



ST BENET BISCOP  
CATHOLIC ACADEMY

## SEND Information Report

### Document Management

Next Review Date: September 2024

Approving Body: Local Governing Body

Policy Owner: SENCO

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The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND). At St Benet Biscop Catholic Academy we hope parents/carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information.

#### **We provide support for the following SEND:**

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autistic Spectrum Disorder (ASD)
- Physical Disabilities (PD)
- Dyslexia
- Dyspraxia
- Hearing Impairment (HI)
- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SPLD)
- Social, Emotional and Mental Health issues (SEMH)
- Speech Language and Communication Needs (SLCN)
- Visual Impairment (VI)

#### **We identify and assess pupils with SEND using the following methods:**

St Benet Biscop Catholic Academy has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification; identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

When a student first comes to St Benet Biscop Catholic Academy, we use information from a range of sources to help identify SEN and other needs. This includes information from parents/carers, primary and middle school liaison with SENCOs, Heads of Year and year 6 teachers, end of key stage data and recent testing of reading.

Teaching and support staff, supported by middle and senior leaders, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly below that of their peers starting from the same baseline
- fails to match or better the pupil's previous rates of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap



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St Benet Biscop Catholic Academy ensures all staff who work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.

Staff will follow the Graduated Approach following the principle of assess-plan-do-review. This applies to all aspects of needs from first concerns to high needs provision.

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the school will aim to give them the confidence that their views and contributions are valued and will be acted upon, wherever practicably possible.

Parents/carers will be formally notified when the school aims to provide their child with SEND support. Referrals to outside agencies are only made with parental permission. Referrals are made after a period of assess, plan, do and review. This academic year, referrals have been made to LA support services including:

- Behaviour and Emotional Wellbeing Service
- ASD Support Services
- Speech Language and Communication Support Services
- Specific Learning Difficulties Support Services
- Educational Psychologist
- The PRU
- EOTAS
- EAL

The planning that St Benet Biscop Catholic Academy implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- focus on the pupil as an individual, not their send label
- be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images
- highlight the pupil's strengths and capabilities
- enable the pupil, and those who know them well, to say what they have done, what they are interested in and what outcomes they are seeking in future
- tailor support to the needs of the individual, wherever practicably possible
- bring together relevant professionals to discuss and agree together the overall approach

The school will communicate with pupils, and parents/carers of pupils receiving SEND support to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities when possible.

St Benet Biscop Catholic Academy assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).



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If it is felt that an EHC Plan is needed, the school will fully cooperate with the LA when research about the pupil is being conducted. All relevant teachers will be involved in contributing information to the LA. If the school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for the decision. The school will work with the LA to meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes will be met through the school's existing provision.

The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them. All reasonable provisions will be taken by the school in order to provide a high standard of education. Relevant staff members will keep up-to-date with any necessary training.

The school will ensure any EHC plan information is kept confidential and on a need-to-know basis.

### **We evaluate the effectiveness of our SEND provision in the following ways:**

The school rigorously monitors the effectiveness of Teaching and Learning for all students, including those with SEN, through the analysis of students progress and attainment data.

- SEND review
- Department Reviews
- Book Scrutinies
- Learning walks
- SEF
- Annual review of SEND Policy
- SENCO is part of SLT as Assistant Headteacher
- Link meetings with SENCo and other senior leaders to review progress and provision for specific SEND students
- Weekly meetings between LSA's and SENCo to relay and review information
- SEN support service at County level used for advice and guidance – e.g. ASD specialist teachers

The outcomes of these evaluations are used to create and implement development plans for all aspects of school life.

### **Our arrangements for reviewing the progress of pupils with SEND are as follows:**

The progress of children with SEND is monitored carefully and further support is put into place if necessary. Every classroom teacher is responsible for the progress of every student in their class. They are supported by Subject Leaders, Student Support Managers and Head of Progress with and AHT overseeing the progress and attainment of all students with SEND. This allows rapid identification of students requiring intervention and bespoke programmes of intervention to be put in place. Rigorous tracking systems inform us of any student who is falling behind and who may need further help. We aim to keep parents/carers fully involved in the process and informed of any support which is felt would be of benefit to a pupil.

In tracking the learning and development of pupils with SEND, the school will:



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- Seek the insight of the pupil and their parents/carers
- Set pupils stretching academic targets
- Set pupils individual personal targets such as behaviour for learning and personal organisation
- Track their progress towards these goals using both formative and summative assessment
- Internal assessment data collected termly throughout the year following formal assessment
- Teacher feedback
- Assessment data and teacher feedback used to target students for specific intervention
- During transition, data and information collected is used to provide a smooth transition for students to their next phase of education
- Review additional or different provision made for them on a regular basis e.g. students using the breakfast or lunchtime clubs may gain the confidence to cope with mainstream provisions.
- Promote personal and social development outcomes e.g. Students feel confident to self refer when necessary and are prepared for adulthood.
- Base approaches on the best possible evidence, and strive to ensure that they are having the required impact on progress
- Student reports may be used to monitor and track student attendance, progress and behaviour for learning. These are monitored by a named member of staff on a daily basis and reviewed at least fortnightly. If successful, students are taken off report, if further intervention is required, students may be placed on the next stage of support.

### **Our approach to teaching pupils with SEND includes:**

At St Benet Biscop Catholic Academy, we value the abilities and achievements of all our students. As defined in our mission statement "To seek wholeness, through faith, quest and learning to become what God intends us to be", St. Benet Biscop Catholic Academy exists to educate the whole person and to develop the full spiritual, academic and moral potential of all students. We are committed to providing the best possible learning environment for each student by focusing on inclusive practice and striving to remove any barriers to learning. We pay close regard to the three key principles of inclusive education: setting suitable learning challenges; responding to students' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of students. At St Benet Biscop Catholic Academy we adopt a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all students so they can fulfil their potential and achieve their best. We recognise that many students may have special needs at some time during their school life. By implementing this policy, we believe that students will be helped to overcome these difficulties. Whilst many factors can create difficulties, we believe that parents/carers, teachers and relevant outside agencies should work together to afford students the best opportunity to maximise their potential.

Our AHT SENCO, Assistant SENCO and Year Teams, supported by the Learning Support Assistant (LSA), oversee the support and progress of any student requiring additional support across the academy, working closely with Subject Leaders.

- The class teacher will plan and work with each student with SEND in his or her class to ensure that progress is made.
- There may be a Learning Support Assistant (LSA) or a HLTA (Higher Level Teaching Assistant) working with your child. This could be individually or as part of a group, as in class support or as part of an intervention programme.
- We have KS3 and KS4 Student Support Managers and a Head of 6<sup>th</sup> form & Assistant Head of 6<sup>th</sup> form, who also monitor progress and mentor students individually or in small groups.

In addition, the following strategies are employed in teaching students with SEND:

- Whole school training provided for staff on SEND inclusion
- LSA's appointed to specific departments to facilitate communication of relevant information and differentiation of the curriculum and resources
- Modified resources for VI
- Small class sizes where possible
- Setting of subjects
- Handwriting intervention
- Lexia Literacy Intervention
- Mentoring
- Assertive mentoring
- Lego Therapy
- Emotional regulation intervention
- Academic mentoring

### **We adapt the curriculum for pupils with SEND in the following ways:**

We have high expectations for all, recognising all educational achievements. We provide an inclusive environment with Quality First Teaching at its heart, striving to meet the needs of all our students, enabling them to reach their true potential.

- Our assessment of students' learning is vital, allowing teaching staff to teach and assess the individual student's learning needs. Teachers employ a range of teaching resources that support and extend each student's learning.

- Clear learning objectives and success criteria are identified for individual students, and adapted for students with SEND, creating personalised learning. Our marking policy celebrates students' successes and identifies next steps.
- Students practise self and peer assessment, which helps them to have a greater influence in guiding their own learning.
- All work within class is pitched at an appropriate level so that all students are able to access according to their specific needs. Teachers are expected to demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Regular teaching observations and learning walks by the Senior Leadership Team and Subject Leaders, as well as book scrutinies, are carried out so that teaching staff are consistent in employing our Teaching and Learning Policy.
- Whole school training provided for staff on SEND inclusion
- LSA's appointed to specific departments to facilitate communication of relevant information
- Modified resources for VI
- Literacy intervention in KS3
- Setting of subjects
- Whole school Teaching and Learning emphasis on the St Benet Biscop Lesson.

**We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:**

- Most areas of the school have ramps to allow easy access for wheelchair users. However, there is no ramped access to the specialist language rooms, which means that when necessary, whole classes are relocated to rooms which do have easy access.
- Lifts in the St Oswald's, St Wilfrid's and St Benedict's blocks ensure access to specialist rooms.
- Accessible toilet facilities are available in each block and there is a Physiotherapy Room in the St Aidan's block.
- Students have access to appropriate IT equipment
- Whole school training provided for staff on SEND inclusion.
- Seating for Learning.
- Employability Skills course.
- It may be necessary to do carry out a risk assessment prior to any off site activity to ensure that everyone's health and safety is considered.
- LSA support is provided for educational visits.
- The academy offers extra curricular activities which are available to all students. Staff running these activities are fully aware of any students who may encounter difficulty accessing the activity so that allowances can be made accordingly.
- Training for LSA's on how to fit leg splints.
- EAL training.

**The following emotional, mental and social support is available for pupils with SEND:**

We welcome and celebrate diversity; it is vital to a student's well being that they have high self-esteem and therefore we have a caring and understanding team looking after the welfare of our students.

- The form tutor has responsibility for the pastoral care of every student in his or her class and therefore would be the parent/carer's first point of contact. If further support is required, the form teacher liaises with the Head of Progress and/or SENCO/Assistant SENCO for further advice and support. This may involve working alongside outside agencies such as Children and young people's services, and/or professionals from the Central SEND Support Team.
- Additional pastoral and social support is provided by our Student Support Managers who can work with individuals or small groups of students.

- The academy also has Student Support Managers who are trained in young people's emotional and mental health who work, under the direction of the SENCO/Assistant SENCO and Heads of Progress, with vulnerable students during the school day. There are also staff qualified in Youth Mental Health First Aid.
- The academy liaises with outside professionals, when appropriate, regarding the health and medical needs of our students. The Academy has a policy regarding administering and managing medicines on the school site.

Below is a list of some of the additional support services offered to our students to support their social, emotional and mental health needs:

- Self-esteem workshops
- 1-2-1 mentoring (anxiety and anger)
- Time out cards
- Alternative timetables
- Access arrangements for exams
- Rest breaks and smaller venues for examinations
- Mediation
- Behaviour contracts
- Pastoral support plans
- Positive reports
- Praise books
- Educational Psychologist support
- Visual Timetables
- Additional Transition Visits
- LSA support
- Breakfast Club
- Lunchtime club
- 6<sup>th</sup> form reading mentors
- Fidget devices
- Alternative changing arrangements for PE

<b>Our SEND co-ordinator (SENCO) is: Sarah Watts</b>	
Listed below are the names of staff members possessing expertise related to SEND:	
Name: Sarah Watts wattss@stbb.org.uk	Name: Katerina Figueiredo
Job role: SENCO	Job role: LSA
Expertise: Qualifying SENCO	Expertise: In class support
Name: Katy Hamilton	Name: Sarah Gray
Job role: Assistant SENCO	Job role: LSA
Expertise: Qualifying SENCO	Expertise: In class support
Name: Julie Yorke	Name: Casey Oliver
Job Role: HLTA Literacy	Job Role: LSA
Expertise HNDip Primary ed	Expertise: In class support
Name: Angela Ormsby	
Job role: LSA	
Expertise: In class support	
Name: Pat Johnson	
Job Role: LSA	
Expertise: In class support	
Name: Elaine Morgan	
Job Role: LSA	
Expertise: In class support	
<b>In addition, we use the services of the following specialists:</b>	
<ul style="list-style-type: none"> <li>• Children's and Young People's Services</li> <li>• Primary Mental Health</li> <li>• Education mental health practitioners</li> <li>• Children's Services</li> <li>• SEND Support Service (ASD Specialist Teachers, Behaviour Support Teachers, EAL Support Teachers, Speech language and communication teachers, specific learning difficulties teachers)</li> <li>• Educational Psychologists</li> <li>• Occupational Therapists</li> <li>• ESLAC</li> <li>• EOTAS</li> <li>• Speech and Language therapists</li> <li>• The Pupil Referral Unit</li> <li>• Engage</li> <li>• Headstart</li> <li>• Sensory Support Service</li> <li>• School Health</li> <li>• Tuition</li> </ul>	



**We currently possess the following provisions to assist our pupils with SEND:**

St Benet Biscop will assess the needs of every disabled individual and, based on that assessment, will take reasonable steps to avoid putting disabled pupils at a disadvantage. The budget is closely monitored and the impact of spending is continually reviewed. The school uses some of its budget to buy resources and make provision for children who need additional help. For example, children with SEN might need:

- some changes to the curriculum
- special equipment or teaching materials
- the use of additional information technology
- small group work
- support in the classroom

The SEN part of the school's income is sometimes called the "notional" SEN budget because it is not based on the school's actual numbers of pupils with special needs, but on a formula.

Where a school has children needing very expensive provision which might absorb a lot of the SEN support funding, the school can request additional funding. The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block'), which can be used to make specific provision for an individual child or a group of children.

It is for the school, as part of its normal budget planning, to determine our approach to using our resources to support the progress of pupils with SEND. The SENCO, SLT, Finance Manager and governing body establish a clear picture of the resources that are available to the school. This informs the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Reasonable adjustments made by the school meet statutory requirements when they:

- act to prevent disabled pupils being placed at a substantial disadvantage
- are aimed at all disabled pupils
- are anticipatory
- enable pupils to participate in education and associated services

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, we will consider the potential impact on disabled pupils in terms of:

- time and effort
- inconvenience
- indignity or discomfort
- loss of opportunity
- diminished progress

The school will provide access to ICT appropriate for pupils with disabilities and will ensure, where possible, alternative activities are provided to enable disabled pupils to make progress in music, drama, physical education, science and design technology.

The school will continue to work toward providing effective support for pupils who need help with communication, language and literacy e.g. using visual and written materials in different formats including large print, symbol text and Braille.

Other reasonable adjustments may include, for example visual aids and timetables, access arrangements for assessments and exams and live speakers in MFL.

The school will continue to maintain and improve, where possible, access to, from or past doorways, steps and stairs, toilet facilities, showers as well as pathways/routes (that are logical and well signed) and parking for all users but particularly wheelchair users. School will continue to liaise with medical professionals such as Occupational Health and Physiotherapists to secure equipment.

Where possible, the school will improve lighting, non-visual guides and décor or signage in order to assist disabled pupils in and around the buildings and site with visual impairment, autism or epilepsy.

The school will, where possible, take steps to reduce background noise for hearing-impaired pupils.

If a student requires specialist equipment we liaise with the appropriate local service to establish what is necessary.

The school will (in line with its Health and Safety policy) ensure that emergency and evacuation systems are set up to inform all pupils.

Close liaison with feeder schools and post 16 establishments to support pupils between phases of education.

#### **Our confirmed plans for SEND provision in the future:**

- Continued promotion of the St Benet Biscop Way for learners with SEND, by embedding the values of integrity, respect, excellence, resilience and self-discipline.
- Review deployment and working practices of LSAs and HLTA.
- Place SEND learners on the agenda of all department meetings
- Ensure there is consistency of approach of all staff in meeting pupils' special educational needs.
- Increase awareness amongst staff of how to support additional needs in the classroom.
- All teachers plan lessons that are more challenging and demonstrate higher expectations of what students can achieve, by adapting the curriculum accordingly to meet the needs of SEND students.
- Pupil Passports and IEPs (detailing support) continue to be established for all SEND students.
- Offer breakfast clubs and revision sessions during exam season.
- Promote importance of mock exams through revision preparation sessions.
- Ensure sanctions are consistently and fairly applied to ensure pupils are not always punished several times for the same misdemeanour.
- Ensure all leaders have a good grasp of quantitative information in relation to the attainment and progress of pupils with special educational needs so these aspects can be checked and evaluated more precisely.
- Targeted early intervention across all curriculum areas
- Revision of Behaviour for Learning Policy
- Develop Pupil Voice.
- Develop parent/carer voice.

#### **Our arrangements for ensuring the necessary involvement of parents are as follows:**

When a student receives additional support in school (an intervention), we identify specific targets linked to that support and the intended outcomes. We review progress and share this information with parents/carers and students at appropriate intervals depending on the length and nature of the intervention. For students with more complex needs, we may create an Individual Education Plan (IEP) which outlines the work we are doing with a student. Sometimes it is helpful to meet in school to evaluate and plan the next steps. At other times, a phone call or written communication is more appropriate. For students with an Education or Health and Care Plan, there will be an Annual Review Meeting (usually held in school) in which parents/carers, professionals who work with the student and (if appropriate) the student will be involved.

- It is vitally important that both parents/carers and students know what the student's targets are and how they are doing. Parent/carer and student views and opinions are always sought. We report to parents/carers three times a year about their child's attainment, targets and progress in each curriculum area. Parents' Evenings are held during the year for parents/carers to meet subject teachers.
- The class teacher, Head of Progress, Student Support Manager, SENCO or Assistant SENCO may meet or talk to parents/carers (this could be as part of parents' evening) to discuss a child's needs, support and progress. Staff will contact parents/carers when the need arises and maintain records of any communication with parents (meetings and telephone calls).
- Each student has a school planner which should be used to communicate between home and school about any concerns. Students must have their school planners with them at all times in all lessons.
- Parents/carers can phone school to arrange a time to talk either by phone or to arrange an appointment with a member of staff.
- Student progress data is submitted termly and the student progress meetings are led by this data. This data is analysed by staff, looking for any anomalies or concerns.
- Professional discussions will take place and staff will look at what steps are required in order to support a student or groups of students who are not achieving their targets or who are exceeding their targets. Those requiring additional support will be identified and appropriate interventions will be considered. It is important that students and their parents/carers are actively involved in the decision making process.

**Our arrangements regarding SEND related complaints from parents are as follows:**

St Benet Biscop Catholic Academy is committed to resolving disagreements between pupils and the school.

In carrying out of duties we:

- Support early resolution of disagreements at the local level
- Explain the independent disagreement resolution arrangements in our Complaints Policy – see school website for details

**We work with the following bodies to ensure the best possible provision for pupils with SEND:**

The school is able to make referrals to a number of outside agencies including the Local SEND Support Team. Where necessary, the school will refer a student to an external specialist, after consultation with parents. The school also has contacts with health professionals, such as the school nurse, speech and language therapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. If a student requires specialist equipment we liaise with the appropriate local service to establish what is necessary.

The bodies we currently work with are:

- Children's and Young People's Services
- Primary Mental Health
- Education mental health practitioners
- Children's Services
- SEND Support Service (ASD Specialist Teachers, Behaviour Support Teachers, EAL Support Teachers, Speech language and communication teachers, specific learning difficulties teachers)
- Educational Psychologists
- Occupational Therapists
- ESLAC
- EOTAS
- Speech and Language therapists

- The Pupil Referral Unit
- Engage
- Headstart
- Sensory Support Service
- School Health
- Tuition

**Parents of children with SEND may find the following additional services helpful:**

- The Autism Education Trust (AET): [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)
- National Autistic Society: [www.autism.org.uk](http://www.autism.org.uk)
- [www.autismnorthumberland.co.uk](http://www.autismnorthumberland.co.uk)
- Northumberland Inclusive Education Service  
<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Education-Schools.aspx>
- Senior Director of School Improvement, John Foster, [john.foster@bishopbewickcet.org](mailto:john.foster@bishopbewickcet.org)
- Trust SEND Lead, Nicola Taylor, [nicola.taylor@bishopbewickcet.org](mailto:nicola.taylor@bishopbewickcet.org)
- School Improvement Leader for SEND, Suzanne Connolly  
[suzanne.connolly@northumberland.gov.uk](mailto:suzanne.connolly@northumberland.gov.uk)
- HINT Inclusion services: <https://www.northumberland.gov.uk/Children/Needs.aspx>
- ASD & SEND Behaviour Services Telephone No.: 01670 624802 Email Address:  
[asd.behaviourservices@northumberland.gov.uk](mailto:asd.behaviourservices@northumberland.gov.uk)  
<https://www.northumberland.gov.uk/Children/Needs.aspx>
- ADD Information Service [www.addiss.co.uk](http://www.addiss.co.uk)
- BRIGHTSIDE YOUTH/ADULT SERVICES Saturday Club and Holiday Scheme Telephone 07723 059221 [www.brightsidervices.co.uk](http://www.brightsidervices.co.uk)
- SEND Communication Support Telephone 01670 624807 Email Address:  
[sendcommunicationservice@northumberland.gov.uk](mailto:sendcommunicationservice@northumberland.gov.uk)
- CHILDREN AND YOUNG PEOPLE'S SERVICE NORTHUMBERLAND (CYPS) - CHILD AND ADOLESCENT MENTAL HEALTH Telephone 01670 798265
- CHILDREN'S OCCUPATIONAL THERAPY (NORTHUMBERLAND) Telephone 01670 564050
- CRAMLINGTON VOLUNTARY YOUTH PROJECT Telephone 01670 739009
- [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)
- [www.dyslexianortheastengland.org.uk](http://www.dyslexianortheastengland.org.uk)
- <https://www.dyslexiascotland.org.uk/our-leaflets>
- [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)
- [www.dyspraxiaconnexion.org.uk](http://www.dyspraxiaconnexion.org.uk)
- EAL Telephone 01670 624807 [sendcommunicationservice@northumberland.gov.uk](mailto:sendcommunicationservice@northumberland.gov.uk)
- EOTAS 01670 623970
- ESLAC 01670 622779
- Education Welfare Telephone 01670 622800 [educationwelfare@northumberland.gov.uk](mailto:educationwelfare@northumberland.gov.uk)
- Family Support Team Telephone 01670 620288 [www.northumberland.gov.uk/familysupport](http://www.northumberland.gov.uk/familysupport)
- FAMILY FUND Telephone 01904 621 115 [info@familyfund.org.uk](mailto:info@familyfund.org.uk)
- Inclusion Services Telephone 01670 624411 [inclusion@northumberland.gov.uk](mailto:inclusion@northumberland.gov.uk)
- Graduated Approach  
[https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Final-GA-Parents-June-2018\\_1.pdf](https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Final-GA-Parents-June-2018_1.pdf)
- IPSEA - INDEPENDENT PARENTAL SPECIAL EDUCATION ADVICE [www.ipsea.org.uk](http://www.ipsea.org.uk)
- Literacy Support Service (Dyslexia) Telephone 01670 624807  
[sendcommunicationservice@northumberland.gov.uk](mailto:sendcommunicationservice@northumberland.gov.uk)
- [www.literacytrust.org.uk](http://www.literacytrust.org.uk)
- Local Offer: <https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>
- Psychological Services Telephone 01670 624813 [psychservices@northumberland.gov.uk](mailto:psychservices@northumberland.gov.uk)
- Pupil Referral Unit Telephone 01670 514963
- Northumberland SEND Information, Advice and Support Service (Previously known as Northumberland Parent Partnership Service) Telephone 01670 623555 or at  
[parentpartnership.northumberland.gov.uk](http://parentpartnership.northumberland.gov.uk)

- Sensory Support Service (Multi-sensory, Hearing and Visual Impairment) Telephone 01670 624854 or email [sensorysupport@northumberland.gov.uk](mailto:sensorysupport@northumberland.gov.uk)
- School Transport Team Telephone 0345 600 6400
- SEND INFORMATION, ADVICE AND SUPPORT SERVICE Telephone 01670 623555  
[alison.bravey@northumberland.gov.uk](mailto:alison.bravey@northumberland.gov.uk)
- SCHOOL NURSING SERVICE Telephone 01670 829889
- TRINITY SPECIAL NEEDS YOUTH CLUB Telephone 01670 531843
- Toby Henderson Trust: [www.ttht.co.uk](http://www.ttht.co.uk)

**Our transitional arrangements for pupils with SEND include:**

- AHT SENCO/Assistant SENCO and/or Year 7 team visit feeder schools to facilitate seamless transition to secondary school.
- Staff liaise closely with feeder schools to collate the appropriate information for SEND students in order to provide the most appropriate facilities and care in the secondary setting.
- Parents and students are encouraged to make several transition visits to meet teaching staff, familiarise learners with the new environment and meet LSA's.
- Transition visits allow students to experience lessons in the secondary setting and have lunch with other students in the building.
- Photo books can be used to help students to become familiar with the building and surroundings.
- Outside professionals involved in the care of individual students are encouraged to attend transition meetings to discuss individual needs.
- Invitation to summer school.

For more information regarding the academy's SEND provision, please contact the school office, on 01670 822795.

Northumberland's local offer, explaining what is available on an LA basis, can be found using the following link: [SEND Local Offer](#)