



SEND Information Report

October 2026

SENDCo
Alex Irving

Headteacher
Hannah Salkeld

Welcome and purpose

Fellview Primary School is committed to helping every child feel included, make progress and take part in school life. This report explains how we identify and support children with special educational needs and disabilities (SEND), how we work with families and how we access specialist advice when needed.

The report forms part of the information schools publish about their SEND provision. It should be read alongside the school's SEND policy, accessibility plan, admissions information and complaints policy. We review this report annually and update it when arrangements change.

Who should I contact?

Class teacher: the first point of contact if you have a concern about your child's learning, development or wellbeing.

Headteacher: Hannah Salkeld- head@fellview.cumbria.sch.uk

SENDCo: Alex Irving- a.irving@fellview.cumbria.sch.uk

School telephone: 016974 78437

School email: admin@fellview.cumbria.sch.uk

We encourage parents and carers to speak to us early. If you remain concerned after speaking with the class teacher, please contact the SENDCo or headteacher.

Which needs do we support?

As a mainstream primary school, Fellview aims to identify barriers to learning and make appropriate provision for pupils with a range of needs. These may relate to communication and interaction; cognition and learning; social, emotional and mental health; or sensory and/or physical needs.

The support appropriate for an individual child depends on their strengths, needs and circumstances.

How do we identify and assess SEND?

We invite parents and carers to share information about a child's learning, development, health and support needs before they start school. Where helpful, we arrange additional transition visits or other transition support.

Class teachers monitor pupils' learning, participation and progress. Staff discuss concerns with colleagues and the SENDCo, including at regular staff meetings and half-termly SEND liaison meetings. We work in partnership with parents and carers to understand concerns and agree next steps.

Where appropriate, we may use observations, classroom assessment, information from families and advice from relevant professionals to build a clearer picture of a child's needs. Support is planned early where possible and reviewed to see whether it is helping.

How will my child be supported?

The class teacher remains responsible for the progress and learning of every child in their class, including pupils with SEND. Teaching is adapted to reduce barriers and help pupils access the curriculum. Strategies may include clear instructions, breaking tasks into manageable steps, visual prompts, key-word support, appropriate resources, ICT and targeted teaching programmes.

Some pupils may benefit from additional teaching in a small group or individually with a member of staff. The nature, frequency and duration of support depend on the child's identified needs and the impact of previous strategies. Support may take place in class or in a separate space where appropriate.

If a child needs provision beyond everyday classroom adaptations, the school may use an individual plan with specific, measurable targets. Parents and carers, and pupils where appropriate, are involved in setting and reviewing targets and identifying next steps.

How do we review progress and check that support is working?

Teachers assess learning throughout the year and review progress formally each term. The headteacher meets with staff each term to discuss pupil progress. The school uses this information to consider whether teaching strategies and additional support are making a positive difference.

Parents and carers can discuss progress with the class teacher and relevant staff. Parent consultation meetings are held twice a year and a written report is sent home at the end of the academic year. Where a child has an individual plan, targets are reviewed with the family and the child, as appropriate.

If a child's needs are complex or continue to present barriers, we may seek advice from external specialists. For some children, an Education, Health and Care needs assessment may be considered with the family and relevant professionals. The local authority decides whether an Education, Health and Care Plan (EHCP) is issued.

How do we support wellbeing and participation?

Pastoral care and wellbeing are part of everyday school life. Staff listen to children's views through discussion, self-assessment, class activities and school council. Children's views are considered when planning support in an age-appropriate way.

Where needed, a member of staff may act as a key adult to provide additional pastoral support. The school has a policy for the administration of medicines. Concerns about bullying are addressed in line with the school's anti-bullying arrangements and sensitively, with the child's safety and wellbeing in mind.

We aim for pupils with SEND to take part in the wider life of the school alongside their peers, including physical education, trips, visits, clubs and other activities. We work with families to plan for individual needs; additional adult support may be arranged where possible and appropriate.

Staff expertise and specialist services

Staff receive training relevant to the needs of pupils in school. The school's existing report records that staff have experience in supporting a range of needs and that senior and higher-level teaching assistants have received training in areas including phonics, literacy, maths and mental health.

The school seeks specialist advice where appropriate to a child's needs. Services accessed in the past or where relevant may include educational psychology, speech and language therapy, specialist advisory teachers, Child and Adolescent Mental Health Services (CAMHS) and voluntary or family-support organisations. Access depends on referral criteria, professional advice and service availability.

Our headteacher is a qualified SENDCo who is supporting and working alongside our SENDCO, Alex Irving, who is currently undergoing her qualification.

Equipment, facilities and accessibility

Resources and equipment are considered according to pupils' needs. This may include adapted learning materials, ICT or other practical resources. Additional facilities or specialist equipment may be sought where appropriate and available.

Fellview has an accessibility plan intended to improve access for disabled pupils. Families are encouraged to discuss any access requirements before a visit, trip or activity so that arrangements can be considered in advance.

Admissions for disabled pupils are handled in line with the school's published admissions arrangements and applicable equality duties. The school aims to ensure that disabled pupils are not treated less favourably and that reasonable steps are considered to support access and participation.

Transitions

We liaise with the on-site nursery and feeder secondary schools to support transitions. Where a child would benefit, we plan additional visits, share relevant information with the receiving setting and agree strategies to help the child feel prepared. Parents and carers are involved in transition planning.

How are resources allocated and decisions made?

The school considers pupils' needs, progress and the impact of existing provision when deciding how to use staff time, learning resources and any SEND funding. Decisions are discussed with staff and, where appropriate, parents and carers, pupils and external professionals. Provision is reviewed to check whether it is effective and whether changes are needed.

Working with parents, carers and pupils

We value families' knowledge of their children and encourage regular, open communication. Parents and carers are involved in discussions about concerns, support, targets, reviews and next steps. Children and young people are encouraged to share their views in ways appropriate to their age and communication needs.

Complaints and advice for families

If you have a concern about SEND provision, please first speak to the class teacher and/or SENDCo. If the concern is not resolved, contact the headteacher. Formal complaints are handled in line with the school's published complaints policy, which should be consulted for the full procedure.

Parents and carers can also seek information and support from the local authority's SEND Information, Advice and Support Service (SENDIASS). Please check the local authority website for current contact details and eligibility.

The local authority's Local Offer explains the SEND support and services available locally. Find it here: [Cumberland SEND Local Offer](#)

Useful links for families

- [Cumberland SEND Local Offer](#) — local services, education, health and care information.
- [Cumberland SEND Information, Advice and Support Service \(SENDIASS\)](#) — impartial information and advice for families.
- [Fellview Primary School SEND and Inclusion page](#) — school SEND information and policy links.
- [Fellview Primary School contact page](#) — school contact details.