

Special Educational Needs & Disability Information Cragside C of E Primary School



“Let Your Light Shine”

Our school motto, 'Let Your Light Shine' is taken from St Matthew's Gospel and encapsulates the aim of our school; to provide encouragement and opportunities for everyone to discover and use the gifts and talents they have been given. We seek to enable all to flourish and achieve their full potential.

We appreciate that you know your child best and that you may feel that they need some additional help or support for some or all of their time at school.

This document is to inform you of the types of support available for children at Cragside C of E Primary School.

We hope that it will help you to understand who will help you if you are worried and how any additional support can be accessed.

Updated: November 2021

SCHOOL NAME	Cragside C of E Primary School		
TYPE OF SCHOOL	Voluntary Aided Church of England Primary School		
Headteacher	Mrs Joanne Parker		
Chair of Governors and SEND Governor	Chair of Governors – Mrs Carly Harbottle SEND Governors – Dr Honor Parker and Mrs Beverly Morris		
SENDCO	Mrs Joanne Parker		
Contacts	School Office – 01670 714200 admin@cragside.northumberland.sch.uk		
Core Offer	We are able to deliver a broad and balanced curriculum which can be personalised to meet the needs of children with differing learning styles and additional needs.		
% SEND Pupils	16%		
ACCESSIBILITY	Fully wheelchair accessible	Yes	
	Auditory/Visual enhancements	No	
	Other Adaptations	Yes	
POLICIES	Does the school publish the following policies on its website?	SEND (Special Educational Needs and Disabilities)	Yes
		SAFEGUARDING (referencing KCSIE Sept 2021)	Yes
		Supporting Children with Medical Needs	Yes
		BEHAVIOUR for LEARNING	Yes
		EQUALITY & DIVERSITY	Yes
	Is the school aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		Yes

At Cragside C of E Primary School, we aim to provide as much information as possible about all aspects of SEND within our school as well as transition between our feeder Nurseries and Secondary Schools. Our SEND Information is based on a number of questions which you as a parent may have regarding your child. This information has been produced in consultation with parents of children with SEND, Governors, guidance from various colleagues Local Authority and most importantly, with the child at the heart of everything we do.

What does it mean to have a Special Educational Need or Disability?

Approximately one in five children will have a Special Educational Need or Disability (SEND) at some time during their school life. The standard SEND categories are organised into four broad areas of need: Communication and Interaction, Social Emotional and Mental Health, Cognition and Learning and Sensory and Physical Needs.

Children SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. These children may need extra support of different help, for example, modified tasks, extra time to complete work or breaks during assessment periods.

Schools and other agencies can help work with parents to help most children overcome their difficulties quickly and easily. But a number of children will need extra help for some or all of their time in school. This means that a child may have difficulty with:

- Some or all of the work in class
- Reading, talking, writing or mathematics
- Understanding information
- Expressing themselves
- Understanding others
- Sensory perception or physical mobility
- Organising themselves
- Managing their behaviour
- Making friends or relating to other children and adults

Who do I talk to at Cragside if I think my child may have a Special Educational Need?

Your child's classteacher

Your child's classteacher should be your first point of contact if you think your child may have a Special Educational Need and/or Disability. Your child's classteacher is available at the end of every afternoon session. We also hold termly parent consultation meetings where any concerns from you or the classteacher can be shared. The classteacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing SEN Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term, in consultation with children and parents/carers.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND (Special Educational Needs and/or Disabilities) Policy is followed in their classroom and for all the pupils they teach with any SEND.

The School's Special Educational Needs and/or Disabilities Leader (SENDCO)

The SENDCO at Cragside C of E Primary School is Mrs Joanne Parker.

Telephone: 01670 714200

Email: Joanne.Parker@cragside.northumberland.sch.uk

Mrs Parker is a member of the school Senior Leadership Team, is a qualified teacher and has been employed as a SENDCO since 2006, joining Cragside C of E Primary School in 2011 as SENDCO. Mrs Parker also has responsibility for Safeguarding in school.

The SENDCO in school is responsible for:

- Coordinating all the support for children with special educational needs or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Headteacher

The Headteacher, Mrs Joanne Parker, is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher may give responsibility to the SENCo and classteachers but they are still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND and the progress and attainment of these children.

SEND Governor

The SEND Governors at Cragside C of E Primary are Dr Honor Parker and Mrs Beverly Morris. The SEND Governors are responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Ensuring that the progress and attainment of children with SEND is as good as it possibly can be and providing challenge to the school to ensure that provision for SEND children is as good as it possibly can be.

How are the needs of children with SEND identified?

To identify the needs of our children, we use many different sources of information:

- Information provided by our feeder nurseries, or other schools during transition to Cragside
- Ongoing formative and summative assessment which builds into a detailed knowledge of a child.
- Information shared by parents or carers. We believe you know your child best and the information which you have about your child is invaluable to us.

- Formal and informal observations of children during the school day, including playtimes and lunchtimes.
- Key assessment results at the end of year or phase of learning (Early Years, Phonics Screening Checks, Key Stage 1 and Key Stage 2 as well as annual tests in all other year groups)
- Observation of pupil performance by Class teachers, SENDCO, professionals and Learning Support Assistants.
- Implementation of Graduated Response through use of Pupil Passports and SEN Support Plans
- Reference to Northumberland County Council SENDCO Handbook

What happens once my child is identified as having a SEND?

Once a child has been identified as having a Special Educational Need, there are a number of graduated steps which are in place to ensure that every child is able to make progress. The first stage of this is ensuring that all children are provided with the highest quality teaching. Our expectations of Excellence in Teaching are:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Principles and practices from our Excellence in Teaching expectations are applied.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This involves the application of a range of different pedagogies and teaching styles which are adapted to individual learners.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- We may refer onwards to the SE Hub Team for specialist provision which helps us to support your child best.
- An Early Help Assessment may be initiated to build a team of support around the child.
- Reasonable adaptations will be needed to the curriculum and learning environment to ensure that all children are provided with the opportunity to learn and 'Shine Bright.'
- It is intrinsic within the ethos of our school that all children have the entitlement to learn in an emotionally safe environment which we create for every child and which we ensure through our knowledge of every child.

All children in school will receive this provision as a part of excellent classroom practice. Underpinning all of our provision in school is the graduated approach cycle of Assess, Plan, Do, Review, Assess, Plan, Do, Review.

Assess, Plan, Do, Review

Where a child is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and enabling the child to fulfil their potential. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of each individual child in school. When it is decided by staff that the child may benefit from being on the Special Needs Register in school parents will be invited into school for a discussion and the decision put in writing to clarify what this means. Once a child's SEN has been identified the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will also involve the views and knowledge of parents, the pupil's own views and, if relevant, advice from external support services. This assessment is reviewed regularly to ensure that support and intervention are matched to the child's need and barriers to learning are identified and overcome. A Pupil Passport is set up at this point and reviewed termly with parents. When it is decided to provide a pupil with SEN support, the parents are always notified. The teacher and the SENDCO will agree in consultation with the parent and the child (where appropriate) which interventions and support will be put in place, as well as the

expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the child will be made aware of their needs, and any teaching strategies or approaches that are required. Parents will be fully aware of the planned support and interventions (details on Pupil Passport or SEN Support Plan) and, where appropriate, parental involvement may be used to reinforce or contribute to progress at home.

The class teacher will remain responsible for working with the child on a daily basis. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. SEN Support Plans are completed each term with clear entry and exit data for each intervention so that the impact can be carefully monitored. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will then revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an EHC plan, the local authority will review that plan once a year. This information will be part of SEND Support Plan, a working document which runs alongside the EHCP. School will co-operate with the local authority in the review process and, as part of the review, the local authority requires schools to hold annual review meetings on its behalf. For more information see the Northumberland Graduated Approach for Special Educational Needs <https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/ChildFamilies/SEND/Final-GA-Parents-June-2018-2.pdf>

Specific Group Work

Small groups of identified children are often provided with additional support in order to develop skills in an area of learning (or to support their emotional or social needs) This group, often called Intervention groups by schools, may be:

- Taught inside or outside of the classroom
- Taught by a teacher or most often by a Learning Support Assistant who has had training to run these groups. An example of this may be children in Reception who benefit from 'Talk Boost'

For your child this would mean:

- He/ she will engage in group sessions with specific targets to help him/her to make more progress
- He/ she will engage in group sessions which aim to nurture and instil confidence in your child

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Additional Support from Outside Professionals

The classteacher/SENDCo/Head teacher might identify the need for extra specialist support in school from an outside professional e.g. Local Authority central services, Visually Impaired Service and Hearing Services or outside agencies such as the Speech and Language therapy (SALT) Service. All referrals for early intervention support will be made to The South East Locality Hub. This is a multi- agency group who will identify the appropriate support for a child.

For your child this would mean:

- Your child has been identified by the class teacher/ SENDCO/Head Teacher (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality first teaching and intervention groups

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual work with outside professional
 - The school may suggest that your child needs some agreed individual support in school.

They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Excellence in Teaching and Intervention groups.

Speech and Language Support

If your child has been identified as requiring additional speech and language support our team of Learning Support Assistants within school may also provide support for children, usually on a 1:1 basis 3-5 times each week. He/ she works closely with a professional from the Speech and Language therapy (SLT) Service and will have had the opportunity to work with our qualified member of staff to ensure that the treatment plan is being delivered to the best possible standard.. Your child is usually referred to the Speech and Language service via nursery or school as soon as a specific need is recognised. You may have also been referred to this service before your child starts nursery. If this is the case, school can liaise with a professional from the Speech and Language Therapy Service to continue this support.

Support for Fine and Gross Motor Skills

Your child may require a specific exercise program, devised by a physiotherapist or OT which needs to be carried out regularly at home and in school. We enable staff to carry out these exercise programs, meeting with professionals from Occupational Therapy and other Physiotherapy services to review the child's progress and update exercises as required. She will also be aware of any extra resources needed to carry out these programs or to meet a specific need.

ADD and ADHD (Attention Deficit /Hyperactive Disorder)

We will work with families and other professionals to ascertain the specific reason for your child's behavioural difficulties and help them to overcome them. This may mean using some of the strategies mentioned above to help your child understand reasons for our rules and routines, integrate successfully with their peers, and achieve their best. For your child this could mean:

- Attending individual or group appointments at CYPS and being observed by CYPS staff in school
- Using a personalised approach to learning to enable your child to fulfil their potential
- If diagnosed, receiving medication which could be administered at school if required, with parental consent

Children who need support for their overall wellbeing

At Cragside C of E Primary School we value children's personal, social and health education highly, and curriculum time, Collective Worship and our whole school ethos is devoted to lessons and events which promote wellbeing, such as e-safety awareness, 'Think Safety' Week, peer support and role models, and transition between classes. Our school

has been awarded the Enhanced Healthy School Award, is an Anti-Bullying accredited school and has been awarded the E Safety 360 Award. Scheduled focus weeks in school provide opportunities during the school year for differences and similarities to be celebrated.

We also use a range of techniques to support children with social, emotional and mental health needs. We have adults in school who are trained in the THRIVE approach and all staff use this approach in their interactions with children in school. Within school we have a designated THRIVE room which children use. This may be used to support individual children in achieving targets set within their support plan and also for small group activities. School may also refer for further support and advice to the Behaviour Support Service, the Psychological Service or CYPS if required.

We also identify vulnerable groups for extra support and attention, which may take the form of nurture groups or intervention groups. We identify different groups of children in our teaching and provision, to ensure that needs are met and no child is disadvantaged. Intervention groups focus on different areas of need, in response to the children attending Cragside and can include children with social, emotional or health needs, personal difficulties which may be short or long term, and homes where a language other than English is taught.

We believe, and this has been seen by many people external to our school, that the behaviour of the children in school is good. When we begin to see behaviour patterns changing in individual children, or when we believe a child requires some extra support to behave in an appropriate and safe way, we try hard to identify and address the reasons for this behaviour, as we believe all behaviour is a communicator of a need. The category of Social, Emotional and Mental Health allows professionals to explore the fact that a child's behavioural difficulties manifest themselves in response to a different need; they are a symptom of something as opposed to a need themselves.

We currently have a small number of children who are identified as LAC (Looked After Children in the care of the Local Authority) and have a Designated LAC Lead who attends all relevant training to ensure they are compliant with national guidance and to be able to plan for the needs of these and other groups of children. The majority of our support staff are qualified first aiders with training updated regularly, and all of our outings and special events in school are risk assessed. The vast majority of our staff also hold a qualification in Team Teach, a nationally recognised programme which advises staff working with children about positive handling of children, and focuses primarily on the de-escalation of situations. We have a dedicated medical room and disabled toilets, and our building and grounds are fully accessible to wheelchair users. Where medication is prescribed we have a consent form to be completed by parents, and routines to follow which ensure that medicines are kept safely and administered correctly.

EHA, CAF and TAF (Early Help Assessment, Common Assessment Framework and Team around the Family)

Where two or more external agencies are involved with a child (but where no statement or social work involvement is in place) school and parents may have agreed to fill in an Early Help Assessment.

This will mean:

- Regular meetings of school staff, family and other involved professionals
- Children may be involved in individual or group interventions in school or accessing support from other agencies
- An action plan will be agreed and different professionals will have a role in helping the family to achieve improved outcomes for their child which may range from attendance and punctuality issues, health or housing concerns, to academic progress

Specified Individual support

This is usually provided via extra funding given to school – Short Term Additional Resource (STAR) Funding or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/ SENDCo/Head Teacher as needing a particularly high level of individual or small group teaching (more than 15 hours a week), which cannot be provided from the budget available to the school. Usually your child will also need specialist support from a professional outside the school.

This may be from:

- SEND Support Services – the Psychological Service, the Communication Service and the Behaviour Support Service, Visually Impaired Service and Hearing Services
- Outside agencies such as the Speech and Language therapy (SALT) Service and CYPS (Children and Young Peoples Service).

For your child this would mean:

- The school can apply for extra funding –Short Term Additional Resources (STAR) in order to provide additional support to meet a child's needs. This could be additional support within the class or a specific intervention to address any needs that cannot be met within the class. This funding is short term and is usually reviewed after a term. It may be given to a child who needs a short term input or intervention based on a specific need at that time. However it may also be recognised that this short term resource needs to continue in order to support the child's needs and school may look to request a longer term level of support.
- If the school requires support for a child with more complex special needs they (or you) can request that the Local Authority carry out an assessment of your child's needs. Prior to this the school will hold a multi- agency meeting with all professionals who are already working with the child. The SENDCO will then request an assessment for an Education, Health and Care Plan. The SENDCO will complete a Request for consideration of statutory assessment (COSA). The child will already have SEN Support Plan which shows evidence of two cycles of Assess/Plan/Do/Review as well as evidence of external advice. After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), this information will be considered by a SEND commissioning panel who will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education Health and Care Plan (EHCP). If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. The request will then go forward to the SEND team for a Full Assessment of the child's needs. If it is decided an EHCP is necessary a plan will be written gathering information from from all the relevant professional that work with the child. If this is not the case, they may agree STAR funding which will allow the school to provide additional support. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. Once the plan is written school will then decide on short term outcomes to be met within school that will be reviewed termly and provide details for the Annual Review of the EHCP.

The additional funding may be used to: o provide an adult to support your child within the whole class learning, run individual programmes or small groups including your child, pay for support from outside agencies, provide resources not available within the school budget.

This type of support is available for children whose learning needs are identified as being severe, complex and lifelong

Who else is involved in providing support to children with SEND at Cragside C of E Primary School?

Directly funded or provided by the school:

- A team of well qualified and caring Learning Support Assistants
- Our school benefits from a package of support from SEND Support services which includes professionals with different expertise who support SEND children in school. Parental permission is needed for this support.
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- Exercise programs carried out by a Learning Support Assistant in school to provide support for Fine and Gross Motor Skills.

Paid for centrally by the Local Authority but delivered in school:

- Children's Services support or support from Early Help Workers
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School Health Team
- Access to Support Assistant Training Group

Provided and paid for by the Health Service (Northumberland NHS Trust) but delivered in school:

- Occupational Therapy
- Physiotherapy
- CYPS (Children and Young Peoples Services – for children who are experiencing difficulties with mental health or who may require further investigation for possible ADHD or Autism)
- PMH (Primary Mental Health)
- EOTAS (Education Other Than at School Service – This service is for children who cannot attend school due to medical difficulties)
- Occupational Therapy
- Physiotherapy

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed half termly.
- If your child is in Year 1 and above, but is not working within an age related banding, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children at SENS will be given a SEN Support plan. This plan will be reviewed every term and new targets will be given for the next term made. Targets are shared with children and parents. Parents and children participate in the review and setting of these targets. Children work alongside an adult to discuss how they think they are doing with regards to their targets and learning and work with an adult to create new targets.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education. Children make a written contribution towards this, as appropriate.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in. This information is shared with the Governing Body who is responsible for monitoring the provision and progress of all children in our school.
- The progress of our SEND children is compared to the progress of non-SEND children on a half termly basis. When a child is making good progress, we may choose to remove the child from the SEN register if appropriate. The provision of interventions and resources will be reviewed every half term to ensure that all children make good progress.

How do we support you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Information regarding SEND events will be shared on the school newsletter.
- We will initiate and facilitate meetings between professionals as required
- SEN Support targets are shared during parent consultation meetings and parents/carers are given opportunities to review targets with staff as required.
- We encourage parents and carers to work with the Northumberland Parent Support Partnership where impartial advice can be sought by parents.
- School works closely with a number of different Local Authorities and Carers to ensure that all Looked After Children with SEND receive the best provision we can offer.

How is Craggside C of E Primary School accessible to children with SEND?

- The building is accessible to children with a physical disability.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND. Providing appropriate support is provided by the school if needed.
- Our Breakfast and Out of School provision is available for all children with SEND to use and staff are trained in Paediatric First Aid and relevant school policies are in place to ensure equality of provision.
- We ensure all children with SEND are provided with the opportunity to take part in school visits and residential visits, ensuring that the appropriate support is in place to facilitate this.
- Our Administration of Medicines policy ensures that all medicines are administered as prescribed whether the child is in school or on a school visit or at the Out of School Club.
- During assessment times, there are a small number of children who require special arrangements for tests due to their additional needs. We ensure these are implemented for your child and that your child has the very best opportunity to achieve their full potential. To be eligible for these Special Arrangements, applications must be made to NCA where arrangements can be made if children fulfil a given criteria. Special arrangements can include: a reader, scribe, use of a prompter and modified or enlarged papers. In addition to this, school also have an option is disapply a child from the end of KS2 SATs if we feel this is the best option for your child and your child is working outside of the expected levels for their age.
- Pastoral support is provided to children during lunchtimes and playtimes by a senior member of staff.
- An area exists in all classrooms for children to share any worries, concerns or thoughts for an adult to respond to. Where needed, individual arrangements are in place so that children know that they can talk to an adult and be supported.
- Children are given the opportunity to review their own achievement in relation to their IEP targets and contribute towards their own review, target setting and aspirations for the future.

How will we support your child when they are changing classes or moving on to another school?

We recognise that transitions between classes and schools can be particularly difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance of the new academic year beginning and a transition meeting will take place between the existing teacher and the new teacher. All Pupil Profiles will be shared with the new teacher, as well as reports from any other agencies involved with the child.
- All children have an opportunity to spend a session with their new class teacher for September at the end of the summer term. When needed, additional time with a new teacher will be provided for children who it is felt require this.
- If your child would be helped by a transfer book to support them understand moving on then it will be made for them. This will include photographs of the new classroom, teacher, cloakrooms etc and can be used by parents or carers as a point of reference during the summer holidays.

In Reception and Year 6:

- The SENCo will meet with the SENCo and the Head of Year 7 from the secondary school to discuss the specific needs of your child. The EYFS Leader will meet with the SENCO from the child's previous setting to discuss the learning needs of your child.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead
- In Year 6, your child will visit their new school on several occasions throughout the year.
- In Reception, your child will visit their new classroom during the summer term before they start school and a phased entry into Reception will ensure that all staff get to know your child and their particular needs.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible

If your child is joining us from another school:

- We will contact the school SENDCO and ensure he/she shares as much information about any special arrangements or support that need to be put in place for your child, prior to your child joining our school
- We will meet with the parents or carers and the child to ensure as smooth a transition as possible for your child
- We will make sure that all records about your child are received by our school as soon as possible

What is our SEND strategic plan?

- To continue to provide opportunities for Learning Support Assistants to work alongside qualified teachers and Speech and Language Therapists to ensure best provision for children.
- To ensure that all SEND children have the opportunity to achieve as well as all other children in school, both academically, socially and emotionally.

What support is available within Northumberland and the local area for my child?

The Northumberland Local Offer is essentially the provision available for children and young people with Special Educational Needs and/or Disabilities (SEND). This is a requirement laid out by the Children's and Families Bill 2014 and the SEN Code of Practice 2014.

The Local Authority has produced a Local Offer for Northumberland and all schools have a requirement to share SEND information about themselves on the school website.

The Local Offer from Northumberland Local Authority has two key purposes:

- To provide clear, comprehensible and accessible information about the support and opportunities which are available; and
- To make provision more responsive to local need and aspirations by directly involving children with SEND, parents and carers and service providers in its development and review.

Where will I find information on the Northumberland Local Offer SEND 0 to 25 years?

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>

Is there a Northumberland Mainstream Local Offer?

In 2018, schools, parents and learners have worked together to co-produce this document which identifies the important elements of supporting children and young people with special educational needs and disabilities in our mainstream schools.

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/ChildFamilies/SEND/FINAL-draft-Mainstream-School-Local-Offer-June-2018-1.pdf>

What do I do if I feel that my child is not receiving the support that they require?

It is our aim to work with parents and carers to ensure the best possible outcomes for all children, including those with SEND. Ultimately, we care about your child and like you, we want them very best for your child. We would hope that if you feel that the provision could be different that you would contact your child's classteacher to share your concerns.

If you continue to have concerns, please then contact Mrs Parker to arrange an appointment to discuss your concerns further. This can be done by contacting the school office on 01670 714200 or via the school email address admin@cragside.northumberland.sch.uk (for the attention of Mrs Parker).

If you have followed the above guidance and are still unhappy with the outcome, a Formal Complaints procedure is in place and details of this can be found on our school website.

Can you share some useful website links and contacts with me?

Please see a list of useful website links below:

Addiss- The national attention deficit disorder information and support service.

British Dyslexia Association - The BDA is the voice of dyslexic people. Our vision is that of a dyslexia friendly society that enables dyslexic people to reach their potential.

British Institute of Learning Disabilities (BILD) - BILD is committed to improving the quality of life for the 1.2 million people in the UK with a learning disability.

British Stammering Association- Information, resources and help to do with stammering

Cerebra A charity that helps provide information, support and research for children with neurological conditions.

Contact a Family- Provides advice and information and support to the parents and carers of all disabled children.

Council for Disabled Children - A national forum for the discussion, development and dissemination of policy and practice issues for disabled children and young people and those with special educational.

Department for Education (DFE) - The Department for Education was formed on 12 May 2010 and is responsible for education and children's services.

Disabled Children Team- Have certain responsibilities for disabled children and young people in Northumberland

Disability North- Provides independent information and advice on a wide range of disability issues (including equipment and adaptation) to disabled people.

Down Syndrome Association- Information and support on all aspects of living with Down syndrome

Dyslexia North East- Offer advice and information. Are run by volunteers who care about improving opportunities and support for those affected by dyslexia and related conditions such as ADHD and Dyspraxia and Autism.

I CAN - I CAN is the charity that helps children with speech and language difficulties across the UK. The charity works to create a society where their special needs are recognised, understood and met, so that they have the same opportunities in life as other children.

Inclusion Website on the National Grid for Learning (NGfL)

Information, news, legislation and advice on issues related to Inclusion

IPSEA- A national charity that provides free legal based advice for families who have children with special educational needs.

Mencap - Mencap is the UK's leading learning disability charity working with people with a learning disability and their families and carers.

National Autistic Society - The NAS exists to champion the rights and interests of all people with autism and to ensure that they and their families receive quality services appropriate to their needs.

National Deaf Children's Society - The National Deaf Children's Society is the only UK charity solely dedicated to providing support, information and advice for deaf children and young people, their families and professionals working with them.

Northumberland Disabled Children's Register (Infolink) A voluntary data base held by Children's Services for children with disabilities. Families receive regular newsletters which contains information of interest to parents of disabled children. Also provide Max cards for those on the register that offers discounted or free entry to some of Northumberland and Newcastle attractions.

Royal National Institute for the Blind - RNIB are UK's leading charity offering information, support and advice to over two million people with sight problems

Royal National Institute of the Deaf (RNID) - RNID campaigns in many ways to make daily life better for deaf and hard of hearing people. We also support deaf and hard of hearing people by providing free information via our helplines, running vital services, supporting scientific and technological research, and running the RNID Typetalk telephone relay service. And we help other organisations to provide better services to their deaf and hard of hearing employees and customers.

SCOPE - Scope is a disability organisation in England and Wales whose focus is people with cerebral palsy. Our aim is that disabled people achieve equality: a society in which they are as valued and have the same human and civil rights as everyone else.

SEBDA - SEBDA is a charitable organisation that exists to promote excellence in services for children and young people who have social, emotional and behavioural difficulties.

SENSE - Sense is the UK's leading organisation for people who are deafblind or have associated disabilities.

The Alan Shearer Centre - Is a specialist recreational, sensory and social resource for disabled people of all ages and caters to a wide spectrum of need.

Toby Henderson Trust - An independent charity for Autism based near Morpeth