



# **Northburn Primary School**

<http://www.northburn.northumberland.sch.uk/website>

## **Special Educational Needs and Disability (SEND) Report**

Updated: May 2019

Northburn Primary School, Cramlington is a Local Authority Primary School for pupils age 4-11. There is also a 42 place Nursery.

All our pupils at Northburn Primary are exceptional. We aim to provide a broad, balanced and aspirational curriculum that can be tailored to meet the needs of pupils with different learning styles and additional needs. We create an environment where exceptional teaching allows pupils to develop skills, knowledge and understanding with a mind-set that encourages creative thinking and the ability to reason and problem-solve and so become resilient learners. Pupils' individual talents and aspirations are nurtured allowing them to fulfil their potential to lead successful lives and become valued and responsible citizens.

### What is Special Education Needs and/or Disability (SEND)?

The definition from Government legislation, *Code of Practice (2015)* notes, "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

Through regular assessments and checks, teachers will seek support for pupils:

- when cognition is significantly below that of their peers starting from the same baseline and/or there are significant learning needs.
- if the child's previous rate of progress fails to match or better previous rates of progress.
- if the attainment gap fails to close between the child and their peers.
- if the attainment gap widens.

Many children and young people who have SEN may have a disability under the *Equality Act 2010* – that is "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". (*Equality Act (2010)*) This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Adhering to the *Code of Practice (2015)*, at Northburn we aim to make reasonable adjustments, providing pupils with the support they need to ensure children and young people with SEND can work alongside those who do not have SEND. All pupils have access to a seven-year (eight-year for those attending nursery) aspirational curriculum where knowledge and skills are intrinsically linked both to ensure every pupil makes progress from their starting point and to ensure that progress is maintained.

Our overarching aim at Northburn is to make a positive difference and ensure all children feel secure and happy to enable them to achieve in the future.

<b><u>ACCESSIBILITY:</u></b>	<p>The <i>Accessibility Plan</i> describes how Northburn has regard for and implements accessibility for disabled pupils in three areas:</p> <ul style="list-style-type: none"> <li>• increasing the extent to which disabled pupils can participate in the school curriculum (including extra-curricular activities),</li> <li>• improving the environment in which disabled pupils can take advantage of education and associated services provided,</li> <li>• improving the accessibility of information to disabled pupils, parents and carers – working together to benefit your child.</li> </ul> <p>This information can be found on our school website and also provides an overview of Northburn’s equality information and objectives.</p> <ul style="list-style-type: none"> <li>• The building of Northburn Primary School is accessible to pupils with a physical disability.</li> <li>• We ensure equipment is accessible to all pupils, regardless of needs.</li> <li>• Extra-curricular activities are accessible for pupils with SEND and appropriate support can be provided by the school if needed.</li> <li>• Teaching methods and the curriculum, where reasonably possible, are tailored to meet the needs of all our learners.</li> </ul>	<p>Northburn Primary’s equality objectives have been established by examining the most significant and meaningful equality challenges we face.</p>
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<b><u>POLICIES:</u></b>	<p>Northburn is familiar with current legislation (listed below) and policies (listed to the right) which are available on the website.</p> <ul style="list-style-type: none"> <li>• <i>Disability Discrimination Act 1995</i></li> <li>• <i>The Equality Act 2010</i></li> <li>• <i>Children and Families Act 2014</i></li> <li>• <i>The Code of Practice May 2015</i></li> <li>• <i>Promoting the education of looked-</i></li> </ul>	SEND (Special Educational Needs and Disability)	✓
		SAFEGUARDING AND Child PROTECTION	✓
		BEHAVIOUR and anti-bullying	✓
		EQUALITIES and ACCESSIBILITY PLAN	✓
		Social, emotional and mental health (SEMH) Policy	✓
		PSHE and SRE Policies and practice	✓

	<i>after children and previously looked-after children (Statutory Guidance) February 2018</i>	Pupil Premium	✓
	The school promotes SMSC (Social, Moral, Spiritual and Cultural education)		
	All staff are aware of Prevent Duty (prevent radicalisation and promote British values) and have received training.	All staff and Governors have received training in preventing radicalisation.	✓
		Supporting Pupils with Medical Conditions	✓

Northburn Primary is an inclusive, community school situated in Cramlington. It is well-respected within the local community for supporting pupils with SEND. Every pupil with SEN and/or a disability has an entitlement to fulfill their potential. This is achieved by ensuring the wellbeing of all pupils so they are able to access the curriculum and learn within an environment which is sympathetic to their learning needs. Our aim is that all pupils achieve age-related expected standards. Some pupils will exceed these standards and some pupils will need additional support to reach their potential. We have high expectations at Northburn for all pupils including those with an identified special need, setting ambitious, personalised targets.

Pupils with SEND are encouraged to participate fully in school life. They are encouraged to attend breakfast club, participate in school visits and/or the Year 6 residential visit. We actively promote participation in extra-curricular activities and, with reasonable adjustments, enable pupils with additional needs to participate fully in school life.

In the Code of Practice (2015), there are **four** broad areas of need:

- Communication and interaction – speech, language and communication needs (SLCN) or Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism.
- Cognition and learning – moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties e.g. Social difficulties, mental health conditions, emotional difficulties.
- Sensory and/or physical needs - vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or physical disability (PD) or medical needs.

A small percentage of our pupils (around 5%) are currently on the SEND register. Although some pupils will remain on this register throughout their time at Northburn Primary School, many make good progress and are on the register only for a limited time. Some children may receive additional support and intervention but are not placed on the SEND register.

Currently on the SEND register: 38% of the pupils have difficulties with communication and interaction, with 12% of these pupils having a diagnosis of autism; 38% have difficulty with cognition and learning, 0% have social, emotional and mental health difficulties; and 12% have sensory and/or physical needs. Eighty-seven per cent of those on our SEND register are boys.

Our last Ofsted inspection in June 2017 praised the provision for pupils with SEN recognising it as a “strength” of our school. The report also recognises that as a group these pupils made “good progress”:

“Early identification, high expectations and prompt support or challenge are well embedded. Interventions are tailored to meet individual needs expertly. Parents and pupils contribute to the detailed personal profiles which map out tailored programmes of work” Ofsted June 2017.

All pupil progress is tracked using FROG (our tracking system) by the class teacher, key stage team, subject leader, SENCO and Senior Leadership Team (SLT) to make accurate assessments and analyse data of all pupils and their needs. SEND pupil progress is monitored individually and as part of their year group. This data is analysed by SLT and reported to school governors and our School Improvement Partner.

### **Outcomes for pupils with SEND**

In 2016, pupils with SEND made progress that was in line with other pupils of the same cohort, except in areas where they had a specific need, for example attainment in reading for pupils with dyslexia.

In 2017 Assessing Schools Performance (ASP) data showed that although attainment for Northburn SEND pupils achieving the expected standard is below that of the national average, our rates of progress were above or significantly above those of ALL pupils nationally.

At Northburn we recognised that attainment and progress is often dependent on a child’s specific learning needs. In 2018, SEND pupils across all key stages made progress and maintained this progress from their starting point.

As noted in the Local Authority Annual Review in Autumn 2018, SEND pupils make good progress across Key Stage 1 and in Key Stage 2, pupils with SEND make good progress in writing. The Local Authority monitored provision for those children in receipt of high needs funding (March 2019) and concluded that needs are fully met and provision is of a high standard.

From pupil voices across all key stages feedback towards learning was extremely positive. Pupils commented they enjoyed learning and felt that it was challenging.

## **Developing and Enhancing SEND Provision at Northburn**

### **2016-2017**

- Further resources for pupils with visual impairments
- Embed new assessment programmes to track the pupil progress. We use computer software called *Tapestry* and *FROG*, track progress within interventions and maintain individual pupil profiles.
- Train another teacher in the role of Special Educational Needs Coordinator (SENCO). Miss Dawson has secured a place at University to complete SENCO Award September 2016.
- Further direct teaching for pupils to identify the skills and mind-set needed to be resilient, successful learners to support health, self-esteem and mental health (to be delivered by an educational psychologist).
- Participation in the evaluation of the Accelerated Reader programme which National Foundation for Educational Research (NFER) is carrying out on behalf of the Education Endowment Foundation at Cambridge University and the Department for Education.
- Supporting a study for an Erasmus European project on *SEN and Inclusion* with a focus on autism by Northumbria University.

### **2017-2018**

- Continue with participation in the evaluation of the Accelerated Reader programme with NFER.
- Continue with supporting the Erasmus European project on *SEN and Inclusion*.
- Develop individual Pupil Profiles which will be up-dated termly by Key Stage teams and shared with parents.
- Provide additional meetings with the SENCO for parents of pupils on the SEN register.
- Provide training for staff to track pupils on SEN register further using *IASEND* programme (which allows pupil profiles to be tailored to track individual pupil progress by creating a learning profile based on their specific learning barriers).
- Continue to provide training for teachers and Teaching assistants to enable them to provide and deliver quality-first teaching and interventions when required.

### **2018-2019**

- Continue with participation in the evaluation of the Accelerated Reader programme with NFER for Years 3, 4 and 5 pupils.
- Pupil Profiles have been adapted to become a *Pupil Passport*<sup>1</sup> which put the child (and their parents/carers) at the centre of their learning. These *Pupil Passports* provide a summary of the child, their needs and how best they are supported with clear SMART<sup>2</sup>, achievable targets and are regularly reviewed (graduated approach – see below for further information on this approach).

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<sup>1</sup> A *Pupil Passport* is a pupil-centred document recognising the SEND or additional support, allowing pupils (where possible) to express their learning needs, views and opinions, whilst also including additional support the pupil receives, reasonable adjustments, data and attainment information.

<sup>2</sup> Each *Pupil Passport* will include personalised SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets to ensure pupil outcomes are being met. These SMART targets are reviewed termly (more frequent if needed) in line with the graduated approach.

- Teaching staff and Teaching assistants in Early Years and Key Stage 1 have further received training in *Read Write Inc.*
- Staff have received training with regards to: Management of Actual or Potential Aggression (MAPA), Zone of Regulation, dyslexia, the graduated response and SMART targets.
- Staff have developed their knowledge of the graduated approach and writing SMART targets to support them in meeting the learning needs of pupils, providing quality-first teaching (and where needed interventions). All of this information can be found in individual, personalised *Pupil Passports*.
- Miss Dawson and Mrs Scott have worked alongside the Autism Support Service to further support identified pupils diagnosed with Autistic Spectrum Condition (ASC).

Our plans for developing and enhancing SEND provision in our school next year (2019-2020) include:

- Review Behavior Policy to ensure it supports pupils with SEND, linked with prior training for example, Zone of Regulation.
- Review curriculum to ensure it is relevant to those children with SEND.
- Focus on succession planning for Teaching assistants.

**Who are the best people to talk to at Northburn about my child's difficulties with learning/SEND?**

1. **Miss Lucy Dawson** is Northburn's Special Educational Needs Coordinator (SENCO) ([ldawson@northburnprimary.co.uk](mailto:ldawson@northburnprimary.co.uk); telephone: 01670 739 111). Miss Dawson has completed the SENCO Award.

The SENCO (Miss Lucy Dawson) is responsible for coordinating support for pupils with SEND and developing the school's *SEND Policy* and *Equalities Policy* (<http://www.northburn.northumberland.sch.uk/website>) to ensure all pupils receive an appropriate education that meets the needs of all pupils, promoting high standards to enable pupils to achieve ambitious targets. She will:

- Meet with parents to ensure you are involved in supporting your child's learning; keep you informed about the support your child is getting; and arrange reviews of your child's learning whereby you will be able to participate in the reviewing of their progress. This will also involve monitoring *Pupil Passports*, ensuring potential barriers to achievement are discussed with explanations about how your child is receiving a quality-first teaching.
- Liaise with other professionals who may be involved with supporting your child's learning e.g. speech and language therapist, educational psychologist, specialist teachers trained to deliver interventions, to ensure an integrated approach. If additional support is required, referrals to specialists will be made (with your consent) to ensure effective teaching approaches, strategies or intervention to support pupil progress. Once a referral has been made, feedback will be discussed at a pre-arranged meeting post-referral, with professionals sharing their findings and, where possible, explaining the next step in your child's education.

- Update school's SEND register (a system which ensures all SEND needs are known) and make sure there are records of your child's progress and needs (*Pupil Passports*).
- Provide support and organise training for teachers and teaching assistants so they are able to deliver the necessary programmes and targeted interventions to enable your child to learn and make progress to achieve their best.
- Provide updates to the Governing Body on provision for SEND. The SEND Governor (Mr Andrew Gullon) completes an annual school review in partnership with the SENCO.

**2. Mrs Clare Scott** (Headteacher) ([clare.scott@northburn.northumberland.sch.uk](mailto:clare.scott@northburn.northumberland.sch.uk); telephone: 01670 739 111) has over 20 years' experience as a SENCO and is a Specialist Leader of Education for SEN.

**3. Mr Andrew Gullon** is the Governor for SEND (telephone: 01670 739 111). Mr Gullon works with the SENCO to ensure provision for SEND is reviewed and improvements made when identified. He (with the Senior Leadership Team (SLT)) monitors the progress of pupils with SEND and the quality of provision. He has a wealth of experience and knowledge about supporting pupils with SEND.

#### Your child's class/subject teachers and teaching assistants

As stated in the Code of Practice, **teachers** are responsible for the learning, progress and development of all pupils in their class including those pupils with an identified SEND. Teachers, with the support of Teaching assistants and specialised staff, should provide quality-first teaching to all pupils. Teachers will:

- ensure Northburn's SEND Policy is followed.
- adapt teaching to the strengths and needs of all pupils differentiating appropriately using approaches in which pupils learn effectively.
- Have a secure understanding of barriers to pupils' learning and how best to overcome these, seeking advice from the SENCO, outside agencies and other professionals if required.
- regularly assess the progress of your child using the graduated approach model of: Assess, Plan, Do, Review, which allows them to identify areas to focus on when planning and delivering lessons.
- maintain the highest possible expectations for your child and will discuss their progress with the School Leadership Team (SLT) to ensure they remain on track and are making progress in line with their expected outcomes.
- monitor your child's progress (using *FROG*) to identify any areas for consolidation in understanding/learning, and plan for additional support which will help them make the best possible progress.

If a teacher is concerned your child may be having difficulties and is not making expected progress, they will inform you and the SENCO and working together we will discuss relevant actions that can be taken to support your child and help them achieve.

Some pupils at Northburn receive a personalised *Pupil Passport* which notes additional support to consolidate or accelerate learning, or because of a particular need at a given time, but will not be placed on the SEND register. If your child has a *Pupil Passport*, the class teacher will notify you, the pupil's parents, to give reasoning for this and explain any additional support put in place to consolidate or accelerate their learning.

### Who are the teachers in school who work with pupils with a SEND and what training do they have?

All teachers are responsible for adapting lessons to support all pupils including those with SEND. The SENCO's job is to support class teachers in planning provision for pupils with SEND. The school responds to, and seeks out training for all staff to improve teaching and learning opportunities for pupils with SEND. This includes whole-school and individual training in many areas of SEND. We aim both to be a fully inclusive school and to identify areas we can improve so we are able to meet the needs of all our pupils.

### Who are the other people providing services to pupils with SEND in this school?

We have 10 Teaching assistants. They have received training and have accredited qualifications in a range of SEND. Teaching assistants are trained to deliver English, mathematics, speech and language and social skills interventions. These interventions have been developed through an active research process and have a proven record of success. For example, some of the interventions we offer include: *Read Write Inc. Bitsboard* and *Snip* to support pupils with English, *Numicon* to support pupils with dyscalculia, and *Talkboost* to develop speech and language. We continue to use *Accelerated Reader* in Years 3 to 5.

We have expertise within the school to support pupils with a range of additional needs including:

- Literacy and specific literacy difficulties including dyslexia
- Mathematics including dyscalculia
- Speech and language
- Autistic Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD)
- Hearing impairment
- Visual impairment
- Attachment disorder
- Dyspraxia
- Downs Syndrome
- Emotional Learning Support Assistants (ELSA), to support well-being and mental health

Teaching assistants support individual pupils and deliver one-to-one and group interventions. The interventions are overseen by teachers and may also be overseen by services and professionals not working in school. Outside professionals may offer guidance and recommendations. The impact of interventions is carefully monitored by the SLT and the SEND Governor.

### What types of support are available for pupils with SEND at Northburn Primary School?

Class teachers practise excellent targeted classroom teaching also known as "quality-first teaching" (QFT), where the use of specialist trained staff in school and the provision and use



of equipment support pupils' access to learning. Further to this, QFT can also include the use of external specialists from education, health and social care services as and when appropriate. These things can all be considered "reasonable adjustments" This QFT is available for all pupils.

QFT and additional interventions are defined through our annual dialogue across the school which allow us to meet pupils' needs and help us to identify when best to access other services and resources for those pupils with higher needs. QFT is regularly reviewed and recorded so we know what we offer every child. Associated discussions also serve to embed our high expectations among staff about QFT and the application of a differentiated and personalised approach to teaching and learning. We discuss aspirations with ALL learners.

### **The Graduated Approach**

Underpinning our provision in school is the **graduated approach** cycle of:



Once your child is assessed and their learning needs identified, appropriate work will be planned for them. Your child may be grouped with other pupils with a similar learning need. Northumberland County Council has produced guidance on the graduated response with examples of support which could be provided at all stages with a range of special needs. All staff have access to this document.

Your child may have been identified to work on a specific intervention programme at school which has trained staff (teachers and teaching assistants) to deliver. For example, we have specific programmes to support the development of speech and language, reading, writing and mathematical skills. The interventions include assessments so that sessions can be planned carefully and tailored to need. Progress is tracked and the effectiveness of intervention is monitored.

Following the identification of additional support or a specific need, it may be decided that your child would benefit from further assessment through a referral to specialist because cognition is significantly below that of their peers starting from the same baseline and/or there are significant learning needs that have not been addressed through quality-first teaching and intervention groups. The SENCO will then discuss with you an appropriate referral and will ask for your consent before a referral is made to a specific SEND Support team in Northumberland. This support team includes: educational psychologist, specialist advisory teachers for literacy, speech and language, ASD and behaviour specialists.

For your child, this means that:

- Your child has been identified by the class teacher/SENCO/Headteacher (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 will be asked for written permission for the school to refer your child to a specialist professional via the Northumberland SEND team. This will help the school and yourself to understand your child's particular needs and be able to support them better.

A 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 better support them.
- Devising targets and programmes of work to be delivered by school staff under the guidance of the outside professional e.g. a social skills group/reading programme/physiotherapy programme.
- Referral for group or individual work with an outside professional.
- Referral onto another professional.

Examples of support available from specialist professionals:

- Specialist teachers for autism.
- Educational psychology.
- Behaviour support.
- Social services provision.
- Speech therapists and support for speech and language.
- CYPS (Children and Young Person Service) assessment service.
- Hearing and visual impairment specialist teachers.
- Occupational and physiotherapy services.
- School nurse, health visitors and family support workers.
- Primary mental health service.

There are a number of charities that can also offer support (e.g. Toby Henderson Trust for pupils with autism and their families). For further information visit Northumberland County Council Local Offer: <https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>. The address is also on our website.

Some other useful websites are listed at the end of this report.

### **What if I think my child needs further support?**

If you, the class teacher or the SENCO believes your child has complex needs, the school can request that the Local Authority carry out a statutory assessment of your child's needs to determine if they would benefit from and need an EHCP. If the Local Authority agrees that your child's needs are sufficiently complex, they will instigate an assessment. You, your child (if appropriate) and professionals working with your child will contribute to a dialogue to establish appropriate provision. Learning targets provide support and the cost will be set out in a plan which will be reviewed yearly. The EHCP will outline the individual/small

group support your child needs and what strategies must be put in place. It will also have long- and short-term goals for your child.

If your child already has an EHCP, they are likely to continue to need specialist support from outside professionals. The SENCO will liaise with all professionals to ensure that a coordinated plan of support is devised for your child in collaboration with you and your child.

### How will we measure the progress your child is making in school?

- Your child's progress is continually monitored by his/her class teacher and moderated regularly within key stage teams to ensure that correct judgments are made. The SLT regularly monitors the progress made by individual pupils and groups of pupils. Your child's progress is reviewed formally by SLT in pupil progress meetings.
- Your child's progress will also be monitored using *FROG*.
- Your child will have a *Pupil Passport* which will include their aspiration which is up-dated termly by key stage teams.
- Interventions are reviewed at the end of each half-term or at the end of the targeted intervention period. Liaison between staff ensures learning is built upon in class and resources are available to aid independence.
- At the end of Key Stages 1 and 2, all pupils are required to be formally assessed using Standard Assessment Tests (SATs). If appropriate, we are able to apply for additional time, a reader, or a scribe. For the Year 6 SATs, the decision is not made by the school but it will make an application to the Department of Education.

The progress of pupils with an EHCP is formally reviewed at an Annual Review.

### What support do we have for you as a parent or carer and your child?

- 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 SENCO 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, either with the person involved directly or where this is not possible in a report.
- In addition to parents' evenings and review meetings, we have 'drop-in sessions' where you can see your child's teacher or the SENCO without having to make an appointment.
- You can also contact *Northumberland SEND Information, Advice and Support Service*, previously known as the Parent Partnership Service. It is a free and confidential service which provides impartial information, advice and support to parents of pupils with SEN.
- The views of your child are important. They will have the opportunity to contribute to their Profiles and reviews and we have a system of mentoring which provides a forum for your child to discuss their learning, personal goals and desires for the future.

## How will we support your child when they are leaving Northburn or moving to another class?

We recognise transition can be difficult for a child with SEND and we take steps to ensure that transition is as smooth as possible.

### When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All targets will be shared with the new teacher.
- All pupils have an opportunity to spend a session with their new class teacher for September at the end of the summer term.
- Individual transition arrangements can be made for pupils who need a personalised approach.

### If your child is moving to another school (Primary/First or Middle):

- We will contact the other school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- We will ensure that all records and *Pupil Passports* are passed on.
- Individual transition arrangements can be made for pupils who need a personalised approach.

### To secondary school:

- The SENCO will meet with the SENCO and the Head of Year 7 from the secondary school (usually Cramlington Learning Village, CLV) to discuss the needs of your child and the support that they will need.
- We will also discuss transition at a review meeting with the SENCO of their new school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Your child will have the opportunity to make additional visits to their new school, if appropriate.
- Individual transition arrangements can be made for pupils who need a personalised approach.

## What do I do if I am unhappy about the provision my child receives and wish to complain?

If you have any concerns please let us know. We want to work with you in the best interests of your child. If after discussion you still feel unhappy, you can complain. Please contact the school for a copy of our complaints policy.

For further information, refer to the Northumberland County Council Local Offer.

<b>COMPLETED BY: (Name and position)</b>	Miss Lucy Dawson SENCO
<b>Discussed with representative Governors and Parents</b>	
<b>DATE COMPLETED:</b>	May 2019
<b>REVIEW DUE:</b>	May 2020. To be amended as appropriate if there are significant changes to our offer. <u>Amended:</u> January 2016, April 2016, October 2016, June 2017, May 2018, May 2019

### **Northumberland County Council Local Offer Contact Information:**

Telephone Number: 01670 623 555

Email: [alison.bravey@northumberland.gov.uk](mailto:alison.bravey@northumberland.gov.uk)

### **Northumberland SEND Support Services Contact Information:**

#### **Psychological Services**

**Manager:** Paula Hesford

**Telephone Number:** 01670 624 813

**Email:** [psychservices@northumberland.gov.uk](mailto:psychservices@northumberland.gov.uk)

#### **Communication Service – Speech, Language, Communication, Literacy and EAL**

**Manager:** Judith Dodds

**Telephone Number:** 01670 624 807

**Email:** [sendcommunicationservice@northumberland.gov.uk](mailto:sendcommunicationservice@northumberland.gov.uk)

#### **Behaviour Support Service and Autism Support Service**

**Manager:** Fiona Tarn

**Telephone Number:** 01670 624 802

**Email:** [asd.behaviourservices@northumberland.gov.uk](mailto:asd.behaviourservices@northumberland.gov.uk)

### **Who can I contact for further information about SEND?**

National Parent Partnership Network [www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)

DIAL UK (Disability Information Line) [www.dialuk.org.uk](http://www.dialuk.org.uk)

Family Fund [www.familyfundtrust.org.uk](http://www.familyfundtrust.org.uk)

IPSEA (Independent Panel for Special [www.ipsea.org.uk](http://www.ipsea.org.uk)

Educational Advice)

National Association of Citizens Advice [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

Bureaux

Parents for Inclusion [www.parentsforinclusion.org](http://www.parentsforinclusion.org)

### Communication Difficulties

AFASIC – Unlocking Speech and Language [www.afasic.org.uk](http://www.afasic.org.uk)

Communication Trust- Speech, Language and/or communication needs. [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

### ASD

National Autistic Society [www.nas.org.uk](http://www.nas.org.uk)

### Specific Learning Difficulties

British Dyslexia Association [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Dyslexia Action [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

Dyscalculia [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

### Social, Mental and Emotional Health

Barnardo's [www.barnardos.org.uk](http://www.barnardos.org.uk)

Young Minds [www.youngminds.org.uk](http://www.youngminds.org.uk)

### Physical Difficulties, including Sensory and Medical Needs

British Deaf Association [www.bda.org.uk](http://www.bda.org.uk)

Diabetes UK [www.diabetes.org.uk](http://www.diabetes.org.uk)

Dyspraxia Foundation [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

National Society for Epilepsy [www.epilepsysociety.org.uk](http://www.epilepsysociety.org.uk)

Epilepsy Action [www.epilepsy.org.uk](http://www.epilepsy.org.uk)

National Blind Pupils' Society [www.nbcs.org.uk](http://www.nbcs.org.uk)

National Federation of the Blind [www.nfbuk.org](http://www.nfbuk.org)

Visual Impairments [www.look-uk.org](http://www.look-uk.org)

National Deaf Pupils' Society [www.ndcs.org.uk](http://www.ndcs.org.uk)

National Eczema Society [www.eczema.org](http://www.eczema.org)

National Asthma UK [www.asthma.org.uk](http://www.asthma.org.uk)

Down's Syndrome Association [www.downssyndrome.org.uk](http://www.downssyndrome.org.uk)