

# The Special Education and Disabilities (SEND) Information Report

Welcome to our Special Education and Disabilities (SEND) information report. This report describes the services and provision available for your child at Cramlington Learning Village to help them achieve their potential. It has been co produced with the support of parents at CLV.

Cramlington Learning Village is an inclusive school where all students are valued. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all forms of school life. We are committed to providing a broad and balanced curriculum for all by identifying needs, and making appropriate and flexible provision.

We hope you will find this report useful but if you have any questions do not hesitate to contact our SENDco Jane Arthur [jarthur@cramlingtonlv.co.uk](mailto:jarthur@cramlingtonlv.co.uk)

## 1. How does the school know who needs extra help and what should I do if I think my child needs extra help?

- If you think your child has Special Educational Need and Disabilities (SEND) or may need extra help to meet their needs please do contact the SENDco Mrs Jane Arthur [jarthur@cramlingtonlv.co.uk](mailto:jarthur@cramlingtonlv.co.uk) to discuss.
- We use information from a range of sources to help identify SEND and other needs before a child starts in Year 7. This includes information from parents/carers, feeder schools, health care professionals and end of key stage data .
- We closely monitor the progress and attainment of all students, through screening tests, assessments and classwork and this allows us to refer a student to the Learning Support Department and contact you if we have concerns.
- We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. If we believe the advice or intervention of external support professionals will be useful we will contact you to discuss and ensure we have your consent.



## **2. How will staff at Cramlington Learning Village support my child/young person?**

- All teachers are teachers of students with SEND and have a responsibility to personalise their lessons to meet needs.
- The SENDco is responsible for arranging additional support for students with SEND on a day to day basis.
- In consultation, we draw up and agree plans to inform planning and to ensure support is effective. These are shared with students, parents and carers and evaluated termly.
- Information is shared with staff about the needs of students to help them prepare appropriate lessons and support students effectively.
- The Governor link oversees the provision and reports back to the Governing Body.

## **3. How will the curriculum be matched to meet my child/young person's needs?**

- We focus on delivering High Quality Teaching in our classrooms which means that all teachers are committed to meeting the needs of individual students.
- The Cramlington model of teaching and learning is appropriate for students with additional needs.
- If a student needs further support a SEND profile or ISP will be created in consultation outlining the individualised approach. This may include individual work or group work.
- If a student receives a diagnosis, it does not automatically mean they will be placed onto the SEND register or receive extra support. The need for further interventions is discussed and decided on a student by student basis.
- Adjustments can be made to the PSHE curriculum if required.

## **4. What extra support is available?**

Additional support available includes:

- Secure lessons - additional timetabled literacy/numeracy
- Homework Clubs
- Access arrangements - special exam arrangements
- In class support while developing independence
- Medical Support

- Lunch Clubs
- Literacy and numeracy interventions
- Emotional literacy support
- SEMH support
- Intimate care support

#### **5. What support is available for my child's/young person's well being?**

- Pastoral support for students is provided by Learning Guides, Heads of Year and Pastoral Coordinators (Key Stage 3 and 4) and Mentors (Key Stage 5)
- Well Being Days and the tutorial programme are designed to develop students' social and emotional well being.
- Counselling Services can be accessed by students across all year groups.
- Social esteem groups and interventions
- The Cramlington 10 makes clear our expectations for all students and behaviour for learning is supported through a clear stage system which is explained in publications and through events and assemblies.
- Named staff can administer prescribed medicine in accordance with policy.
- Safeguarding lead staff are publicised throughout the school and all staff undergo safeguarding training.
- A triage system supports students with SEMH by referring to appropriate provision

#### **6. How does the school involve outside agencies in meeting the needs of my child/young person?**

- The school will work with you to make referrals to a number of outside agencies through the South East Locality Hub , which gathers the key teams from external agencies who are working within South East Northumberland. Agencies involved are School Health, Children's Services, Children's and Young People's Service (CYPS), Primary Mental Health Care Workers
- The school is also able to refer to the High Incidence Needs Team (HINT) at Northumberland Inclusive Education Services (NIES) with your consent.
- Where necessary, the school will refer a student to an external specialist, after consultation and consent from parents.
- The school also has contact with visual and hearing impairment services, EOTAS and the Pupil Referral Unit. If a student requires specialist equipment we liaise with the appropriate local service to establish what is necessary.

## **7. How accessible is the physical environment?**

- The ground floors of all buildings are accessible by wheelchair and there are lifts in Inspire and Innovate to the second floor. Unfortunately the top floor of Innovate is not accessible by wheelchair.
- There are toilets in every block for disabled students and a hygiene room in the JLV and SLV.
- The school has been assessed by Vision Impairment specialists and adaptations made.
- The school works closely with the Hearing Impaired service to ensure FM systems are compatible with each other.
- Personal Evacuation Plans (PEEP) are designed for students dependent on need

[View our Accessibility Plan](#)

[View our Admissions Plan](#)

## **8. How does the school include students with special educational needs in school activities?**

Our aim is for all students with SEND to be able to join in most activities of the school. This includes all areas of the curriculum, (including residential trips), sporting activities, social activities, lunch times and break times and all other school events. This inclusion may be supported by a learning support assistant, or another member of the teaching staff.

## **9. What are the school's arrangements to support my child/young person transferring to Cramlington Learning Village?**

- We will work to ensure a smooth transition for students with support needs from feeder schools and from parents/carers by collecting data and attending Year 6 Annual Reviews for pupils with a Education, Health and Care Plan, where possible.
- Students transferring into Year 7 will attend a full transition day and additional visits as required.
- Meetings with feeder staff and parents/carers can be scheduled
- Parents and carers will be invited to an Information Evening in the final term of

Year 6 to meet staff and hear about arrangements.

- Parents are encouraged to meet with the SENDco or one of the Learning Support Team to discuss any needs or concerns they have.

#### **10. How will a student be supported after GCSEs and A Levels?**

- All students with special educational needs in Y11 and Year 12/13 have meetings with the careers advisor to discuss possible options Post 16 and Post 18
- Additional meetings can be scheduled with the Learning Support Team to explore in more detail how their needs can be met post 16.
- Visits to new settings can be arranged and supported.
- Mentoring support for applications is provided for students.

#### **11. How are resources allocated?**

- The school receives funding to support the learning of children or young people with SEND.
- The CoHead in consultation with SENDco and other parties decides the budget for SEND provision.
- The CoHead and SENDco discuss the effectiveness of provisions and agree an action plan.
- This plan is reviewed regularly to ensure interventions and support are effective.

#### **12. How does the school check the progress of my child/young person?**

- The progress of children with SEND is monitored carefully within subject departments and by the SEND department. Further support is put into place if necessary.
- Rigorous tracking systems inform us of any student who is falling behind and who may need further help. We aim to keep you fully involved in the process through regular reviews and you will be informed of any support which we feel would benefit your child.
- The SENDco will work closely with the subject/class teacher to monitor and offer further advice if necessary.

### **13. How does the school evaluate the effectiveness of its provision for my child or young person?**

- Progress will be assessed in terms of his/her learning in class and through specific intervention programmes, key assessments and end of year examinations
- We monitor the support we give and measure the impact of interventions through the analysis of students progress and attainment data. This will then be used to shape the next steps
- Parents and carers are invited to share thoughts and ideas on provision throughout the year
- Students are asked to feedback on support through a student voice panel and questionnaires

### **14. Who can I contact for help or further information?**

Learning Guide, Pastoral Coordinator or Head of Year

SENDco - Mrs Jane Arthur

Assistant SENDco - Mrs Nicki Young

### **15. What training do staff receive?**

- Staff have access to training, advice and resources to allow them to meet the needs of individual students.
- Identified members of staff have first aid training and/or are trained in administering prescribed medicines to students . All medication is stored in a locked cupboard.
- Identified members of staff have mental health first aid training

## 16. How do we work with parents of pupils with special educational needs?

- We work closely with parents/carers to make sure we identify needs at an early stage and put the right provision in place.
- We will keep you up to date with their child's progress through progress reports, parents' evenings and review meetings.
- More regular contact with parents/carers may be necessary and this will be arranged based on the individual pupil's needs.
- If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision.
- Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The Northumberland SEND information and Advice Service offers a free confidential service and provides specific advice, guidance and support to families of children and young people with special educational needs and disabilities. More information is available in their leaflet. Click on the link below.

<http://www.northumberland.gov.uk/Children/Needs/SEND.aspx>

The Northumberland Parent Carer Forum is available for families to join to discuss experiences of services in Northumberland. This is an independent forum who work in partnership with service commissioners and providers, sharing knowledge and experience, with the aim of supporting and enabling families within the community to access the services and give them a voice in developing the quality, range, and accessibility of this provision.

<https://www.npcf.co.uk/>

## **17. How do we consult with young people with SEND about their learning?**

We believe our students' views are important and they will be taken into account when planning support. Pupils are encouraged to attend their review meetings.

Students' views are collected using focus groups and through questionnaires twice a year.

Student voice has indicated that students know where to go for support and have asked for access to different clubs



## **18. What are special exam arrangements or access arrangements?**

- There are a small number of students who require special arrangements for exams due to their additional needs. To be eligible for these special arrangements the pupils must meet criteria set out by the JCQ – The Joint Council for Qualifications.
- Students who have a diagnosis do not automatically qualify for access arrangements
- For a pupil to meet the JCQ criteria not only must standardised assessments show their needs but there must be evidence that they have required that particular arrangement regularly in lessons in order for them to make expected progress. If a pupil makes expected progress in class without special arrangements then they do not meet the criteria.
- The process is coordinated between the exams officer, an Educational Psychologist and the SENDCO.
- Outside agencies may advise on access arrangements but the school are required to undertake independent assessments to ensure consistency.
- Pupils and parents/carers are notified of their exam access arrangements and support, as approved, is provided.

More details of access arrangements can be found at [www.jcq.org.uk](http://www.jcq.org.uk)

## **19. What is an Educational Health and Care Plans(EHCP) and who can request one?**

The SEND Code of Practice 2015 states that:

“The majority of children and young people with SEND will have their needs met within local mainstream early years providers, schools or colleges.

A local authority must conduct a Consideration of Statutory Assessment (COSA) when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This is likely to be where the special

education provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post 16 institutions. This statutory assessment should not be the first step in the process; rather it should follow on from planning already undertaken with parents and young people in conjunction with an early years provider, school, post-16 institution or other provider.

EHC plans must be focused on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

Statutory assessment will not always lead to an EHC plan. The information gathered during an assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs from within available resources.

Parents or the school can apply for an EHCP. If an application for an EHC plan is made, this process will take 20 weeks to complete before a final EHC plan is agreed. More information about EHC plans can be accessed via the Northumberland County Council website.

## **20. What is Short Term Additional Resource (STAR) funding?**

- Schools can now request Short Term Additional Resource (STAR) for learners who are receiving school/setting SEN support but who might need extra interventions temporarily (for a maximum of two terms). This will typically be as a result of a sudden or significant change in the learner's circumstances
- This extra funding given to school (STAR Funding) may be used to provide extra support in lessons, or purchase specialist equipment.
- An initial meeting will take place with parents, teachers and other professionals before an application is made.

## **21. What is the Local Offer?**

The Children's and Families Act 2014 and the SEN Code of Practice 2015 require Local authorities to produce a 'Local Offer'. The Local Authority Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available
- To make provision more responsive to local needs and aspirations by directly involving young people with SEND, parents and carers and service providers in its development and review.

The Northumberland Local Offer can be found here.

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

## Complaints

We always seek to work closely with parents/carers and the Academy but should a problem arise, parents/carers are asked to contact the SENDCO in the first instance to discuss and hopefully resolve the issue. If any further help is needed parents/carers are asked to contact Ms K. Irving, CoHead [kirving@cramlingtonlv.co.uk](mailto:kirving@cramlingtonlv.co.uk) who will advise on the complaints policy and procedure.

## Acronyms

- ISP Individual Support Plan
- PSHE Personal, Social, Health and Economic Education
- SEMH Social, Emotional and Mental Health
- CYPS Children and Young People's Service
- JCQ Joint Council for Qualifications
- COSA Consideration of Statutory Assessment
- EHCP Education, Health and Care Plan
- STAR Short Term Additional Resource
- PEEP Personal Evacuation Plan
- HINT High Incidence Needs Team
- NIES Northumberland Inclusive Education Services
- EOTAS Education other than at School

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