The Drive Community Primary School

SEND Information Report 2026-2027

About Our School

The Drive Community Primary School is a maintained mainstream school for children aged 2 to 11 years. We are committed to providing an inclusive, nurturing and ambitious learning environment where every child is valued, respected and supported to achieve their full potential. We believe that inclusion means ensuring all children can participate, achieve and feel a sense of belonging regardless of their individual needs, background or abilities.

We recognise that some children may have Special Educational Needs and Disabilities (SEND) and require provision that is additional to or different from that ordinarily available through Quality First Teaching. We work closely with pupils, families, Gateshead Local Authority and external professionals to identify needs early, remove barriers to learning and ensure children receive the support they need to thrive academically, socially and emotionally.

The SENDCo is Mrs Rebecca Farren (Headteacher) and the Deputy SENDCo is Ms Deborah Tate (Learning Support Teacher). They can be contacted via the school office on 0191 4210390 or by email at thedriveprimary@gateshead.gov.uk.

Our Inclusive Ethos

At The Drive Community Primary School, we are committed to:

- Providing equitable access to learning for all pupils.
- Delivering high-quality inclusive teaching through Quality First Teaching.
- Celebrating diversity and recognising pupils' individual strengths and talents.
- Promoting independence, wellbeing and positive outcomes.
- Working in partnership with pupils, parents and carers.
- Following the principles of the Gateshead SEND Strategy and Gateshead SEND Thresholds.
- Ensuring children are fully included in all aspects of school life and are prepared for future learning and adulthood.

How We Identify SEND

The school is committed to the early identification of SEND and uses a range of information to identify potential needs. This includes:

- Teacher observations and assessments.
- Progress and attainment data.
- Attendance and wellbeing information.
- Parent and carer concerns.
- Pupil voice.

- Advice from external professionals.

A child may be identified as having SEND if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability that prevents or hinders them from making use of educational facilities generally provided in mainstream schools. Slow progress alone does not necessarily mean a child has SEND. Equally, some children with SEND may attain at age-related expectations. Careful assessment is undertaken to understand each child's strengths and barriers to learning.

Areas of SEND

In line with the SEND Code of Practice, we support pupils across four broad areas of need:

Communication and Interaction

Children may experience difficulties with speech, language, understanding, social communication and interaction. This may include children with Autism Spectrum Disorder (ASD).

Cognition and Learning

Children may experience difficulties with learning, memory, information processing, literacy, numeracy or organisation. This includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH)

Children may experience anxiety, emotional regulation difficulties, attachment needs, low self-esteem, trauma-related needs or other barriers affecting emotional wellbeing and engagement in learning.

Sensory and/or Physical Needs

Children may require support because of hearing impairment, visual impairment, physical disability, sensory processing differences, medical needs or multi-sensory impairment.

Quality First Teaching and Adaptive Practice

High-quality teaching is the foundation of our approach to SEND. Teachers are responsible and accountable for the progress and development of all pupils in their class. Teachers adapt teaching to meet individual needs through:

- Scaffolding and differentiated activities.
- Visual supports and practical resources.
- Pre-teaching and reinforcement of vocabulary.
- Additional processing time.
- Targeted questioning.
- Flexible grouping.
- Assistive technology and specialist equipment where required.
- Adapted recording methods.
- Concrete, pictorial and abstract approaches in mathematics.
- Kagan Cooperative Learning structures promoting communication and participation.

All pupils have access to a broad, balanced and ambitious curriculum.

What Support Might My Child Receive?

The support provided will depend on your child's individual strengths and needs. Support may include:

Classroom Support

- High-quality adaptive teaching through Quality First Teaching.
- Differentiated and scaffolded learning activities.
- Visual timetables and visual supports.
- Pre-teaching of key vocabulary and concepts.
- Additional processing and response time.
- Flexible grouping and cooperative learning opportunities.
- Adapted resources and assistive technology where required. 7

Teaching Assistant Support

Teaching Assistants work under the direction of the class teacher and SENDCo to support pupils with identified needs. Support may include:

- Delivering targeted interventions and support programmes.
- Supporting the implementation of SEND Support Plans and Education, Health and Care Plans (EHCPs).
- Supporting communication, social interaction and emotional regulation.
- Encouraging independence, confidence and participation in learning.
- Providing support during unstructured times such as playtimes, lunchtimes and transitions where appropriate.
- Monitoring progress and sharing observations with teachers and the SENDCo.

Academic Interventions

- Sounds-Write interventions to support phonics, reading and spelling development.

- Number Sense interventions to develop early number knowledge and mathematical understanding.
- Precision Teaching programmes where appropriate.
- Small group literacy and numeracy interventions.
- Targeted support to develop memory, organisation and independent learning skills.

Social, Emotional and Mental Health Support

As a Thrive school, we provide a range of support to promote emotional wellbeing and resilience, including:

- Thrive sessions.
- Access to the school's Wellbeing Hub.
- Opportunities to speak with trusted adults.
- Friendship and social skills groups.
- Emotional literacy support.
- Kalmer Counselling where appropriate.
- Support using the PACE (Playfulness, Acceptance, Curiosity and Empathy) and WIN (Wonder, Imagine, Notice) approaches.

Sensory and Regulation Support

Some children may require additional support to regulate their emotions, attention and sensory needs. Provision may include:

- Sensory regulation support.
- Movement and sensory breaks.
- Access to calming and regulation spaces.
- Personalised sensory strategies recommended by school staff or external professionals.
- Support to develop self-regulation and emotional awareness skills.

Early Years SEND

We are committed to identifying and supporting SEND at the earliest opportunity. Staff work closely with families, health professionals and previous settings to ensure children receive the support they need from the beginning of their educational journey.

Where appropriate, home visits may be offered to support successful transition into school and to gather valuable information about children's strengths and needs.

The Graduated Approach

The school follows a graduated approach known as:

Assess

Information is gathered about a child's strengths, needs and barriers to learning through assessment, observations, discussions with parents and pupil voice.

Plan

Outcomes, provision and support strategies are agreed with parents, staff and pupils where appropriate.

Do

The agreed support is implemented. The class teacher remains responsible for the child's progress and works alongside support staff and external agencies where required.

Review

Provision and outcomes are reviewed regularly with parents and pupils. Adjustments are made where necessary to ensure support remains effective.

Children receiving SEND Support will have a SEND Support Plan which is reviewed at least termly.

Gateshead SEND Thresholds

The school uses the Gateshead SEND Thresholds to identify levels of need and support planning. These thresholds help ensure consistency across education, health and social care services and support decision-making regarding provision and referrals.

Assessing, Monitoring and Reviewing Progress

Progress is monitored through:

- Ongoing teacher assessment.
- Standardised assessments.
- Pupil progress meetings.
- SEND Support Plan reviews.
- Discussions with pupils and parents.
- Advice from external agencies where appropriate.

The effectiveness of interventions and provision is regularly reviewed and adapted if necessary.

Involving Parents, Carers and Pupils

Parents and carers are central to decision-making and are encouraged to work in partnership with the school. We believe children achieve best when families and school work together.

Parents can be involved through:

- Parent consultation meetings.
- SEND review meetings.
- Annual reviews.
- Informal discussions and telephone calls.
- Support Plan reviews.

Pupil voice is highly valued. Children are encouraged to share their views, aspirations and preferences regarding support and provision.

Education, Health and Care Plans (EHCPs)

Some children may require support beyond that which can be provided through SEND Support. In these cases, the school may request an Education, Health and Care Needs Assessment from Gateshead Local Authority.

Where a child has an EHCP:

- The provision specified within the EHCP will be implemented.
- Progress towards outcomes will be monitored.
- Annual Reviews will be held.
- Parents, pupils and professionals will contribute to reviews and future planning.

Working with External Agencies

The school works closely with a range of professionals and services, including:

- Educational Psychology Service.
- SEND Improvement Team.
- HINT.
- Speech and Language Therapy.
- Occupational Therapy.
- School Health Service.
- Vision and Hearing Support Services.
- Emotional Wellbeing Services.

- Children and Young People's Services (CYPS).
- Social Care Services where appropriate.

Safeguarding and SEND

The safety and wellbeing of all pupils is our highest priority. We recognise that some children with SEND may be more vulnerable to abuse, bullying, neglect or exploitation and may find it harder to communicate concerns.

The Designated Safeguarding Lead and SENDCo work closely together to ensure pupils receive appropriate support and protection. Staff receive appropriate safeguarding training and remain alert to the additional vulnerabilities some children with SEND may experience.

Attendance

The school recognises that some pupils with SEND may face additional barriers to attendance. We work closely with families and external agencies to identify and remove barriers wherever possible. Our aim is to ensure pupils access education consistently and achieve positive outcomes.

Staff Expertise and Training

The school is committed to ongoing professional development. Staff receive ongoing professional development in areas including Autism, Speech, Language and Communication Needs, Attachment and Trauma, Thrive, Sensory Regulation, Sounds-Write, Number Sense, Social, Emotional and Mental Health, Medical Needs, Safeguarding and the Gateshead SEND Thresholds. The school is proactive in identifying training needs and seeking specialist training to meet the needs of pupils currently attending the school.

Accessibility

The school is fully accessible to pupils and visitors with physical disabilities.

Facilities include:

- Disabled parking bays.
- Ramped access.
- Accessible toilets.
- Induction loop system.
- Accessible dining facilities.
- Accessible outdoor areas.
- Private medical room.

- The school's Accessibility Plan is available on request.

Transition Arrangements

We understand that transitions can be challenging for some pupils.

Support may include:

- Additional visits.
- Transition meetings.
- Social stories.
- Enhanced transition programmes.
- Liaison with previous and receiving schools.
- Transfer of SEND documentation.
- Meetings with secondary SENDCos.

Children with EHCPs will have transition arrangements discussed through their Annual Review process.

Preparation for Adulthood

Preparation for adulthood begins from the earliest years.

We support pupils to develop:

- Independence.
- Communication skills.
- Emotional resilience.
- Positive relationships.
- Decision-making skills.
- Community participation.
- Aspirations for the future.

Our aim is for every child to leave The Drive Community Primary School as a confident, resilient and successful learner who is ready for the next stage of education and life.

Admissions

The Drive Community Primary School welcomes applications from all pupils, including those with SEND.

Admissions are managed in accordance with the School Admissions Code, Equality Act 2010 and Children and Families Act 2014. Pupils with SEND are admitted on the same basis as their peers, and reasonable adjustments are made where required.

Funding for SEND

Most SEND provision is funded through the school's delegated budget. Additional funding may be available through High Needs Funding where a child has an EHCP. Decisions about provision are based on identified needs and desired outcomes.

Complaints and Resolving Concerns

We encourage parents and carers to discuss concerns with the class teacher or SENDCo in the first instance. We will always seek to resolve concerns promptly and collaboratively.

If concerns remain unresolved, parents may follow the school's Complaints Procedure. Advice and support is available through Gateshead SENDIASS.

Gateshead Local Offer

Further information about services and support available for children and young people with SEND can be found through the Gateshead Local Offer:

https://gateshead-localoffer.org

The Local Offer provides information about education, health and social care services, SEND processes, support organisations and advice available across Gateshead.

Reviewed: September 2026
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