work under the direction of the class teacher and contribute observations to planning and review.
- Supplement, rather than replace, the teacher and use scaffolding that develops independence.
- Deliver structured interventions as trained and planned, recording information needed to evaluate impact.
- Understand the communication, regulation, sensory, safety and safeguarding needs of pupils they support.

Governing Body / SEND Governor

- Maintains strategic oversight of SEND and the school's best-endeavours / Equality Act duties.
- Reviews information on provision, outcomes, attendance, exclusion, staffing capacity and pupil/parent voice.
- Supports and challenges leaders and contributes to review of SEND policy and the SEND Information Report.

Funding, Staffing and Resources

School uses its SEND resources strategically according to the needs of the current cohort. Provision is planned through the SEN register, Pupil Passports / SEN Support Plans, EHCP provision tracking, whole-school provision mapping and intervention records. Staffing and intervention decisions are reviewed against evidence of impact while recognising statutory duties and the need for sustainable inclusive provision.

The school has a high proportion of pupils with SEND and a significant number of EHCPs. This creates substantial demand for staffing, intervention, specialist support and appropriate spaces. Leaders and governors therefore keep SEND capacity and resource deployment under regular review.

Complaints

Concerns about SEND provision should normally be raised with the class teacher and/or SENDCo in the first instance so that they can be addressed promptly. If a concern is not resolved, parents/carers may use the school's Complaints Policy. Independent SEND information, advice and support is available through Northumberland SENDIASS and the Northumberland Local Offer.

Further Information

- Stakeford Primary School SEND Policy 2026-2027;
- Stakeford Primary School Accessibility Plan and Equality information;
- Northumberland SEND Local Offer and Ordinarily Available Provision guidance: www.northumberlandsend.co.uk;
- Northumberland SENDIASS: www.northumberlandiass.org.uk | 01670 623555 / 01670 620350 | iass@northumberland.gov.uk;
- School Behaviour / Relationships, Attendance, Safeguarding and Medical Conditions policies.
- Stakeford SEND Action Plan 2026-2027 and Inclusion Strategy Statement (when published).

Review of this SEND Information Report

Report date	September 2026
Approved by governors	
Review date	September 2027, or sooner if information changes