

SPECIAL EDUCATION NEEDS AND DISABILITIES INFORMATION

“Let Your Light Shine”

March 2024



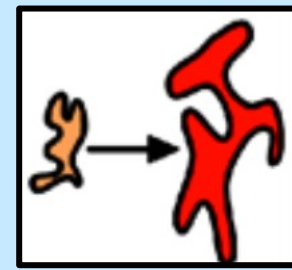
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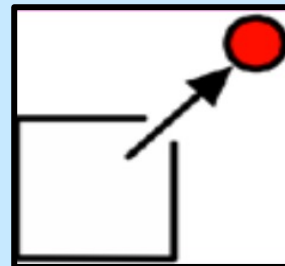
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Key Contacts



Head teacher

joanne.parker@cragside.northumberland.sch.uk



SENCO and Reception teacher

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The role of the SENCO involves ensuring that:

- Teachers understand a pupil's needs.
- Teachers are trained in meeting those needs.
- The high quality of teaching for students with SEND.
- Provision across the school is efficiently managed.

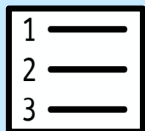


Approach to assessment and reviewing



Assess

Using assessment from lessons, discussions with the SENCO, discussions with teachers, parents/carers and pupils and through classroom observations we identify need. Assessment is ongoing.



Plan

Teachers will create an SEN support plan to support the pupil. This plan will be shared with all key members of staff and parents.



Do

Introduce the support plan and provisions to the individual pupils. Teachers will use this plan to support the pupil.



Review

Teachers will review the progress made alongside SENCO, parents and the child. This will include observations of the pupil, discussions and looking at assessments, conversations about wellbeing.



Needs We Support

Cognition and learning



This may include...

Moderate learning difficulties (MLD)

Severe learning difficulties (SLD)

Specific Learning Difficulties (SpLD) - dyslexia, dyspraxia, dyscalculia

Communication and interaction



This may include...

Speech, Language and Communication Needs (SLCN)

Autism Spectrum Disorder (ASD)

Social, emotional and mental health



This may include...

Attention Deficit Disorder (ADD)

Attention Deficit Hyperactivity Disorder (ADHD)

Attachment Disorder (AD)

Sensory and/or Physical



This may include...

Hearing Impairment (HI)

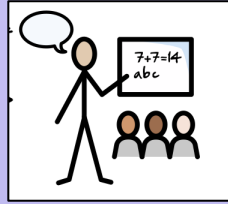
Multi-sensory Impairment (MSI)

Visual Impairment (VI)

Physically Disability (PD)



3 Waves of Inclusion

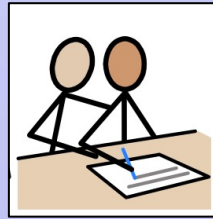


Stage 1

Quality first teaching in the classroom for all.

Adapted teaching strategies

Adapted learning tasks



Stage 2

Additional support introduced to help learning.

Personalised strategies to support learning.



Stage 3

Targeted highly personalised curriculum to accelerate learning.



Identifying Need

Teachers monitoring the child closely for patterns in behaviours.

Teachers

Once we have completed 2 cycles of SEN support, we will explore external agency options such as support from the HINT team, CYPS or school health.

Working with external agencies

Identification of need

Working with parents/carers

If parents/carers have a concern about their child, we will listen and explore next steps.

SENCO

Discussions with the class teacher and SENCO will take place to discuss next steps for the child. Pupils are defined as having a Special Educational Need when they require provision that is additional to and different from that which is available to all pupils.



Teaching Approaches

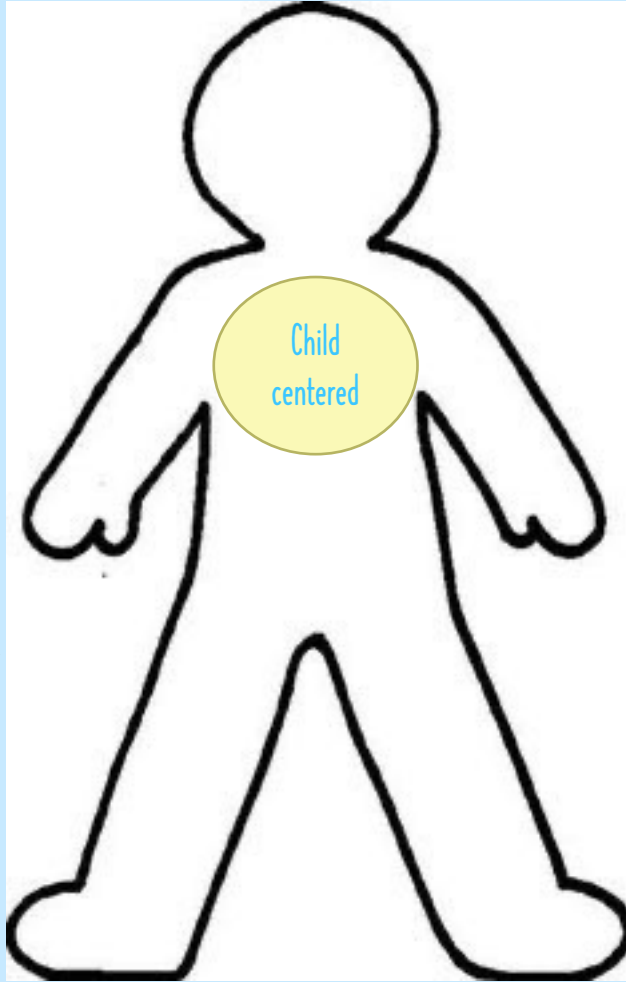


Pupil Voice

'I can use resources that help me learn and adults know how to help me.'

'I can talk to my teacher about my learning.'

'I am involved in my SEN support plan.'



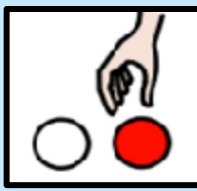
'I have an SEN support plan that all teachers can see, so they know how to support me.'

'I can talk to an adult at school if I am worried.'

'When someone from outside of school comes to work with me, they always ask me what I need to help me learn.'

CYPS

The Children and Young People's Service works with children and young people aged 0-18 years who present with mental health difficulties. The service provides assessment, diagnosis and intervention on a range of mental health issues. They provide intensive response and home-based treatment for those children and young people whose mental health is causing significant concern.



External Agencies

NHS Speech and Language

HINT (High Incidence Needs Team)

The HINT team work with school staff to develop and implement strategies for inclusion and help them to create conducive learning environments for those who experience barriers. Note that 2 cycles of SEN support are needed in order to access HINT services.

Educational Psychologist Support

We have a highly experienced Educational Psychologist who works with children in our school. Educational Psychologists use knowledge of educational and psychological research and theory to promote and develop approaches to support learning and support social/emotional wellbeing.

Which external agencies can school refer in to?

Early Help

Early Help is about working with children, young people and their families who would like support. An Early Help Assessment (EHA) is used to identify needs and provide support when it is required at any point in a child's life.

School Health

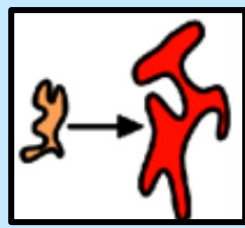
Primary Mental Health Team

Autism Support Service

Speech, Language and Communication Needs (SLCN) Team

Specific Learning Difficulties Support (Literacy and Maths)

Emotional Wellbeing and Behaviour Team



Transitions

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. SEN support plans will be shared with the new teacher, as well reports from any other agencies involved with the child. All children have an opportunity to spend a session with their new class teacher in the summer term. When needed, additional time with a new teacher will be provided for children. If your child would be helped by a transfer book to support them understand moving on then it will be made for them, including photographs of the new classroom, teacher, cloakrooms etc to look at in the summer holidays.

Reception and Year 6

- The SENCO will discuss the specific needs of your child with secondary school. The EYFS teachers will meet with the SENCO from the child's previous setting to discuss the learning needs of your child. 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.

If your child is moving to a new 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 our school

- We will contact the school SENCO 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 and make sure that all records about your child are received by our school as soon as possible.



LAC and SEND

- If a pupil is a Looked After Child (LAC) and has SEN, the SENCO will review Personal Education Plans (PEP) and care-plans for for the pupils who is LAC and the previously-LAC. If a pupil has SEN, but does not have an EHC Plan, the support required will be in the pupil's PEP and Care plan.

If appropriate, the Virtual School Head will be invited to comment on proposed SEN support as part of our Graduated Approach.

The SENCO and LAC-Coordinator will work together to ensure that the whole-school is working together to ensure that the right support is given.



Northumberland Local Offer

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.
- 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.

You can find more information on the website: <https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>

Your local offer

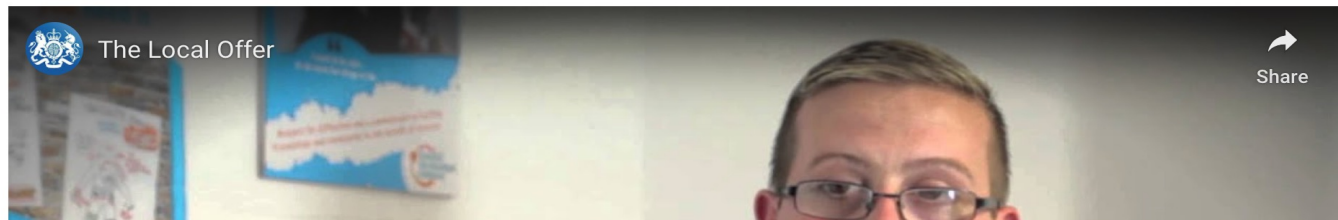
The Northumberland Local Offer is a free and impartial service provided by Northumberland County Council. We provide information about what is available in Northumberland for children and young people aged 0- 25 years with special education needs and or a disability (SEND) and their families.

This includes information about services and support such as things to do and advice and guidance on education, health, social care and transport.

Our Local Offer website has been planned and produced with parents, carers, services across the local authority and health, schools, colleges and early years settings and voluntary sector colleagues.

Local offer guide

The Department for Education has put together a **Local Offer guide** and video which explains what is meant by Local Offer and what you can expect from your local authority.





What do I do if I feel my child isn't receiving the support 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 the 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 class teacher to share your concerns. Please contact Miss Harris if you have any questions or concerns regarding your child in relation to SEND - ellie.harris@cragside.northumberland.sch.uk to organise a meeting. 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.



Useful Information

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.

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.

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.

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.

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.