



SEND Information Report

Welcome to our **SEND Information Report** which is part of [Northumberland County Council's Local Offer](#) for children and young people with Special Educational Needs.

At Tweedmouth Community Middle School, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

How do we identify and assess children with SEND?

A special educational need can be a number of different things. For example, a child may be having problems with reading, number work or behaviour, which can be helped by putting extra support in at school and by working in partnership with parents. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of special educational needs can include:

- Moderate Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Social, Emotional and Behavioural



- Difficulties ◦ Dyslexia (difficulties with reading, writing and spelling)
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- Dyspraxia (problems with motor skills, organisation) ◦ Autism
- ADD (Attention Deficit Disorder – ADHD (Attention Deficit Hyperactivity Disorder) ◦ Other Physical or Medical Needs

All of whom are able to register at Tweedmouth Middle School

How we support SEND

We understand that children learn and develop in different ways.

Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help. Because of this we offer the following support for SEND children:

We talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving. Miss R Wilkinson is appointed as the Special Educational Needs Co-ordinator (SENCO)

We have a written Special Educational Needs and Disabilities Policy – a copy should be made available for parents and is included on this website.

Each child's teacher will be finding ways to support them such as: ◦
Changing the way activities are planned and delivered ◦ Matching activities to the ability / need of each child (differentiation) ◦



Adapting learning materials such as equipment and activities to suit each child's needs

- Offer small group support to promote skills identified in the child's Individual Education Plan

With the permission of parents we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
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Suggest resources that would help the child make progress

Our teachers/teaching assistants work in partnership with parents and the SENCO to find ways to support each child with their needs, including giving parents ideas on how to help their child at home

Our school staff will set targets for SEND children which will be shared with parents, either during Parents' Evening or a Review Meeting.

If your child has Special Educational Needs our SENCO will:

- Ensure the right support is put in place for each child
- Advise other teachers and teaching assistants on how to help each child and ensure they have an up to date
- Individual Education Plan detailing how their needs will be met in school
- Arrange training for staff so they understand each child's needs
- Work closely with parents on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have



- Work with other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapist /medical professional/educational psychologist

An Individual Education Plan (IEP) / Provision Map details what the school, the class teacher and the SENCO plan to do to help individual children learn. All teachers should be aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

An Individual Education Plan will be written especially for any child with SEND. It should include:

- Short term targets for the child which are linked to their needs
- Details of any extra support the child will get
- Who will give the child help
- How often the child will get help
- How and when the school will look at the child's progress again (usually at least twice a year)

It is good practice for schools to share copies of Individual Education Plans with parents / carers.

If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment:

This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.

- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an



Education, Health and Care Plan for the child. ◦ Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school. ◦ Education, Health and Care Assessment is only appropriate for a small number of children. Your school SENCO or the Parent Partnership Service will be able to advise you about this.

Pastoral, Medical and Social Support

At Tweedmouth Community Middle School we consult with a wide range of [agencies and partnerships](#) to ensure the pastoral, medical and social needs of SEND children are met.

We have swift access to our Locality Inclusion Support Team ([LIST](#)) based in Alnwick. LIST offers specialist support and advice for pupils, families and staff and provides specialised staff training. LIST specialists include educational psychologist, education welfare officer, inclusion support, behaviour support, literacy, speech and language, autistic spectrum and social work. They offer a first point of contact for a wide range of issues and usually begin by listening to the child and their family.

We work with the school health service, which provides qualified nurses to support children with health needs to access education, they also lead and deliver the healthy child program, work at community, family and individual level, sign post and refer to other services where appropriate.

We also have access to [CYPS](#) This service is able to provide:



- Assessment, diagnosis and intervention on a range of mental health issues.
- Intensive response and home-based treatment for those children and young people whose mental health is causing significant concern.
- An intensive Eating Disorder Service to support children and young people on the eating disorder pathway who are at risk of an inpatient admission.
- A comprehensive transition support package to those young people who are approaching their 18th birthday and may need continuing support as adults.
- Training, consultation, support and advice to front line staff working in targeted services for children.

Additionally we work with SORTED for drug and alcohol concerns and the Targeted Support Panel to prevent youth offending.

Children's Services provide for social welfare.

We have links with an equine and play therapist.

How do we consult with our SEND pupils?

Ensuring that all children attending Tweedmouth Community Middle School receive provision that maximises their enjoyment and achievement is central to all we offer.

Consultation with families is key to securing success in this area.



The SEND children attending our school are aged 9 - 13 years so consulting with them to seek their views about how we are meeting their needs has to be age appropriate.

- We use the following strategies:
- Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home
 - Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
 - Involve SEND children with planning their own activities and encouraging them to share what they would like to learn and participate with
 - Extend any resources that they show a preference for
 - Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school

Areas of Strength

We have expertise in assessing for dyslexia and delivering specialist interventions. We offer small group literacy and numeracy work across all year groups. Regular progress reviews involving whole staff teams allow us to detect early any issues with progress academically, socially and emotionally. The school believes in fostering a nurturing approach and we have a nurture room, a learning support room, ELSA trained



staff and Breakfast and Lunchtime clubs to support students. We have regular parental feedback and questionnaires regarding SEN and seek to respond to concerns and queries as quickly as possible. We are developing our links with parents and currently setting up a forum for parents of children with SEN as well as developing staff skills to work more closely with parents.

We have a number of staff trained in providing Early Help Assessments and supporting families through this process. We have TA's trained in behaviour support, ELSA, Thrive and ASD.

Specialist Facilities/Equipment to support SEND

Specialist dyslexia assessments, support and interventions, staff within the support team are trained in a number of literacy, numeracy, behaviour , social and emotional well-being interventions.

The learning support room has been established to support students experiencing difficulties managing their behaviour or accessing the full curriculum.

Frequently asked questions

When a child first begins school the amount of information presented to parents can seem daunting, especially if their child has SEND. We have published a number of FAQs posed by parents relating to our school and SEND provision.



Can my child attend Tweedmouth Community Middle School and then move to Special School Provision?

Children with SEND that have been issued with an Education, Health and Care plan can attend Tweedmouth Community Middle for their education. When considering the move to Secondary education, a child can then be assessed for Special School if a parent wished them to attend this type of setting.

How can I find out what schools, social care and health should be providing for my child?

A new SEND code of practice will be published and this will set out how decisions should be made for children and young adults with SEND. This is statutory guidance and all schools, local authorities and health providers must have regard to it when providing for SEND children/young adults.

We will be adding a link to the Code of Practice document as soon as it's available. ***How accessible is your school?***

Areas of the school are accessible to wheelchairs, the Main reception area, female toilets and humanities room are accessible via one door, the year 5 block is accessible through another door and the year 6 classrooms, French room, one Maths and English room, Science and DT labs are available through the veranda doors.

Please [contact us](#) if you have any questions about accessibility.



What specialist services are available at your school to meet my child's needs?

We work with an extensive range of services and professionals to ensure we meet the needs of each individual child. We encourage these professionals to visit school as often as possible to work with our staff and share their expertise. Wherever possible, staff implement programmes of work linked to these professionals e.g. speech and language programmes, exercises recommended by physical therapies etc.

What training do staff supporting children with SEND have?

Members of staff have Paediatric First Aid and Safeguarding Level 1 qualification. In addition, our SEND support staff have a selection of training relating to Emotional Literacy, Thrive and Lego therapy. We use specialists such as Speech and Language Therapists as well as Hearing specialists. Each year the needs of children within our school are carefully considered and training organised to benefit the child.

How will my child be included in activities outside of the classroom including school trips?

We ensure that all children are offered the opportunity to participate with activities outside of the classroom by making reasonable adjustments to the organisation of these. For example, we ensure SEND children have an appropriate level of adult support if going out of school, we organise transport that provides appropriate access and staff complete a comprehensive risk assessment of any excursion to ensure all children are safe and included. In addition, our SEND children are given the



opportunity to participate in visits to settings that meet their specific needs [How will your school prepare my child for the transition to Secondary school?](#)

We have transition programmes in place to support students moving from first to middle school, between year groups within the school and then when moving to the Academy. Bespoke programmes can be arranged and parents are very welcome to discuss with school any arrangements they feel would benefit their child.

We take part in a range of community projects that develop a student's sense of belonging and community service. Independent living skills are taught in subjects like cookery and we have preparation for working life events. Furthermore we have a range of clubs to develop hobbies and experiences that may become lifelong interests.

[How are parents involved with your school?](#)

We welcome parental involvement and input when planning for the needs of our students. We are child centred and place the needs of the child at the heart of our decision making. As previously stated we have a range of interventions within school to meet the needs of our students in literacy, numeracy, emotional well-being, selfmanagement and with physical health and well-being. We are very open to personalising our provision and curriculum to suit the needs of the child and have mentoring systems and quiet spaces available to support children. We have a strong and committed support team and we regularly review progress and provision to ensure success.

We are also an accredited anti-bullying school.



Who can I contact for further information?

Please contact the school to arrange an appointment with Mrs C Barber (SENCO) or if you have any questions about your SEND requirements please [contact the school](#) and we will try our best to help you.

Compliments and Complaints

The education of all pupils that attend Tweedmouth Community Middle School is very important to us and as the school is part of the community, the action of the individuals who work in it will and should be open to comments, compliments, question and, sometimes, criticism.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

Any complaints will be dealt with as quickly and efficiently as possible. These concerns are either sorted out informally, often as a result of discussions, or become formal complaints. The period of consideration will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled.

Further information can be found in our **School Complaints Policy** which can be found in our School Policies section.

Completed October 2015

SENCO: Mrs C Barber Tel: 01289 307480



SEND Governor: Rev Anne Peters Tel: 01289 307480