



SPECIAL EDUCATION NEEDS AND DISABILITIES INFORMATION

“Let Your Light Shine”



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Our vision for SEN



4 areas of need



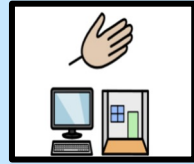
Identifying need



Graduated approach



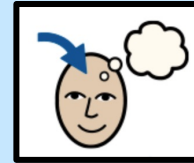
Pupil Voice



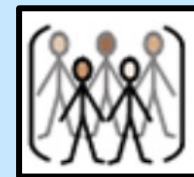
Ordinarily Available Provision



3 Waves of Inclusion



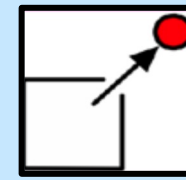
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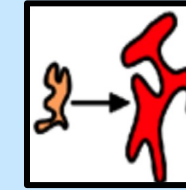
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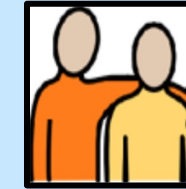
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Key Contacts



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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.



Our Vision for SEND at Cragside

At Cragside Church of England Primary School, we seek to live out the Christian and British values which are at the heart of our school and expressed in our mission statement and the set of SHINE BRIGHT expectations that we have at school. Our constant and relentless drive is that there should be high achievement for all at Cragside, that every child and adult should have the very best chance to succeed in life and that all are able to participate in what our school and wider community is able to offer.

At the core of what we do, we seek to share the importance of our school values:

Respect, Joy, Forgiveness, Perseverance, Kindness and most importantly, Love.

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 every single child and adult to flourish and achieve their full potential.

We believe that all children have the right to feel safe and we actively seek to overcome all barriers to learning, offering new opportunities and responding to learners in ways which take account of their varied needs, range of starting points and diversity of life experiences.



4 Areas of Need we Support



Cognition and learning

E.g. Moderate learning difficulties (MLD), specific learning difficulties such as dyslexia.



Communication and interaction

E.g. Speech, language and communication needs, Autism Spectrum Disorder (ASD).



Social, emotional and mental health

E.g. ADHD, ADD, anxiety, emotional regulation needs.



Sensory and/or Physical

E.g. Visual or hearing impairments, sensory processing differences, coordination difficulties.



Identifying Need

Teachers

Teachers may identify need through classroom observation and assessment, noticing when a pupil is not making expected progress despite high-quality, differentiated teaching.

They also consider concerns raised by parents/carers and work closely with the SENCO to gather further evidence and plan next steps.

How do we
identify need
at Cragside?

Parents/carers

Parents and carers often provide the first insight into a child's needs by sharing concerns about their development, behaviour, or learning at home.

Their observations are valued and help school staff understand the child in a broader context, contributing to early identification and support planning.

SENCO

The SENCO supports the early identification of need by gathering and analysing information from teachers, assessments, and parent discussions to build a full picture of the child's strengths and difficulties.

They may carry out additional observations, suggest targeted interventions, and, if needed, involve external specialists for further support.

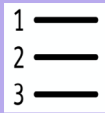


Graduated Approach



Assess

The child's needs are carefully identified through observations, assessments, and discussions with staff, parents, and where appropriate, external professionals.



Plan

A tailored SEN support plan is created in collaboration with parents, outlining specific targets, strategies, and the intended outcomes.



Do

The agreed support and interventions are put into place by school staff, led by the class teacher with guidance from the SENCO.



Review

The impact of the support is reviewed termly with parents and staff, and the plan is evaluated and adjusted to ensure continued progress.



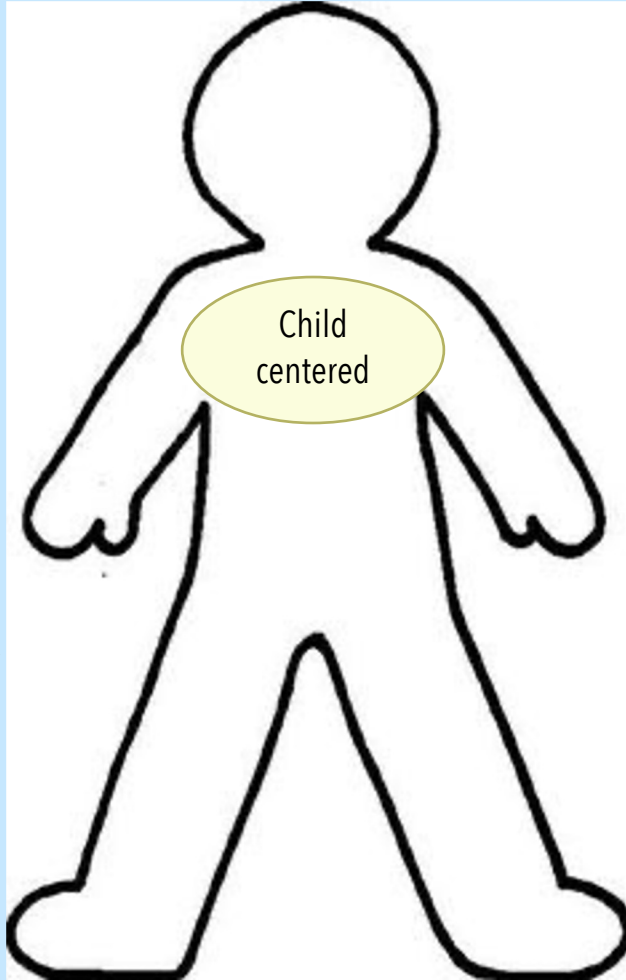


Pupil Voice

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

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

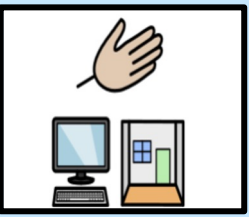
'I am involved in my SEN support plan.'



'I have an SEN support plan that is shared with staff working with me, so they know how to support me.'

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

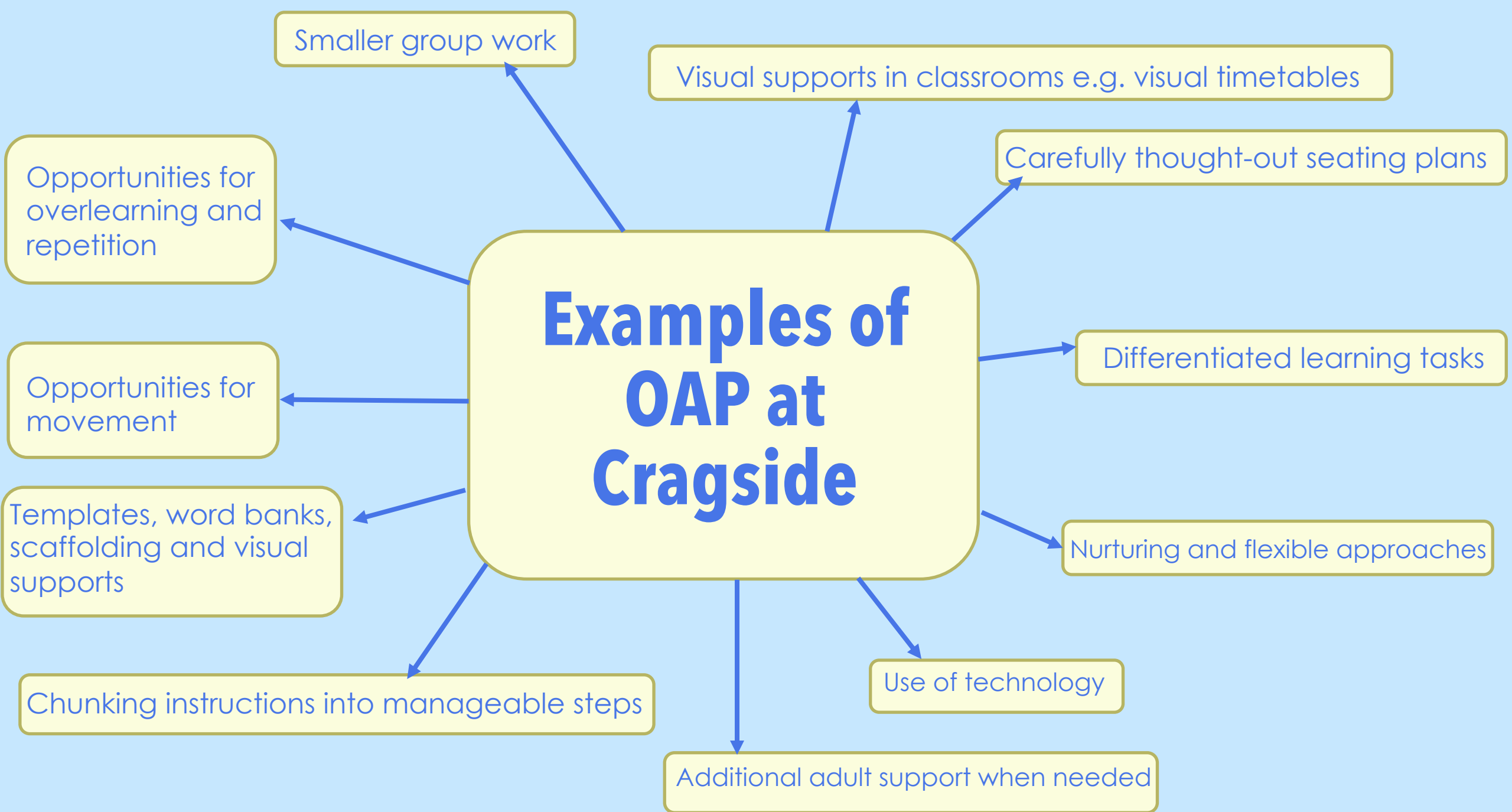
'When someone from outside of school comes to work with me, they always ask me what I need to help me learn.'



Ordinarily Available Provision (OAP)

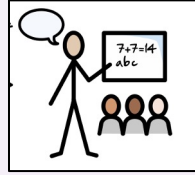
The term '**Ordinarily Available Provision**' comes from the SEND Code of Practice and refers to the support that mainstream schools or settings are expected to provide for a child or young person through their agreed funding and resource arrangements.

Ordinarily Available Provision (OAP) can be defined as the provision made for children whose special educational needs can be met from the resources generally available to the school or setting.





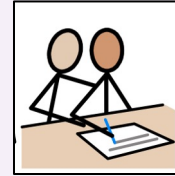
3 Waves of Inclusion



Stage 1

Quality first
teaching and OAP
in the classroom
for all.

*Adapted teaching strategies
Adapted learning tasks*



Stage 2

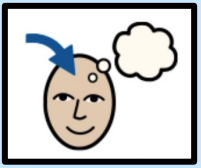
Additional support
introduced to help
learning.

*Personalised strategies to
support learning.*



Stage 3

Targeted highly
personalised
curriculum to
accelerate learning.



Adaptations to the curriculum and learning environment

Adaptations may include:

- Visual supports and task breakdowns.
- Use of assistive technology (e.g. Ipads, laptops)
- Sensory tools, movement breaks and regulation strategies.
- Personalised workstations and quiet areas.
- The school site is accessible to children with physical disabilities, and reasonable adjustments are made to support inclusion.



Expertise and Staff Training at Cragside

Cragside is committed to providing regular training for staff development. Regular monitoring, reviewing and development of staff's understanding of SEND, and strategies used to support learners with SEND, underpins our commitment to providing for all learners.

Training undertaken for the academic year 2024/2025 for all staff in relation to SEN:

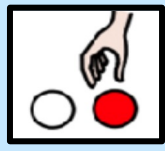
- De-escalation Training
- Phonological Awareness Training
- Anxiety and Associated Conditions Training
- Communication, Crisis and De-escalation Training
- ASD Training
- Ongoing training and support from SENCO on specific areas of SEN



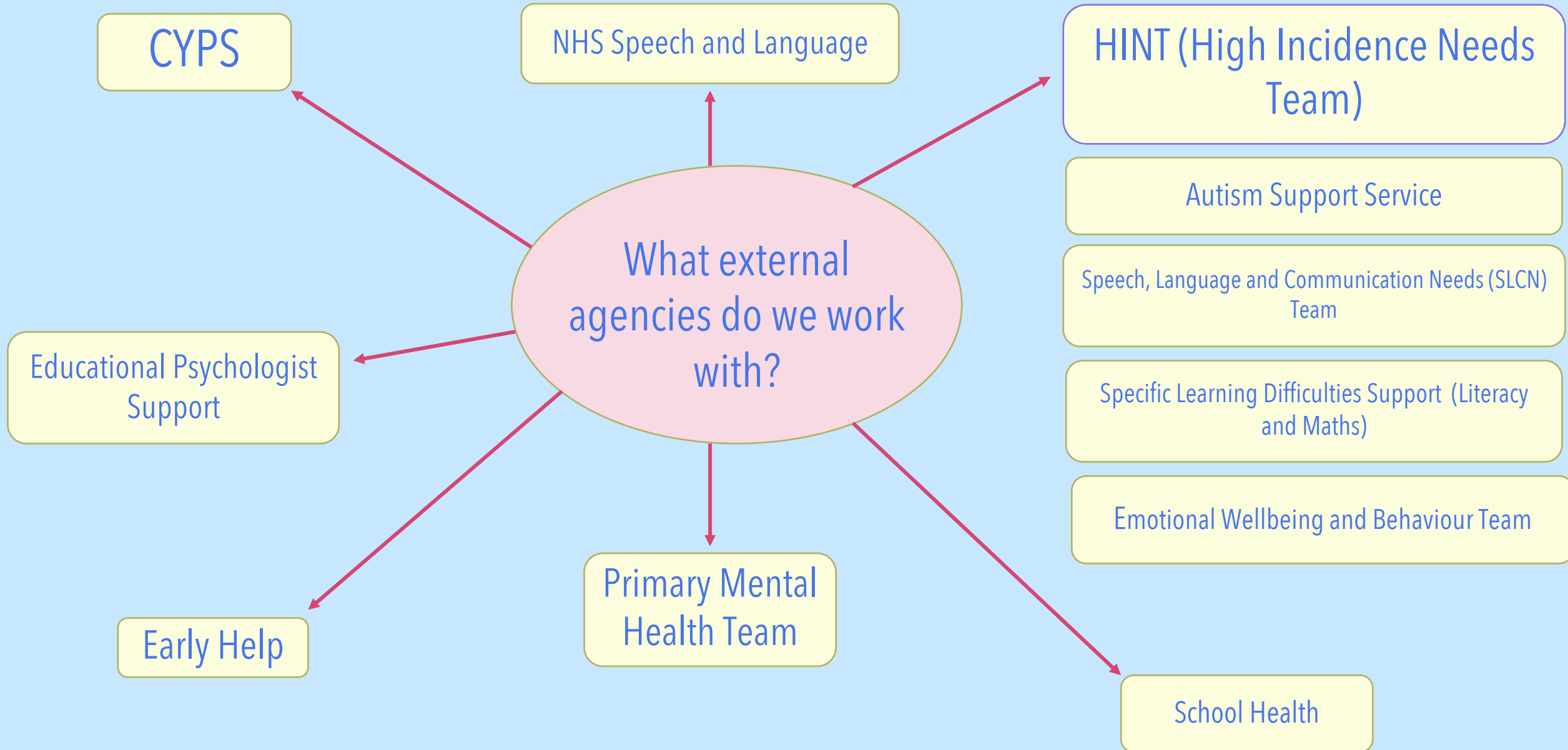
Supporting social and emotional development at Cragside

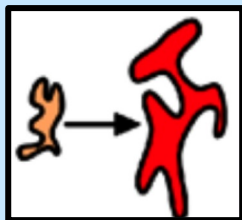
At Cragside, we offer:

- Whole-school emotional wellbeing PSHE curriculum.
- Small afternoon nurture groups for specific identified children focussing on social communication and emotional regulation.
- Zones of Regulation used throughout school to support understanding of emotions.
- Talkabout intervention used for small groups of identified children across school, focussing on social communication and understanding of friendship.
- Play therapist offering weekly sessions for a small number of identified children.
- Quiet, calm areas throughout school.
- Access to specialist services (e.g. HINT team, Early Help).



Working with External Agencies





Transition

Moving
classes in
school

A transition meeting will take place between the existing teacher and the new teacher. 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.

Reception and
Year 6

Year 6 staff will meet with the Head of Year 7 to discuss the specific needs of your child. The EYFS teachers will meet with staff from the child's previous setting to discuss the 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 they know 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 they share 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/carers and the child to ensure as smooth a transition as possible for your child.



LAC and SEND

We recognise that Looked After Children with Special Educational Needs (SEND) may face additional challenges that impact their learning, emotional wellbeing, and social development. These pupils are closely monitored to ensure they receive timely, effective support that addresses both their educational and care needs.

We attend and contribute to Personal Education Plan (PEP) meetings and ensure that strategies from both the PEP and SEN support plan or EHCP are aligned. We also work closely with the Virtual School and other external agencies to ensure that the child's needs are fully understood and supported.

Every effort is made to provide these pupils with stability, consistency, and trusted relationships within school. We are committed to creating a nurturing, inclusive environment where all children feel safe, valued, and able to succeed.



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.





Complaints procedure

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 Ellie 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 Joanne 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- 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.