



# SEND (Special Educational Needs and Disabilities) Information Report

## March 2019

**SENCo:** Mrs Jacqui Johnson

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**SEN Governor:** Sue Currie

Type of school	Community School:
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	<p><b>South Avenue:</b> Middle (primary / secondary, ages 9-12 years, School Years 5-7)</p> <p><b>Acklington Road:</b> High (secondary, ages 12-18 years, School Years 8-11 and 6<sup>th</sup> Form)</p>	
<p>Accessibility</p>	<p>Wheelchair Accessible</p>	<p>At Acklington Road, the first floor is accessible by the use of a lift for those with mobility requirements. Entrances have sloping paths.</p> <p>School accept there are areas of accessibility which need to be addressed. Areas are identified in the Accessibility Policy.</p> <p>There is some wheelchair accessibility at South Avenue. Please contact the school should you wish to discuss specific requirements.</p>
	<p>Auditory/ Visual Enhancements:</p>	<p>Interactive white boards. Screen colour can be altered to suit visual needs.</p>
	<p>Other Adaptations</p>	<p>Disabled toilets available on both school sites.</p>
<p>Core offer</p>	<p>Special Educational Needs and Disabilities within JCSC is an important part of our ethos. JCSC endeavours to be an inclusive school and aims to provide the best possible support for all children, regardless of their needs and or disabilities.</p> <p><b>Our Principles</b></p> <ul style="list-style-type: none"> <li>• To ensure all our students have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs</li> <li>• To ensure early identification, assessment and provision for any student who may present with educational needs</li> <li>• To enable all staff to recognise children with additional needs and take responsibility for effectively addressing such needs</li> <li>• To encourage the whole college community to demonstrate a positive attitude towards SEND.</li> <li>• To foster an effective partnership with parents and carers in developing and implementing a joint learning approach at home and college.</li> <li>• To enable students to take part in all decision-making processes concerning their education.</li> <li>• To follow the Code of SEN Practice (2014) which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.</li> </ul> <p><b>How will school support my child?</b></p>	

The SENCO, Mrs Jacqui Johnson, oversees and coordinates the SEND provision for students. On a day to day basis, depending on need, a Learning Support Partner (LSP) may be available where needs have been identified.

The SENCO has a flexible approach to intervention knowing that students' needs are fluid and frequently change. The SEND department is therefore as flexible as possible in order to meet pupils' needs.

Teachers are responsible for differentiation in their classrooms and will direct LSPs in their role to support individual students in accordance with the child's learning support plan or where needs have been identified.

Wellbeing Officers are responsible for addressing any pastoral barriers to learning. The pastoral team (includes teachers appointed as Heads of Pastoral) is managed by Vicky Gilbert, Personal Development and Wellbeing Manager.

### Levels of required support

In accordance with the SEND Code of Practice 2014, school offers SEND support using a graduate response approach. Initial concerns are raised with the SENCO and where needs are identified, a level of support is made available for the child particularly in areas such as reading, maths, handwriting, or those who are in need of short-term emotional support. This support is monitored and may be short-term or long-term dependent on individual need and the level of progress made.

Children with high level needs will access a higher level of support and the school may request support from outside agencies. This may include the SEND Support Teams, CYPS et al. Short Term Additional Resource (STAR) funding may be applied for. When interventions are monitored over two terms using an Assess, Plan, Do, Review (ADPAR) approach and no progress is made, school, parents and child may make an application for a Consideration of Statutory Assessment (COSA) for an Education, Health and Care Plan (EHCP) or an EHA (Early Help Assessment). Only the most complex pupils will receive this level of support.

The EHA allows all agencies involved in the care of the child to meet and devise an action plan to support the child's education, health or social care.

### Education Health and Care Plans (EHCPs)

The EHCP is a child/parent centred document that focus on the outcomes that the child / young person seeks to achieve. The plan will set out how services will work together to meet the child's needs and support the outcomes.

The information gathered during an assessment for an EHC plan will not always lead to a plan; however, the information gathered may indicate ways in which the college can meet the child's needs using the available resources.

	<p>Further information about EHC plans can be accessed on the Northumberland County Council website (see link at end of this document).</p>
<p><b>Inclusion</b></p>	<p>Inclusion is a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers). It affects all aspects of public life. Inclusion at JCSC, is embedded in ethos, policies, staff handbook, website, annual questionnaires, through Parents Forum, and the Student Voice.</p> <p>Wherever possible all students with SEND will join in all activities of the college with students who do not have special educational needs, although there may be occasions where this may not be appropriate. This inclusion policy covers all areas of the curriculum, acts of worship, college visits (including residential trips), sporting activities, social activities, lunch times, break times and all other college events.</p> <p>Extra-curricular activities are open to all and all pupils are encouraged to attend. If additional support is required, then this can be discussed with the SENCO and a LSP may be allocated to support such extra-curricular provision.</p> <p><b>How the curriculum will be matched to each child's needs</b></p> <p>The curriculum provision is adapted for SEND pupils when necessary. For the most part, children with SEND are taught in the classroom alongside their peers.</p> <p>Subject teachers are responsible for providing a differentiated curriculum (supported by the SEND Team when necessary). Teachers will use LSPs to support this if they are in their classroom. LSPs are encouraged to support all students in lessons not just those with identified SEND. The intention is to remove the sensitivity that pupils with additional needs may feel within a class, and to promote the independence of all pupils whenever possible.</p> <p>Teaching techniques and strategies, including differentiated resources and learning tasks, will accommodate those of differing abilities.</p> <p>Technological aids for practical and or written work will be provided where appropriate. This enables individual learning needs to be met and allows students to maximise their potential and independence in all areas of the curriculum.</p> <p>In addition, students in Key Stage 4 can be placed on an including route where they can access a range of appropriate courses, such as the ASDAN qualification.</p>

Policies	Are the school policies available on the website for the following?	Send	Yes
		Safeguarding	Yes
		Behaviour	Yes
		Equality & diversity	Yes
	James Calvert Spence College is aware of the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.		Yes
Medical needs	<p>Medical needs are not usually categorised as SEND but school recognise medical needs are an additional need which can be supported within school.</p> <p>The Medicine In School Policy can be obtained from the school on request.</p>		
Range of Provision	<p>The college has a fully qualified SENCO who has achieved national requirements for Special Educational Needs Co-ordination. The SENCO works across the college and liaises with other SENCOs and specialists in the Coquet Partnership, the Local Authority and beyond.</p> <p>The college has a team of qualified teaching assistants (Learning Support Partners) and higher level teaching assistants who support teaching and learning across both sites. Children with special or additional needs, may work in small groups with an HLTA teacher or LSP and lessons are tailored to meet the needs of the students in that specific group. Some students with higher level needs, require a higher and more intensive level of adult support across the curriculum.</p> <p>Interventions may be offered to a child if he / she is identified as having additional needs which are not being met by normal differentiated classroom teaching. As differing needs are identified, other interventions may be offered. Provision therefore constantly evolves to suit the needs of our students.</p> <p>The college receives input from therapists and purchases the services of advisory teachers and other specialist support services through the local authority, including: educational psychologists; behaviour support teachers; Autistic Spectrum Disorder teachers; Literacy, Speech Language and Communication teachers. Such professionals might work with school staff at a strategic level, provide training for staff or undertake specialised casework for specific pupils as determined by the SENCO according to need.</p> <p>The SENCO works with the Pastoral Team and Directors to manage the support provided across the college and liaises with relevant college staff to meet the needs of individual children. The college's safeguarding procedures apply to all visiting support staff.</p>		

## Categories of Provision

### **1. Communication and Interaction** – (including Speech Language and Communication Needs (SLCN) and Autistic Spectrum Disorders (ASD))

Interventions may include:

- 1-1 and small group support in lessons
- Speech and Language Service
- Social Skills – Nurture provision at break and lunch times
- Alternative (bespoke) curriculum
- Literacy Interventions – (see below, also includes vocabulary development, note-taking use of mind maps etc.)
- Inference lessons
- Lego Therapy
- 5 point scale
- Sensory/ ASD learning walks with specialist teachers from the LA
- Time out cards
- Access to a safe space
- Use of comic book situations/ social stories

### **2. Cognition and Learning** – (including Moderate Learning Difficulties MLD, Severe Learning Difficulties SLD, Profound and Multiple Learning Difficulties

PMLD and Specific Learning Difficulties SpLD)

Interventions may include:

- Alternative (bespoke) Curriculum
- Maths:
  - Power of 2 and Power of 2 Time – a 15-20 minute daily Numeracy programme
  - Small group targeted intervention with Maths Specialist Higher Level Teaching Assistant (Years 9-11)
  - precision teaching to develop recall of key facts
  - Maths Counts (with trained LSP) – 8 week intervention package
  - My Maths and Symphony Maths
  - Pre-teaching
  - Over-learning / catch-up sessions
  - Success@ numeracy/ arithmetic
- Reading:
  - Toe by Toe (Years 5,6,7,8,9) – a 15-20 minute daily reading programme
  - Inference Training
  - Alpha-Omega resources (resource for targeted phonics / spelling work)
  - Paired reading – students are paired up with their peers and read together 2-3 times per week
- Literacy:

- Read Write Inc. / Read Write Inc. Fresh Start – a literacy catch-up programme run by qualified staff (1:1 or small group Y5-9)
- Handwriting: Write from the Start and Speed Up Handwriting programmes with teaching assistant support, usually twice weekly sessions
- Spelling support: using precision teaching – short interventions with qualified staff to meet individual needs
- Pre- teaching
- Over-learning/ catch up sessions

### **3. Social, Emotional and Mental Health (SEMH)**

The Pastoral Team and the SEND department work closely together. Many SEND students have the support of a 'named LSP' in their classrooms and in unstructured times (breaks and lunchtimes). *The Quay* (a staffed Nurture provision at each site) is always available at break and lunch.

'Named LSPs' often have regular contact with the student and home and will be a daily support and 'go-to' person for the student and parents regarding any SEND issues.

Behaviour Mentors work with pupils to e.g. support with relationship concerns, bullying issues, organisational concerns and learning engagement difficulties that may be emotionally related. They work closely with the form tutors, Heads of Pastoral and parents.

Links are well established with health professionals via the school health nursing team and with CYPS (Children and Young People's Services). Regular multi- agency meetings take place and where needed, Early Help Assessments (EHAs) are completed with parental involvement. We also use the local authority's multi-agency HUB in the North, to ensure swift access to appropriate services/agencies. The Education Welfare Officer may be involved if attendance is one of the barriers to learning for any of our students with SEND.

Other provision currently includes:

- Alternative / bespoke curriculum – including phased time-table for children who need support to manage a full time-table in school, or for those who are re-integrating back into mainstream education
- Counselling
- Mentoring
- Social Skills – 1:1 support, also a weekly session for students identified as experiencing social communication difficulties
- Pastoral Support –Heads of Pastoral, Behaviour Mentors and LSPs. May include measures to support children who are vulnerable or e.g. to look at ways of preventing bullying
- Break and Lunch club at each school site – daily for students who require the support
- Nurture / a quieter area to be at lunch time (The Quay). Activities provided.
- Specialist group work delivered by the Educational Psychologist or Behaviour intervention team

#### **4. Sensory and/or Physical Needs – (Including Visual Impairment VI, Hearing Impairment HI, Multi-sensory impairment MSI and Physical Disability PD)**

Interventions may include:

- Support for Developmental Co-ordination Disorder (Dyspraxia)
- Work with Occupational Therapists for referred children e.g. ASD support
- Work with Physiotherapists e.g. teaching assistants and P.E. staff will support children who have individualised programmes
- Meetings with medical professionals as required
- OT resources e.g. coloured overlays
- Speed-up handwriting programmes
- Work with hearing impaired services to provide necessary support
- Work with visual impaired services to provide necessary support

#### **Referrals to other agencies**

If a child with additional needs does not make adequate progress despite interventions over a period of time, then it may be appropriate to refer him /her to another agency through our own specialist advisory teachers, or through the Local Authority HUB, which will then determine which services should be involved. These may include:

- Occupational Health
- SEND Support Services through the Local Authority Service Level Agreement e.g. Behaviour support, communication support, educational psychologist, literacy support
- Hearing Impairment Support Service
- Visual Impairment Support Service
- School Health (school nurse)
- Interpreters
- Primary Mental Health Service
- Children and Young People's Service (CYPS)

The college may also refer directly to:

- Education Other Than At School (EOTAS)
- Pupil Referral Unit (PRU)
- EAL (English as an Additional Language) Services
- Appropriate Alternative Provision

The college may request that parents / carers make a referral via their own G.P to Physiotherapy and Occupational Therapy, Bereavement Counselling Services (Barnardo's).

Parents / carers will need to give their consent for any referral made. College will ensure that parents are clear about what support might be offered or requested prior to a referral being made.

James Calvert Spence College also provides clubs and activities before and after school and during lunchtime for our most vulnerable pupils. There is a Homework Club before school (South Avenue) at

	<p>which children can eat breakfast and access support from staff to assist with their homework. Acklington Road offers its own homework / learning support clubs for Years 8-13, dependent of age and stage of pupils.</p>
<p>How JCSC identifies children with SEND</p>	<p>Any concerns regarding a child in the college can be raised by their parents, members of staff or the child themselves. (see referral form on the college website)</p> <p>Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. In the case of SEND, we use our assessments to identify pupils making less than expected progress given their age and individual circumstances. We then use a range of information, including that provided by the child's first / primary school and the child's parents / carers to build up a picture of the child and their needs. We look for progress which:</p> <ul style="list-style-type: none"> <li>• Is significantly slower than that of their peers starting from the same baseline.</li> <li>• Fails to match or better the pupil's previous rate of progress.</li> <li>• Fails to close the attainment gap between the pupil and their peers.</li> <li>• Widens the attainment gap between the pupil and their peers.</li> </ul> <p><b>The SEND Register at JCSC</b></p> <p>The register is a live document which constantly changes. Children can move between the 3 categories of need. The 3 categories of need are:</p> <ul style="list-style-type: none"> <li>• <b>EHCP:</b> Child has identified SEN at this time and requires additional support, over and above normal classroom teaching. The Local Authority provide funding to support intensive intervention.</li> <li>• <b>SEN Support</b> Child has identified SEN at this time and requires additional support, over and above normal classroom teaching. This includes children with Top-Up funding.</li> <li>• <b>Concern</b> Child is receiving some intervention and being monitored; a referral maybe underway; not recognised as definite SEND status on the school census</li> </ul> <p>In all cases, the progress of the child will be reviewed and any next steps will be planned. In-class and out of class-interventions may be used and / or the child may be considered for referral to an outside agency. Parents will be involved at all levels and invited to discuss the issues.</p> <p>Once a child has been identified as having additional needs, the child will work with staff to create their own Pupil Passport which all staff will have access to. The Pupil Passport contains information about the child's strengths, barriers to learning and targets that will enable effective personalised teaching and learning.</p> <p>If an application for STAR or COSA is to be made, this will be completed by the school with advice from other agencies and professionals involved in the child's on-going support. Parents / carers will be involved in every stage of this process.</p>

<p>Online safety</p>	<p>JCSC have an online safety policy which is available for parents and children to view on the website.</p> <p>School recognise the additional risks that pupils with SEND face such as cyber bullying, grooming and radicalisation. Risks are discussed within school assemblies and revisited across the school year. Discrete teaching takes place in ICT and PSHE lessons. Any concerns with regards to a child's vulnerability or possible disclosure are made to Mrs Vicky Gilbert, Personal Development and Wellbeing Manager and Designated Safeguarding Lead.</p> <p>Online safety, or E Safety, includes the use of new technologies, internet and communications, publishing and the appropriate use of personal data under GDPR guidelines.</p> <p>All pupils at JCSC receive training on e-safety which is regularly reviewed and updated in line with national and local guidelines.</p> <p>School provide online safety sessions for parents on an annual basis.</p>
<p>Sexual violence and harassment</p>	<p>School recognise children with SEND may face additional risks in relation to sexual violence and harassment. The violence and harassment may take place both on and off campus.</p> <p>PSHE is delivered within lessons rather than as discrete lessons or drop down days. The attendance of SEND children at PSHE lessons is monitored and part of the Behaviour and Wellbeing Action Plan.</p> <p>Sexual violence and sexual harassment can occur between two children of <b>any age and sex</b>. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.</p> <p>Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that <b>all</b> victims are taken seriously and offered appropriate support.</p> <p>Children with SEND are statistically more likely to suffer sexual violence and harassment. Staff are briefed via safeguarding and</p> <p>Whilst <b>any</b> report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.</p> <p>School make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up:</p> <ul style="list-style-type: none"> <li>• not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;</li> <li>• challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and</li> </ul>

	<p>lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and</p> <ul style="list-style-type: none"> <li>• understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) as described in Part 3 of this advice is important.</li> </ul> <p>All school staff are reminded regularly of the need to be vigilant and to report any incidents using the current procedures in place for safeguarding.</p> <p>SEND students work with LSP staff and these staff are also briefed and advised on what procedures they should take should a child make a report of, or being a victim or sexual violence or harassment.</p>
<p><b>How JCSC reviews students with additional needs</b></p>	<p>The progress of all students as JCSC is regularly monitored. Reviewing progress regularly enables staff to plan and teach effectively and adjust provision accordingly. Progress reports are sent out to all parents / carers.</p> <p>The SENCO will meet with Directors after each data round to discuss progress of students with SEND, evaluate interventions and plan future interventions.</p> <p>In addition to the annual parental consultations, students who are receiving additional SEND support will be reviewed regularly, and their parents / carers will be invited to discuss intervention targets and progress as appropriate. These meetings may take place with members of the SEND team, specific subject teaching staff or pastoral staff as appropriate.</p> <p>Children who have an Early Help Assessment plan (EHA) will have their plans reviewed regularly depending on the level of need and nature of the targets.</p> <p>Children who have an Education Health Care Plans will have an annual meeting to review their progress towards the targets in the plan. This will include planning for the following year.</p>
<p><b>Transition from First School</b></p>	<p>For children transitioning to middle school, the college SENCO will meet with the Primary Director and the first / primary school SENCO. Information about a child with additional needs will then be shared. Individual meetings will also be held with the parents and the child in readiness for transition.</p> <p>Where appropriate, a range of strategies may be used to help with transition and these may include:</p> <ul style="list-style-type: none"> <li>• Visit with parents</li> <li>• Visit with middle school staff</li> <li>• A personalised planned programme of additional transition sessions during the school day</li> <li>• Encouragement to participate in after school projects at the middle school for first school children and their parents</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional visits to the school site of the SENCO to visit the child's home school site</li> </ul> <p>Prospective parents are welcome to contact the SENCO to discuss their child's needs at any stage prior to and during the transition period. The college recognises the importance of developing supportive relationships with the families of children with SEND at the earliest opportunity.</p>
<p>Transition from Middle to High School</p>	<p>Many of our staff teach across both sites, so have a good knowledge of your child prior to their transition to the High School site. We understand that transition to a new school site, even one that is within the same federation, can be an anxious time for both parents and children, particularly for those with additional needs. We therefore tailor transition visits and events for our Year 8 students, with a bespoke programme of additional visits for our more vulnerable students and their parents / carers, adapted each year to suit the specific cohort.</p>
<p>Transition Post-16</p>	<p>All students in Year 11 are given guidance and advice regarding options at 16+. This includes: information evenings, assemblies, 1:1 interviews with a member of the senior leadership team and meetings with the school's Careers Advisor.</p> <p>Students with additional needs receive help and guidance from SEND staff and external agencies where necessary.</p> <p>The planning for those students with an Education Health Care Plan will start in Year 9 when a Personal Advisor attends the annual review. A Transition Plan is drawn up and then reviewed annually. During Year 11, the Personal Advisor meets with the student and his / her parents / carers (if requested) and detailed plans are agreed. Life-long learning opportunities beyond school and personal aspirations are always integral to the plans.</p>
<p>Training for staff supporting children and young people with SEND</p>	<p>Teachers are responsible for meeting the needs of children with SEND. Continuing Professional Development ensures that their skills are updated and enhanced to meet the needs of different cohorts of children, for example, further autism training in relation to the needs of a specific student.</p> <p>The college ensures that the SENCO is able to attend local and national networking events and conferences wherever possible.</p> <p>The college ensures that the SENCO can use resources to purchase appropriate training for staff, e.g. through Local Service Agreements and Training Providers, enabling access to specialist teachers and programmes for the benefit of the Federation.</p> <p>HLTAs and LSPs have their own programme of training. This includes facilitating appropriate training alongside teaching staff, specialist training in relation to specific children they are working with / programmes of intervention, and other training relevant to their role in the college.</p>

<p>Exams – additional support</p>	<p>We recognise that there are a few students who require additional support for exams throughout their time in the college.</p> <p>To be eligible for this additional support the students must meet strict criteria set out by the Joint Council for Qualifications (JCQ). Additional support may include:</p> <ul style="list-style-type: none"> <li>• A reader</li> <li>• A scribe</li> <li>• Extra time</li> <li>• Modified / enlarged papers</li> <li>• An alternative examination room</li> </ul> <p>This is not an exhaustive list and there are other ways students may receive support, including use of a prompter, rest breaks and word processor.</p> <p>In addition, the SENCO works with an experienced and fully qualified assessor to ensure the correct provision is applied for and put in place for students who require access arrangements from Year 9 onwards.</p>
<p>Looked After Children (LACs)</p>	<p>The school works closely with families, carers and social services with regards to LACs. Relevant provision will be put in place and reviewed on a regular basis. The Designated LAC Teacher liaises regularly with representatives from the relevant local authorities and attends meetings when appropriate.</p> <p><b>The designated teacher for LACs is: Mrs Jacqui Johnson</b></p>
<p>Parent support Involvement/ Liaison</p>	<p>We encourage the involvement of parents through regular contact. Regular contact can be made in a number of different ways to meet the individual needs of each child and their family. For example: e-mail contact, face to face dialogue, weekly reports, half termly reviews, home/school planners, keeping in touch and SEND meetings, through the Early Help Assessments, sharing pupil tracking data, intervention sheets, action plans and pupil reports. This list is not exhaustive.</p> <p>There will be various subject parents' evenings and information evenings to explain the curriculum.</p> <p>The SENCO, Head of School or HLTA will meet with you and your child termly to review their needs, progress and to set targets. You will also be involved in reviews of EHCP plans, and in reviews of EHAs. You may also be invited to take part in meetings that take place regarding progress/concerns. The SENCO may also be present at subject parents' evenings to discuss progress.</p> <p>The SENCO and/or Head of School will support you and your child at transition points including option choice interviews.</p> <p>Independent learning, doing homework and identifying any support needed to complete it will be a focus at all reviews. Pupils are welcome to come to <i>The Quay</i> during break and lunch time, and by invitation before and after school, for homework support and guidance.</p>

<p>Spending the Budget</p>	<p>In the last academic year (2017/2018) JCSC school received an additional amount of budget of £86 000.</p> <p>The money was spent on providing one to one support for pupils as well as for providing resources to enhance learning opportunities.</p> <p>The additional monies received into school benefitted SEND pupils by:</p> <ul style="list-style-type: none"> <li>• Enabling learning support partner's to work on a small ratio basis with SEND learners to enhance opportunities where additional LSP support is deemed to offer the biggest impact on the child's needs;</li> <li>• Enabling teaching staff to prepare, deliver and assess additional support to provide summative and formative feedback that best meets the needs of the child;</li> <li>• Enhance learning opportunities;</li> <li>• Provide social and emotional support for vulnerable learners – in particular those with identified SEND needs;</li> </ul> <p>School also supported SEND pupils by “buying” in to the SEND Service Level Agreement to ensure those children with SEND received appropriate professional intervention from qualified professionals.</p>
<p>Local Offer and SEND Information</p>	<p><b>Local Officer (Northumberland County Council):</b> Mrs Christine McQuinn, County Hall, Morpeth, Northumberland NE61 2EF</p> <p>The Northumberland Local Offer and SEND Northumberland information can be found via the following web link: <a href="https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx">https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx</a></p>
<p>Complaints</p>	<p>If parents have a complaint regarding the SEND provision in school, this should be dealt with within the remit and guidelines of the Complaints procedure and policy.</p> <p>JCSC complaints policy can be found at: <a href="https://www.jcsc.co.uk/policies/">https://www.jcsc.co.uk/policies/</a></p> <p>If any parent is dissatisfied and has a complaint, first point of contact should be the class/form teacher or SENCO.</p>
<p>Other Information</p>	<p>All parents are welcome to look around the school, meet the Headteacher and staff, and see either of the schools in action.</p>
<p>Contact Information:</p>	<p><b>Jacqui Johnson: Assistant Headteacher Telephone: 01665 710636</b></p> <p>Children can contact their Form Tutor in the first instance if they have any concerns about their SEND provision.</p>

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