

Furrowfield School

SEND Information Report



2026-2027

1. Introduction

At Furrowfield School, we are committed to providing an ambitious, inclusive and highly personalised education for every student. As a specialist secondary school for students with Social, Emotional and Mental Health (SEMH) needs, we recognise that successful outcomes are achieved when education, therapeutic support, safeguarding and wellbeing work together. All students attending the school have an Education, Health and Care Plan (EHCP), and many also present with additional needs including Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Speech, Language and Communication Needs (SLCN), Dyslexia, Dyspraxia, Pathological Demand Avoidance (PDA), sensory needs, physical disabilities, attachment difficulties and medical conditions.

Our vision, Together We Succeed, reflects our belief that every young person can achieve positive outcomes when provided with the right support, opportunities and relationships. Through our ethos of Belong Together, students are supported to become imaginative, inquisitive, resilient, reflective and collaborative learners through the values of the Furrowfield Way.

This report complies with:

- Children and Families Act 2014
- SEND Code of Practice 0–25 Years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education
- The Equality Act Disability Discrimination requirements
- Local Authority SEND Local Offer Requirements

2. SEND and Furrowfield School

According to the SEND Code of Practice, a child or young person has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

A young person has SEND if they:

- Have significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age

At Furrowfield School, SEND is viewed through a strengths-based approach. We recognise and celebrate each student's unique talents, interests and aspirations whilst identifying barriers to learning and participation. As a specialist provision for students with a primary need of SEMH we support our students on their secondary educational journey.

3. School Context

Furrowfield School is a specialist SEMH secondary school for students aged 11–16 years. The school works with students whose needs require specialist provision beyond that available within mainstream settings. The school provides education through a combination of academic, vocational, therapeutic and nurture pathways to ensure that individual needs are met.

Our curriculum is designed to improve life chances and support students to become successful citizens who are prepared for adulthood, employment, further education and independent living. Careers education, preparation for adulthood and personal development are woven throughout the curriculum with includes a number of pathways including academic, vocational, therapeutic and nurture.

4. Categories of Need Supported

Students attending Furrowfield School may have needs across one or more of the four broad areas identified within the SEND Code of Practice.

Communication and Interaction

This may include:

- Autism Spectrum Condition (ASC)
- Speech and Language difficulties
- Social Communication difficulties
- Language processing difficulties
- Pathological Demand Avoidance (PDA)

Support may include visual supports, communication-friendly classrooms, individual intervention programmes and specialist advice from Speech and Language professionals.

Cognition and Learning

This may include:

- Dyslexia
- Dyscalculia
- Dyspraxia
- Specific learning difficulties
- Moderate learning difficulties

Interventions are designed to close gaps in learning and support students to access our ambitious curriculum.

Social, Emotional and Mental Health

Students may experience:

- Anxiety
- Trauma
- Attachment difficulties
- Mental health difficulties
- ADHD
- Emotional regulation needs
- Low self-esteem

This area forms the school's specialist area of expertise.

Sensory and Physical Needs

Students may require support relating to:

- Hearing impairment
- Visual impairment
- Multi-sensory impairment
- Physical disabilities
- Medical conditions

Appropriate adaptations, resources and specialist support are implemented where required.

5. Identifying and Assessing Need

All students arrive with an Education, Health and Care Plan; however, assessment remains an ongoing and dynamic process.

Assessment information is gathered from:

- Previous schools
- Parents and carers
- Educational Psychology reports
- Local Authority documentation
- Medical professionals
- Social Care colleagues
- External agencies

Additional assessment may include:

- CAT assessments
- Reading assessments
- Literacy assessments
- Curriculum assessments
- Therapeutic assessments
- Communication assessments
- Behaviour analysis
- Emotional wellbeing screening

Assessment information is used to identify individual barriers to learning and inform provision.

6. The Graduated Approach: Assess, Plan, Do, Review

Although all students arrive with EHCPs, Furrowfield continues to use the graduated approach described in the SEND Code of Practice.

Assess

Leaders, teachers, associate staff including teaching assistants, parents/carers, our counselling team, our Be Kind Mentor and external professionals identify strengths and areas of need.

Plan

Targets and interventions are agreed, including strategies to support academic progress, wellbeing and social development.

Do

Appropriate support is implemented.

Review

Progress is reviewed through:

- EHCP Reviews
- Annual Reviews
- Progress meetings
- Parent consultations
- Multi-agency reviews
- Intervention evaluations
- Student Information Sheet updates to all staff

This ensures provision remains responsive and effective.

7. Curriculum Provision

The curriculum at Furrowfield School is ambitious, broad and personalised. It has been designed to ensure students develop academically, socially, emotionally and vocational.

The curriculum includes:

Academic Pathway	Delivering National Curriculum and a real breadth of accredited qualifications including GCSEs, BTECs, Functional Skills, Entry Level Qualifications and AQA Unit Awards.
Vocational Pathway	Providing practical learning opportunities and industry-related experiences including experience in construction, mechanics, hairdressing and beauty.
Therapeutic Pathway	Supporting emotional regulation, wellbeing and personal growth through art, play, physical, nature, nurture, lego, cooking, counselling and nurture therapy.
Nurture Pathway	Providing targeted support for students requiring enhanced emotional and relational interventions.

The curriculum reflects the principles of the Furrowfield Way and promotes independence, resilience and preparation for adulthood.

8. How We Adapt Teaching

Teaching is adapted to meet individual needs through:

- Small class sizes
- Additional adult support
- Adaptive teaching
- Scaffolded learning
- Visual supports
- Personalised resources
- Reading interventions
- Therapeutic approaches
- Flexible learning environments
- Environmental adaptations - dimmable lighting and specific rooms to support a therapeutic approach

All staff maintain high expectations whilst ensuring students can successfully access learning.

9. Additional Support and Interventions

Support may include:

- Literacy intervention including phonics support from our Reading Leader Mr D Ridley
- Numeracy intervention
- Reading programmes
- Social skills development
- Emotional literacy support
- Keyworker intervention
- Behaviour support programmes
- Counselling
- Careers mentoring
- Therapeutic support

Interventions are monitored regularly to ensure positive impact.

10. Social, Emotional and Mental Health Support

As a specialist SEMH school, emotional wellbeing is central to the school's work.

Provision includes:

- Keyworkers/ Tutors
- Therapeutic conversations
- Counselling
- Child Therapist involvement
- Emotional regulation support
- Mindfulness activities
- Resilience programmes
- Social skills groups
- Nurture interventions

Students are supported to understand their emotions, develop positive coping strategies and build healthy relationships.

11. Behaviour and Attitudes

The school's approach is built upon positive relationships, high expectations and restorative practice.

The Furrowfield Way promotes:

- Respect
- Responsibility
- Kindness
- Resilience
- Reflection

Where additional support is required, students may have:

- Individual Behaviour Support Plans
- Risk Assessments
- Positive Handling Plans
- Emotional Regulation Plans
- Therapeutic Support Strategies
- All students have a Student Information Sheet which is updated on a termly and annual basis

This approach promotes positive behaviour and emotional wellbeing.

12. Personal Development

Personal Development is a significant strength of the school offer.

Students benefit from:

- Forest School
- Nature Therapy
- Gardening Club
- Sports activities
- Music opportunities
- Educational visits
- Careers education
- Enrichment activities
- British Values education
- PSHRE - the Futures programme
- Citizenship

These opportunities broaden experiences and prepare students for successful adult lives.

13. Preparation for Adulthood

Preparation for Adulthood begins from admission and develops throughout a student's time at school.

Provision includes:

- Career guidance interviews
- Work-related learning
- Employer encounters
- Vocational courses
- College visits
- Work experience opportunities
- Independent travel discussions
- Employability skills development

Preparation for Adulthood outcomes are reviewed through EHCP processes and Annual Reviews.

14. How We Support Families

We believe strong partnerships with families improve outcomes.

Parents and carers are involved through:

- EHCP Reviews
- Annual Reviews
- Parent consultation evenings
- Telephone communication
- Email communication
- Multi-agency meetings
- Information sharing

Parents are encouraged to actively participate in planning and reviewing their child's provision.

15. Specialist Services and Multi-Agency Working

The school collaborates with:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Service
- CYPS
- Gateshead SEN Team
- Gateshead Social Care
- Family Support Services
- Local Authority Teams
- Youth Justice Service
- Police

Working together ensures joined-up support for students and families.

16. Transition Arrangements

Transition arrangements include:

Primary to Secondary

- Enhanced transition programmes
- Regular visits throughout the year for students and Parents/Carers

- Parent/Carer Meetings
- Increased programmed visits in the Summer Term including in August to reduce anxiety
- Information sharing
- Family meetings

Within School

- Class transition arrangements
- Personalised support plans
- Student Information Sheets

Post-16

- College visits
- Careers guidance
- Transition planning
- Multi-agency support

Careful planning ensures students are well prepared for future stages of education and adult life.

17. Accessibility

The school is committed to inclusion and accessibility.

Facilities include:

- Accessible parking
- Ramped access
- Lift access
- Accessible toilets
- Accessible dining areas
- Quiet spaces such as the Exhibition Space and the Quiet Room
- Specialist equipment and areas such as the fitness suite, cardio room and the Therapeutic Assessment and Support Centre (TASC)
- Individual evacuation plans

Reasonable adjustments are made to ensure equal access for all students.

18. Attendance

Attendance is a key priority at Furrowfield School because regular attendance significantly improves life chances, educational outcomes and future opportunities.

The school works closely with families and external agencies to:

- Remove barriers to attendance
- Support vulnerable students
- Celebrate improved attendance
- Promote positive engagement with school
- From September 2026 the school will have a full time Family Liaison Officer

Attendance is monitored carefully and support is put in place for all families to reduce barriers to attendance.

19. Safeguarding

Safeguarding is everyone's responsibility and underpins all aspects of school life.

At Furrowfield School safeguarding is:

- Child-centred
- Proactive
- Relational
- Inclusive
- Embedded throughout the curriculum

Staff receive regular safeguarding training in line with Keeping Children Safe in Education. The school maintains a strong culture where students feel safe, valued and listened to.

20. Staff Expertise and Training

Staff undertake ongoing professional development including:

- SEMH training
- Attachment awareness
- Autism training
- ADHD awareness
- Trauma-informed practice
- Safeguarding
- Mental health
- Positive handling
- De-escalation strategies
- First aid

This ensures provision remains current, effective and responsive to students' needs.

21. Monitoring the Effectiveness of Provision

Leaders and governors evaluate SEND provision through:

- Student progress
- EHCP outcomes
- Attendance information
- Behaviour information
- Student voice
- Parent voice
- Quality assurance activities
- Annual Reviews
- External professional feedback

This supports continuous improvement and ensures provision remains effective.

22. Complaints

Parents or carers with concerns should contact the school in the first instance.

Concerns may be discussed with:

- A member of the Senior Leadership Team
- SENDCo (who are all members of the Senior Leadership Team)
- Head Teacher

Where concerns remain unresolved, the school's Complaints Policy should be followed. Independent advice is also available through SEND Information, Advice and Support Services.

23. Local Offer

Information about services available across Gateshead can be found through the Gateshead SEND Local Offer. The Local Offer provides information relating to education, health and social care provision for children and young people with SEND. The Local Offer in Gateshead is extensive. Please contact Furrowfield School in regard to this to be signposted to additional support and provision for all families.

24. Key Contacts

Head Teacher: Miss H. E. Scott

SENCOs: Mrs T. Day, Mrs A. Ridley, Mrs V. Woodhouse, Mr N. Storey

Telephone: 0191 495 4700

In summary

At Furrowfield School, we are ambitious for every student. Through high-quality teaching, therapeutic support, strong safeguarding, meaningful partnerships and a relentless focus on improving life chances, we enable students to achieve positive outcomes and prepare successfully for adulthood. Guided by our vision of Together We Succeed and our commitment to Belong Together, we ensure that every student is supported to thrive academically, socially and emotionally.