

Shilbottle Primary School

Special Educational Needs and Disabilities (SEND)

SEND INFORMATION REPORT (2025-26)

Our Vision: Fun, Respect & Friendship – Every child matters to us

- We aim to enthuse and challenge our children.
- We have high expectations for every child.
- We ensure that the skills of Literacy and Numeracy are rigorously taught.
- We embrace equal opportunities and all children are included.
- We take account of individual ability and differentiate learning so that every child progresses in every lesson and achieves their potential.
- We reward effort as well as achievement.
- We develop children's awareness of moral, spiritual, social and cultural values, physical well-being and sensitivity towards the needs of others.

This document was produced in accordance with the SEND Code of Practice (Jan 2015), the Equality Act 2010, Part 3 of the Children and Families Act 2014 relating to school systems for responding to the needs of pupils with SEND and Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

This document was written by Mr Rob Phillips (SENDCo) and was reviewed and agreed by the Academy Committee in September 2025. It will be reviewed in September 2026.

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The aims of our provision in regard to pupils with special educational needs and/or disability.

The aims of our policy and practice in relation to Special Educational Need and Disability (SEND) in Shilbottle Primary school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to print information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
- To better respond to the four broad areas of need:
 - **Communication and interaction,**
 - **Cognition and learning,**
 - **Social, mental and emotional health,**
 - **Sensory/physical.**
- To request, monitor and respond to parent/carers’ and pupils’ views in order to maintain high levels of confidence and home-school partnership.
- To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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Some useful information for parents and carers about SEND in Shilbottle Primary School

What type of school is Shilbottle Primary School?	- We are a relatively small, rural school, located in north Northumberland - We offer mainstream provision, from Early Years (Reception) to Year 6. - After Year 6, pupils normally transfer to the Duchess' School, Alnwick.
What are special educational needs (SEN) or a disability (D)?	At Shilbottle Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: ➤ <i>Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.</i> ➤ <i>A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.</i> ➤ <i>Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England</i> ➤ <i>Disability: 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.</i>
What proportion of children at Shilbottle Primary School have SEND? JARGON BUSTER – DfE (Department for Education, UK)	- As of September 2025, we have 70 pupils on roll. 14.5% of our pupils have SEN Support (September 2025) - This is slightly above the State-funded Primary School National Average of 14.2% (DfE 20 June 2025) - This is slightly above the Northumberland Average of 14.3% (LG Inform August 2025) 1.4% of our pupils have an EHCP (September 2025). - This is below the State-funded Primary School National Average of 5.3% (DfE 20 June 2024) - No data reference Northumberland averages as of September 2025

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	All data taken from: https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24 https://lginform.local.gov.uk/reports/view/send-research/local-area-send-report
What kinds of special educational needs (SEN) and disabilities (D) are provided for at Shilbottle Primary school? JARGON BUSTER SEND - Special Educational Need and Disability EHCP – Education Health and Care Plan COSA - Consideration for Statutory Assessment	- Children and young people with SEN(D) have different needs, as no two children are the same. All children with SEN(D) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents and the Local Authority, to make the provision required to meet the SEN(D) of pupils at this school. For example, this may involve: adaptations to the building and/or learning environment; staff undertaking specialist training or consultation with external agencies. - For children with an Education Health and Care Plan (EHCP), parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless: - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. - Before making the decision to name our school in a child's EHCP/COSA, the local authority will send the governing body a copy of the EHCP/COSA and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP/COSA sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). - Parents of a child with an EHCP/COSA also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision. - We have an inclusive policy towards all children in our school. We will always try our best to ensure no child is ever excluded from any activity because of their disability, and make adjustments as required.

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How does school identify if a child has additional needs?	We know when a pupil needs help if: • Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion. • Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills. • Whole school tracking of attainment indicates that the expected rate of progress is not being made • Observation of the pupil indicates that they have additional needs, for example – a significant amount of additional support is needed to ensure the pupil is making progress
What should I do if I think my child has additional needs? JARGON BUSTER SENDCo – Special Educational Needs and Disabilities Coordinator	If you have concerns relating to your child's learning or inclusion, then please initially discuss these with your child's class teacher. Your views and aspirations for your child will be central to the assessment and provision that is provided by us. The class teacher can arrange a meeting with our school SENDCo, Mr Rob Phillips, who will be able to give you further advice and support. You can catch your child's class teacher at the end of each school day, email or speak to Mrs Lowes in the school office (admin@shilbottle.northumberland.sch.uk / 01665 575285) to make an appointment. We will do our best to get back to you promptly and we operate an open door policy for any concerns you may have.
How will school support my child?	All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include: 1. classroom observation by the senior leadership team and the SENDCo 2. ongoing assessment of progress made by pupils with SEND 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need 4. teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND 5. pupil and parent feedback on the quality and effectiveness of interventions provided 6. attendance and behaviour records

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- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those making below expected levels of progress are identified very quickly. These pupils are then discussed with teaching staff in half-termly progress meetings and an action plan is put in place and monitored and reviewed closely.
- Where it is decided during this early discussion that special educational provision is required to support a good rate of progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow a graduated response to the pupil's needs, through the use of an **assess, plan, do and review** cycle:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher and discussed with the SENDCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

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	4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to: - o SEND Support - o Speech and Language Therapy (SALT -NHS) - o Social Services - o Health partners such as School Nurse and Children and Young Persons Service (CYPS) or Primary Mental Health Workers N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment [Consideration of Statutory Assessment (COSA)] of education, health and care needs. This may result in an Education, Health and Care (EHC) plan.
How can I help to support my child at home?	• Firstly, speak to your child's class teacher. We appreciate anything you can do to support your child at home and we will gladly help if we can. • The class teacher or SENDCo may also suggest additional ways of supporting your child's learning. • The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning • If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo, who will locate information and guidance for you in this area. • Northumberland County Council also has information regarding extra support for children with SEND and their parents. This is called the Local Offer. Click on the links below for direct access to the website, and to the family services directory. http://www.northumberland.gov.uk/SEND-Local-offer.aspx

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	http://northumberland.fsd.org.uk/kb5/northumberland/fsd/localoffer.page http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Campaigns/SEND%20local%20offer/SEND_2018_interactive.pdf
How can school support me as a parent of a child with SEND?	Child-care • We have a morning club, which starts at 7:45 am Mon-Fri. The cost is £3.50 per morning session. • We have an after school club, which runs from 3:15 – 5:30. This can be organised for 6p.m., but 5-working days' notice must be given. The cost is £3.50 between 3:15 and 4p.m. and then £4.50 every hour thereafter. • We also have after-school extra-curricular clubs, which all children are welcome to attend. These are usually included in the after-school club price, unless they are run by an external coach or tutor. • Please contact the school office for further details. Open Door Policy • You are always welcome to discuss worries or concerns with us – just telephone/call into the office. • Our school SENDCo is available to talk to you most afternoons after school – just ring the office to make an appointment. Signposting to locally available services • We can sometimes help to signpost you towards extra support in the community. Please ask the Head Teacher or SENDCo for further advice. Early Help Assessment (EHA) • Our school SENDCo can set up an Early Help Assessment referral with external agencies to support the whole family, where appropriate.

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How does school make sure the curriculum is matched to my child's needs?	Teachers' plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. Class teachers use rigorous, ongoing assessment throughout the year, to ensure they understand the needs of every pupil. • When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. • These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists (for example: an educational psychologist, vision impairment specialist or occupational therapist). • If it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT, writing slopes, adapted pencil grips and/or additional adult help. • We try our very best to cater for the needs of every pupil within the classroom. Occasionally, it is necessary for children to be withdrawn from the class to get extra support from a teaching assistant who is trained to deliver individual or small group catch-up sessions or interventions, under the guidance of the class teacher and SENDCo. Children are only withdrawn from the class if the teacher or SENDCo feel it is necessary. • Where appropriate, some children may need 1:1 support to enable them to access the curriculum, or have the curriculum adapted to meet their needs.
How will I know what progress my child is making?	• Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings. • You may also find the home-school diary or ClassDOJO useful tools to use to communicate with school staff. • You are welcome to arrange an appointment to discuss your child's progress with the class teacher, who can arrange for the SENDCo to attend if you wish. We welcome any information you would like to share that could impact on your child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01665 575285, or you can email admin@shilbottle.northumberland.sch.uk or call in personally.

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	• Mr Phillips (our school SENDCo) can be available to accompany you in meetings with individual class teachers if you wish.
What pastoral support is there for my child's emotional well-being?	We are a relatively small school, and we pride ourselves on our caring and nurturing ethos. We aim for all children to feel safe, happy and valued. We do this in a number of different ways: • We train the older pupils to look out for the younger pupils. • We put the children into groups or houses, where we mix together children from different year groups, so they always know someone is around to look after them if they're feeling a bit upset or lonely at play times. We organise activities throughout the year where the family groups have opportunities to get together. • We assign children buddies if they are feeling a bit lonely at play times. • Sports Leaders are used at play times. They are pupils who have been trained to organise different activities and encourage pupils to join in, especially those looking as though they might be on their own. • We have Drawing and Talking trained teaching assistants, which utilises drawing as a way to help children express their feelings differently in ordinary verbal language through a non-directed technique. • We have ELSA (Emotional Literacy Support Assistant) trained teaching assistants, who understand how to use a variety of techniques to help pupils build resilience, self-esteem and confidence, for example using social stories or circle time. • Teaching Assistants are trained in Talk Boost – a small group intervention aimed at getting children talking and raising their confidence. • Vulnerable children, those feeling a bit insecure and pupils with additional needs are assigned staff mentors so they can talk through their worries and be helped to find a solution. Mentors also support children in sharing their successes in all aspects of their school life, including school work. They also provide an opportunity for children to go over anything they might not have understood during lesson time. • We use ClassDojo as a means of informal contact between home and school. Parents can send a message directly to their child's class teacher using this system, and parents receive regular updates on their child's rewards and sanctions.

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We also understand that children with SEND are sometimes more vulnerable than other pupils. They may be more likely to be victims of bullying or find it harder to communicate with other children and therefore feel lonely and isolated. Staff members work closely as a team and with the families of children with SEND to make sure these issues are preempted and quickly addressed.

Online safety

Many learners with SEND will engage in the same activities as their peers, but may lack the understanding, skills or support to do so safely. The school, if required, will implement a small step approach to online access, enabling learners to develop experiences and build resilience in the online environment. Online safety education is embedded and progressive curriculum, including appropriate PSHE and Sex and Relationships Education (SRE). When teaching about online safety, we recognise that learners with SEND may need:

- Complex online safety issues to be broken down and explained in greater detail
- To explore issues in a variety of contexts and approaches
- More examples of safe and unsafe practices
- Constant reinforcement and repetition of key safety messages
- Differentiated teaching resources and materials

Sexual Harassment

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

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	• The potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and • Communication barriers and difficulties overcoming these barriers. Staff monitor pupils and work closely with the Designated Safeguarding Lead (DSL) or deputies and will report any concerns.
How does school support children with medical needs?	• Pupils with medical needs, where appropriate, will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. • Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. • All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2014 • These procedures are also explained in detail in the School Medicine Administration Policy, available on the school website. • All staff are made aware of emergency care protocols for individual pupils with medical needs.
What specialist services are available to support my child at school?	In Northumberland, we have access to a range of specialist services to support children. This includes: • SEN SUPPORT TEAM. The SEN Support team has a wide range of specialists in their team, from inclusion workers, Autistic Spectrum Disorder specialist teacher, language and communication specialists, Educational Psychologists etc. • Early Intervention Hub. If we refer a pupil and/or their family to the Early Intervention Hub, a panel of representatives meet regularly to discuss the best way to meet the pupil's needs. The Hub will organise for the relevant service to contact the school to organise this support. • Early Help Assessment referrals can be made, so that multi-agency working can be put in place to support your child and the whole family

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	• School Nursing Service • Speech and Language Therapy (SALT). This is an NHS service, but we work collaboratively with speech therapists and parents, to ensure interventions set by the SALT team are delivered in school. • Sensory Support Team – for pupils with sensory, visual and/or hearing impairments. They offer training and support for staff in school, as well as for pupils themselves and parents. A more comprehensive list is provided on the Local Offer website listed below: http://www.northumberland.gov.uk/SEND-Local-offer.aspx http://northumberland.fsd.org.uk/kb5/northumberland/fsd/localoffer.page http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/x159545_NCC_with-links-1.pdf
What training have the staff had to support children with additional needs/ SEND?	Staff have received a range of training at three levels; awareness, enhanced and specialist. All staff have been trained for BILD accredited Safety Intervention Training (S.I.T.) which develops the skills and knowledge of school staff, so that they can effectively manage the needs of pupils displaying challenging behaviour. Awareness training has been provided to all staff on: • How to support pupils with dyslexia and literacy difficulties. • How to support pupils on the autistic spectrum • How to support pupils with behavioural difficulties • How to support pupils with speech, language and communication difficulties Enhanced training has been provided to our Teachers and/or Support Staff and/or the SENDCo on: • Safety Intervention Training (S.I.T) • Zones of Regulation • Talk Boost

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	• Lego Therapy • Drawing and Talking therapies • Talkabout Friendship Groups • ELSA (Emotional Literacy Support Assistant) • Self –Esteem • Attendance at SENDCo Update Conferences and Locality SENDCo meetings Our SENDCo has been awarded The National Award in SEN Coordination with distinction (June 2020). In addition: • The school has regular visits from an Educational Psychologist, SEN specialist teachers and the Behaviour Support Team who provide advice to staff to support the success and progress of individual pupils. • The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes can then be delivered by a trained Teaching Assistant. • The Governor with specific responsibility for SEN has completed the SEN Governor training.
How will my child be included in out of school activities, trips and residential visits?	We are an inclusive school. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. We do everything we can to ensure that no child with SEND is excluded from any school provided activity.
How accessible are the school buildings and grounds?	In the last few years, the following adaptations have been made to the school environment: • Disabled parking bay marked and located next to the school reception. • Steps in the main thoroughfares have been edged with yellow to ensure they are easier for those with visual impairments to negotiate. • Ramps have been added to ensure the site is accessible to all. • One toilet has been adapted in our mobile classroom, to ensure accessibility for pupils and visitors with low mobility. This is equipped with a rise and fall changing bed. • A wheelchair accessible, disabled toilet in the main school building

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	• A multi-purpose 'quiet room' is also available • The school yard has ample tarmac areas, mainly on the level, although there is a slight incline in places to allow water run-off. • A path enables wheelchair/mobility scooter to the Multi Use Games Area (MUGA)
How will school support my child's transfer into a new class or to their next school?	A number of strategies are in place to enable effective pupils' transition. These include: On entry: • A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September. • Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. • The Head Teacher and/or SENDCo meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be discussed and addressed prior to entry. • If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Transition to the next class • Children are given opportunities throughout the school year to ensure they are familiar with all staff in school – for example, teachers take it in turns to deliver assemblies and lunch time clubs. • Class teachers plan opportunities for children to have a gradual introduction to their new class, towards the end of the school year. • We also have a 'transfer day', where all pupils go to their new class for the day and fun activities are planned to allow children to acclimatise to their new classroom and teacher. • We make specific arrangements for pupils who we feel would benefit from a more tailored transition approach. This is discussed with the pupil themselves and parents. Transition to the next school

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	• The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. Our catchment secondary school is Duchess Community High School, Alnwick. These opportunities are further enhanced for pupils with SEND and identified on the website. • The annual review in Y5 for pupils with an EHCP/COSA begins the process where parents are supported to make decisions regarding secondary school or special school choice, as appropriate. • Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. • Accompanied visits to other providers may be arranged as appropriate. • For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition. • The records of pupils who leave our school mid-phase will be transferred to their new school.
How are the school's resources allocated and matched to children's special educational needs? JARGON BUSTER: COSA - Consideration of Statutory Assessment STAR - Short Term Additional Resource	The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes: 1. A proportion of the funds allocated per pupil to the school to provide for their education is called the Age Weighted Pupil Unit (AWPU). 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND. 3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This is known as Short Term Additional Resource (STAR) funding, which will last for a maximum of two terms. 4. Pupils needing longer term increased funding will be considered for an EHCP/COSA application. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include: • Targeted differentiation to increase access to text (desk copies of information, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc...)

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- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
- Out of class support (relationship building, social, emotional skill development etc)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Partnership working with other settings (shared resources, shared expertise e.g. support from local special school on action to improve inclusion)
- Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. learning mentors (Teaching Assistants) or from charities (e.g. Barnardos, Relate) and community sources (e.g. Sure Start)
- Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support/ Social Services

In addition:

- The **Pupil Premium** funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority, or whose parents are in the Armed Forces / Prison Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the Head Teacher.

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How is the decision made about how much support each child will receive?	- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the Head Teacher, SENDCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment. - For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review meeting. An EHCP officer from the Local Authority will normally be present at these meetings.
How will I be involved in discussions about and planning for my child's education? JARGON BUSTER EHCP – Education, Health and Care Plan SEN CoP - SEN Code of Practice (2014)	Your child's education and well-being are of paramount importance to us. We encourage the involvement of parents in the decisions made about their children. We view the process as parents and school staff working together as a team, as we all want what is best for your child. We aim to have a person-centred approach to planning and delivering support for children with SEND. We look at the strengths of individuals and how best to overcome difficulties. We take into account your aspirations for your child, and your child's own wishes. Every child is different, so your input as a parent is invaluable to us. This will be through: - discussions with the class teacher, SENDCo or Head Teacher - as per the SEN CoP: 6.64-6.71, additional, more formal, SEN meetings will take place at the end of each term (this may replace your child's parent consultation meeting). The pupil's voice will also be sought. - during parents consultation meetings - meetings with support and external agencies - annual review meetings for children with an EHCP - We are happy to discuss anything you think is relevant to your child's well-being and progress. Please ask your child's class teacher in the first instance, or make an appointment at the school office.
Who can I contact for further information or if I have any concerns?	At Shilbottle Primary School, we pride ourselves on our open door policy. We will do our very best to answer any questions you may have or signpost you in the right direction. If we don't have the answer, we'll do our best to find out! If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

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Shilbottle Primary School

Special Educational Needs and Disabilities (SEND)

What do I do if I have a complaint regarding SEND?	• Your child's class teacher • The SENDCo (Mr Rob Phillips) • The Head teacher (Mr Gary Parnaby) For complaints: • In the first instance please contact the Head Teacher, who will do his best to resolve the problem. • You can also contact the School Governor with responsibility for SEN, Mr Colin Grimes. Mrs Lowes, our office manager, will arrange for him to contact you or provide you with contact details. • Our complaints policy gives further details and can be found on the school website. A paper copy can be obtained by contacting the school office.
Support services for parents of pupils with SEND include:	The Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service http://www.iassnetwork.org.uk/ In Northumberland, parents can access this support by contacting: <u>Northumberland SEND Information, Advice and Support Service (Previously known as Northumberland Parent Partnership Service).</u> This is a free and confidential service which provides impartial information, advice and support to parents and carers of children with special educational needs and disabilities. The service helps parents and carers to work in partnership with others involved in their child's education by: • offering practical advice and support in understanding the special educational needs and disabilities 'system' • listening to parents and helping them to express their views • helping parents to prepare for meetings and attending meetings with them, if required • helping parents with the paperwork; • helping parents to explore the options open to them for their child's education

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Special Educational Needs and Disabilities (SEND)

	• putting parents in touch with other organisations and groups that can support them. Contact details Telephone: 01670 623555 Email: parentpartnership@northumberland.gov.uk or alison.bravey@northumberland.gov.uk Website: http://parentpartnership.northumberland.gov.uk <u>UNITY Parent Support Services (North East) Limited</u> UNITY supports parents in getting involved with their children's education. They run craft workshops, parenting skills workshops and fun sessions where the whole family can get involved. They will offer support and signpost to other relevant services available. Contact: Kim Green Tel: 01670 512185 Mobile: 07521990369 Email: kim1green@sky.com www.unitypss.co.uk
Where can I find more information about the Local Authority's Local Offer?	Information about Northumberland County Council's Local Offer can be found on the website links below: http://www.northumberland.gov.uk/SEND-Local-offer.aspx http://northumberland.fsd.org.uk/kb5/northumberland/fsd/localoffer.page http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/x159545_NCC_with-links-1.pdf You can also contact : Karen Carnaffin (family and information service): • Telephone: 01670 623 563

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Special Educational Needs and Disabilities (SEND)

- Email: thelocaloffer@northumberland.gov.uk

Mediation and Conflict Resolution

Further support can be found at: Northumberland County Council.

R Phillips 2023

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