SEND Information Report

Approved by:	Headteacher
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1. Our school's approach to supporting pupils with SEND

At CCS we have high expectations of all our students, specifically those with SEND. All pupils are included in the full curriculum offer. We offer adaptations through interventions and specific pedagogy within the classroom; our aim is always inclusion not exclusion.

Special Educational Needs and Disabilities within CCS is an important part of our ethos. CCS endeavours to be an inclusive school and aims to provide the best possible support for all children, regardless of their needs and or disabilities.

1.1 Our Principles

- To ensure all our students have access to a broad, balanced and relevant curriculum which is adapted to meet their individual needs
- To ensure early identification, assessment and provision for any student who may present with educational needs
- To enable all staff to recognise students with additional needs and take responsibility for effectively addressing such needs
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To foster an effective partnership with parents, carers and professionals in developing and implementing a joint learning approach at home and college.
- To enable students to take part in all decision-making processes concerning their education.
- To follow the Code of SEN Practice (2014) which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs

2. Catering for different kinds of SEND

The school holds a nationally recognised qualification in SEND leadership (NQPSENCO) The SENCO works across the school and liaises with other SENCOs and specialists in the Coquet Partnership, the Local Authority and beyond.

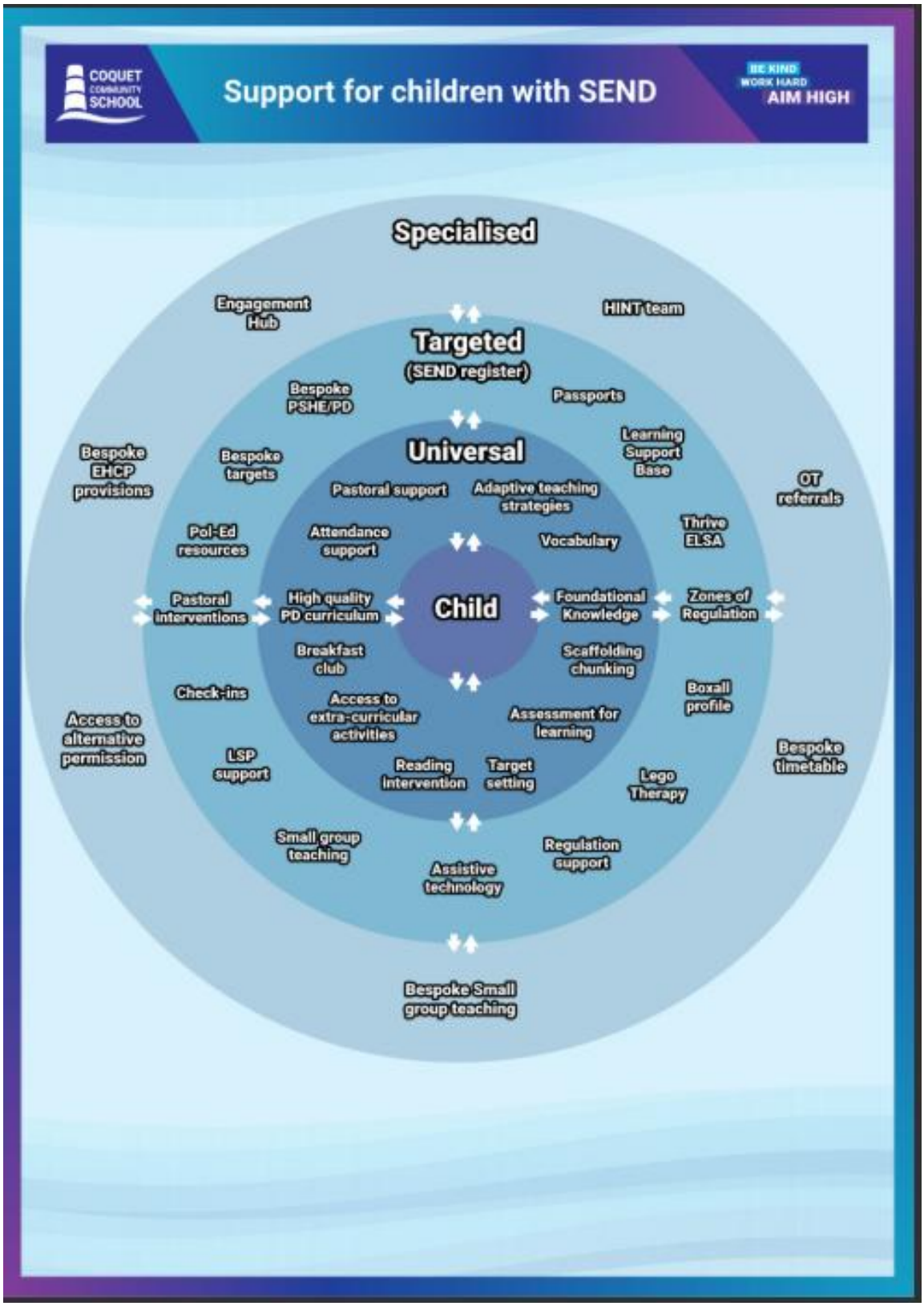
The school has a team of qualified teaching assistants (Learning Support Partners), an Assistant SENDCo and two higher level teaching assistants (HLTAs) who support teaching and learning. Children with special or additional needs may work in small groups with an HLTA, teacher or LSP and lessons are tailored 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.

Where student needs are not being met by **universal provision**, which is ordinarily available, students may progress to more **targeted support**. If they are still identified as needed more intervention, then we will then explore any **specialist support** which may be accessed: this may be internal or external. Provision therefore constantly evolves to suit the needs of our students. Students may move between different levels of support as their needs change and progress is measured.

As part of **specialist support**, the school receives input from therapists and accesses 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.

The SENCO works with the Pastoral Team, Year Managers and Directors to manage the support provided across the school and liaises with relevant college staff to meet the needs of individual children.



	C&I	C&L	SEMH	S&P	ECHP	SEND Support	Total SEND
Year 7	6	5	15	0	4	26	30
Year 8	8	2	7	2	5	14	19
Year 9	7	2	9	0	4	18	22
Year 10	10	6	9	0	2	23	25
Year 11	3	4	4	0	6	5	11
Year 12	1	0	1	0	1	3	4
Year 13	1	1	0	0	0	2	2
Total	36	20	45	2	22	91	113

Last updated: 02.09.26

2.1 Communication and Interaction

(including Speech Language and Communication Needs (SLCN) and Autistic Spectrum Disorders (ASD))

Targeted support **may** include:

- 1-1 and small group support in lessons
- Speech and Language Service (including intervention supported by the SaLT)
- Social Skills lessons
- Nurture provision at break and lunch times (The LSB)
- Alternative (bespoke) curriculum
- Inference lessons
- Lego Therapy
- 5-point scale/ Zones of regulation work
- Sensory/ ASD learning walks with specialist teachers from the LA
- Access to a safe space
- Use of comic book situations/ social stories
- Use of specific resources such as the talk about series, making notes, to support the development of effective social communication skills.

2.2 Cognition and learning

(including Moderate Learning Difficulties MLD, Severe Learning Difficulties SLD, Profound and Multiple Learning Difficulties, Specific Learning Difficulties SpLD- Dyslexia)

Targeted support may include:

- **Maths:**
    - Small group targeted intervention
    - precision teaching to develop recall of key facts
    - Pre-teaching

- Over-learning / catch-up sessions

- **Reading:**
  - Toe by Toe (Years 7,8,9) – a 15–20-minute daily reading programme
  - Inference Training
  - Reading fluency practice in small groups.
  - Read Write Inc- in class and through intervention
  - Sparx Reader online programme

- **Literacy:**
  - Read Write Inc. / Read Write Inc. Fresh Start – a literacy catch-up programme run by qualified staff (1:1 or small group Y7-9)

- **Handwriting:**
  - Bespoke programmes tailored to student need, including handwriting practice and support with assistive technology where appropriate.

- **Spelling support:**
  - Using precision teaching – short interventions with qualified staff to meet individual needs
  - Pre- teaching, over-learning/ catch up sessions
  - Read Write Inc sessions

2.3 Social, Emotional and Mental Health (SEMH)

The Pastoral Team and the SEND department work closely together. The Learning Support Base (a staffed Nurture provision) is always available at break and lunch.

Members of the SEND team will 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.

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.

Targeted support may include:

- Alternative / bespoke curriculum – including phased timetable for children who need support to manage a full timetable in school, or for those who are re-integrating back into mainstream education
- Counselling (accessed from external sources)
- Mentoring (from a Year Lead)
- Social Skills – 1:1 support, also a weekly session for students identified as experiencing social communication difficulties
- Pastoral Support –Year Leads 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 LSB). Activities provided.

- Specialist group work delivered by the Educational Psychologist or Behaviour intervention team
- Positive choices and self-esteem group work
- Referral to the PRU
- Thrive practitioners can deliver intervention
- ELSA practitioners can deliver interventions

We adopt a relational approach in schools, and all teaching staff have received Zones of Regulation training and this will be part of a whole school approach will also support our SEN children. All students will complete a personalised wellness plan at the start of the school year.

2.4 Sensory and/or Physical Needs

(Including Visual Impairment VI, Hearing Impairment HI, Multi-sensory impairment MSI and Physical Disability PD)

Targeted support 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, cushions
- Work with hearing impaired services to provide necessary support
- Work with visual impaired services to provide necessary support
- Delivery of OT programmes
- Sensory circuits
- On-Call bespoke support for regulation.

3. Key staff and expertise

Name	Area of Expertise	Qualification
Mrs Jane Grey	Literacy and Special Educational Needs	• BA(Hons) PGCE • PGCE in Practitioner Led Enquiry • SSAT Accredited Lead Practitioner • NPQML • NPQLTD • NPQLL • Read Write Inc Trained • Working towards NPQSENCO
Mrs Jacqui Johnson	Deputy Headteacher/ Inclusion	• BA (Hons) PGCE • NASENCO • Post Graduate Certificate in Vulnerable Learners and Inclusion • SLE SEND • Level 3 Autism • Read Write Inc Trained • Mental Health First Aider • NPQH
Mrs Rebecca Biggs	Assistant SENDCo	• Read Write Inc trained • Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) • Diabetes Awareness course – advanced level

Mrs Jill McNaughton	HLTA- Year 7-13	• Thrive Practitioner • Read Write Inc trained • Emotional Literacy Support Assistant • Inference Training • Diabetes Awareness course – advanced level
Mrs Julie Hearn	HLTA years 7-13	• BA (Hons) English language & literature • Level 5 TEFL Teaching Certificate • Read Write Inc. • Reading Recovery • Thrive • Bereavement Training • Autism Awareness Training • ELSA • Diabetes Awareness course – advanced level
Learning Support Partners x 7	Apprentice Level to Level 3 Teaching Assistant	• Our LSPs have a range of specialist qualifications including: • Thrive Practitioners • ELSA Practitioners • Zones of Regulation • RWI Fresh Start • Diabetes awareness • Autism Awareness • ELKLAN • Counselling level 1 and 2

The SENCO

Name of SENCO	Email address	Phone number
Mrs Jane Grey	jgrey01@ccsamble.co.uk	01665 710636

3.1 Securing and deploying expertise

The SENCO, Mrs Jane Grey, oversees and coordinates the SEND provision for students. Our SENDCO is supported by an Assistant SENDCO, and two HLTAs.

On a day-to-day basis, depending on need, a Learning Support Partner (LSP) may be available where needs have been identified. It is unlikely any student will be provided with 1 to 1 support. 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 to meet pupils' needs.

Teachers are responsible for personalising learning in their classrooms and will direct LSPs in their role to support individual students in accordance with the student's learning support plan/ pupil passports and to meet their own personal targets. Year Leads support the SEND team by helping to address any pastoral barriers to learning. The pastoral team is managed by Mrs Jacqui Johnson.

3.2 Levels of required support

In accordance with the SEND Code of Practice 2014, school offers SEND support using a graduated response approach. Quality first teaching is provided in all classrooms, the quality of this is monitored by the SENDCO and the Teaching and Learning Lead.

Initial concerns are raised with the SENCO and where needs are identified, a level of support is made available for the student 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. The student may not be placed on the SEN register at this point.

If student's needs cannot be met from with what is available in school, support will be requested from outside agencies. This may include the SEND Support Teams (HINT), CYPS or a Short Term Additional Resource (STAR) funding may be applied for.

Interventions are monitored over two terms using an Assess, Plan, Do, Review (ADPR) approach and if no progress is made, school, parents and the student **may** make an application for a Consideration of Statutory Assessment (COSA) for an Education, Health and Care Plan (EHCP). **Only the most complex pupils will receive this level of support.**

The EHA (MARF referral) 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.

3.3 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. Further information about EHC plans can be accessed on the Northumberland County Council website (see link at end of this document).

4. Identifying and assessing pupils with SEND

Any concerns regarding a student in the school can be raised by their parents, members of staff or the student themselves. (see referral form on the college website)

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all students. In the case of SEND, we use our assessments to identify students making less than expected progress given their age and individual circumstances. We then use a range of information, including that provided by the student's first / primary school and the student's parents / carers to build up a picture of the student and their needs.

We look for progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the student's previous rate of progress.
- Fails to close the attainment gap between the student and their peers.
- Widens the attainment gap between the student and their peers.

4.1 The SEND Register at CCS

The register is a live document which constantly changes. Students can move between the 3 categories of need. The 3 categories of need are:

- **EHCP:** Student has identified SEND at this time and requires additional support, over and above normal classroom teaching. The Local Authority provide funding to support intensive intervention.
- **SEN Support** Student has identified SEN at this time and requires additional support, over and above normal classroom teaching. Targeted support will be accessed at this point.
- **Concern** Student is receiving some intervention and being monitored; a referral maybe underway; not recognised as definite SEND status on the school census.

In all cases, the progress of the student's progress will be reviewed, and any next steps will be planned. In-class and out of class-interventions may be used and / or the student may be considered for referral to an outside agency. Parents will be involved at all levels and invited to discuss the issues.

Once a student 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 student's strengths, barriers to learning and targets that will enable effective personalised teaching and learning. 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 student's on-going support. Parents / carers will be involved in every stage of this process.

5. Consulting with pupils and parents

5.1 Parents

The progress of all students at CCS 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.

In addition to the annual parental consultations, students who are receiving additional SEND support will be reviewed termly, 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.

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.

Children who have an Education Health Care Plans will have a termly meeting to review their progress towards the targets in the plan. This will include planning for the following term.

Informal meetings, such as parental coffee afternoons also take place where parents can discuss their child's progress in a more informal setting.

5.2 Pupils

Pupils with SEND are fully involved in reviewing the provision that is available to them and the support they require. Students with SEN work with their keyworker to set and review their targets.

6. Involving key stakeholders

If a student with additional needs does not make adequate progress despite interventions over a period of time, then it may be appropriate to refer them 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 HINT team e.g. Behaviour support, communication support, educational psychologist, literacy support
- Sensory Support Service
- School Health (school nurse)
- Interpreters
- Primary Mental Health Service
- Children and Young People's Service (CYPS)

The school may also refer directly to:

- The Engagement Hub
- Pupil Referral Unit (PRU)
- EAL (English as an Additional Language) Services
- Appropriate Alternative Provision

The school 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. School will ensure that parents are clear about what support might be offered or requested prior to a referral being made.

7. Progressing towards outcomes

The progress of all students as CCS 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.

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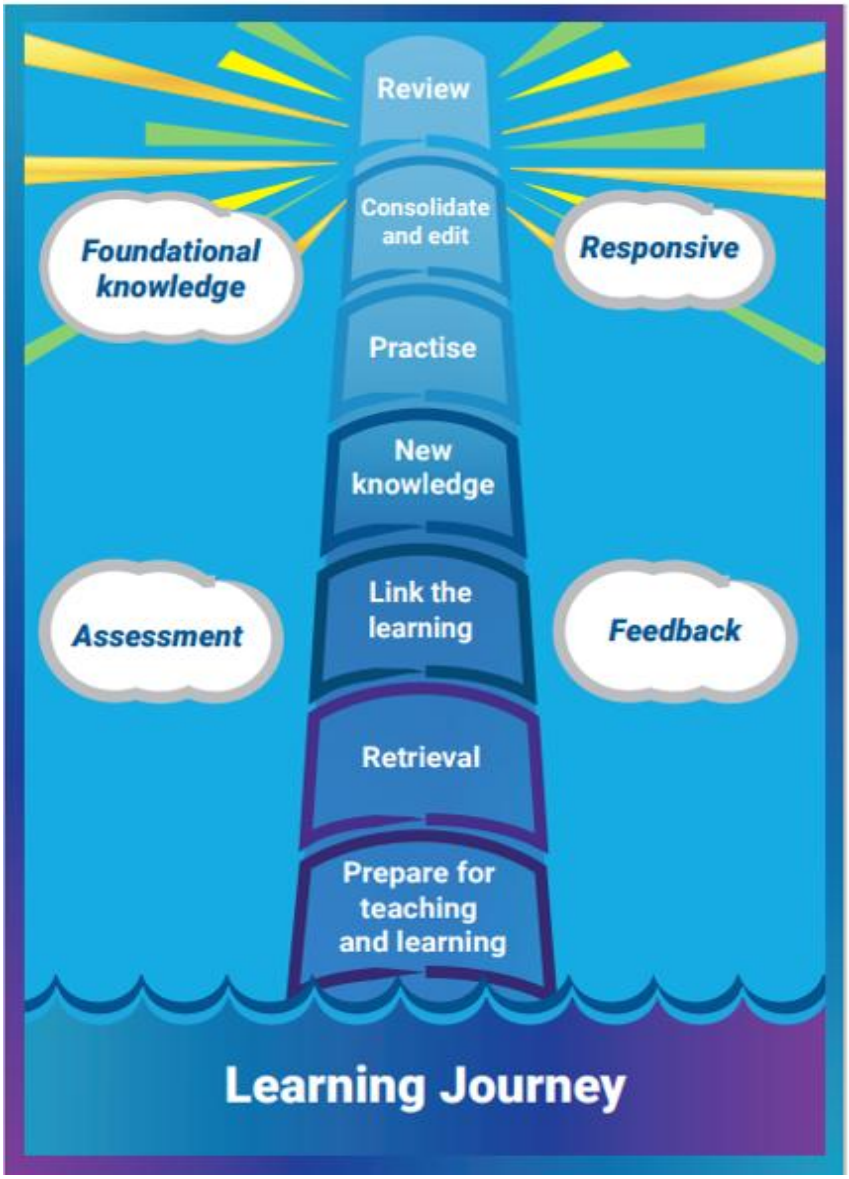
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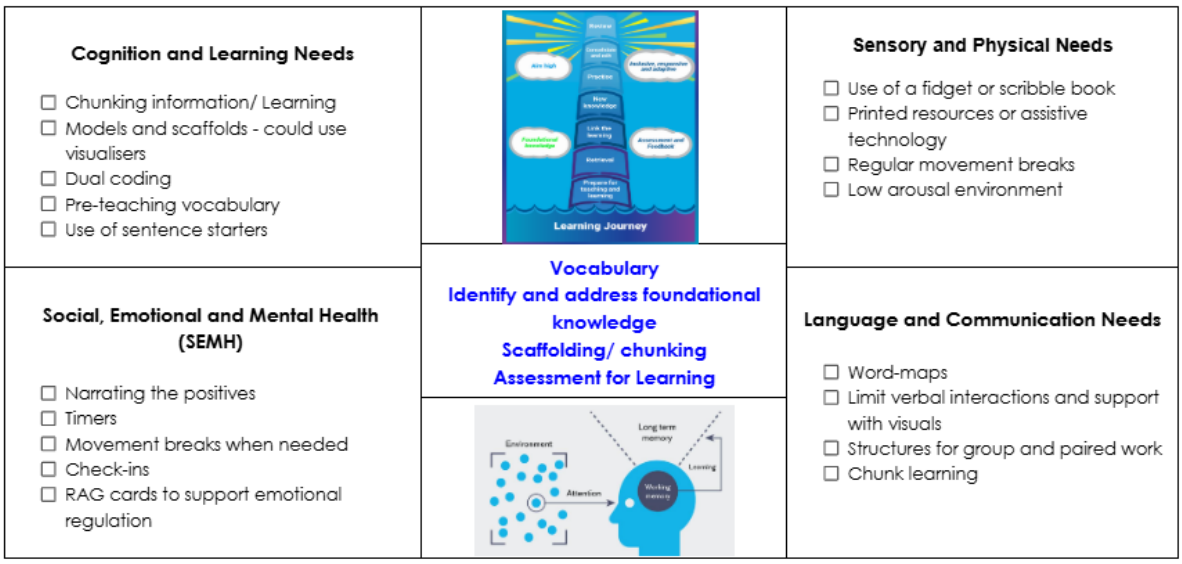
8. Transition support

Key staff visit feeder schools and meet with parents and students prior to starting at CCS. Pupil passports are completed prior to students starting at CCS so that staff can plan effectively for the student's specific needs. A member of the SEND team will contact the feeder school to ensure all key information is shared and all support is in place to ensure the student is appropriately supported.

9. Teaching approach



Inclusive and Adaptive Teaching Strategies



10. Adaptations to the curriculum and learning environment

The curriculum provision is adapted for SEND students when necessary. For the most part, children with SEND are taught in the classroom alongside their peers.

Subject teachers are responsible for providing a differentiated/ personalised curriculum through **inclusive and adaptive teaching strategies and to scaffold learning**, so it is accessible by all (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, LSPs will not provide 1 to 1 support in class. 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. The aim is always maximum independence and preparation for adulthood.

Teaching techniques and strategies, including personalised resources and learning tasks, will accommodate those of differing abilities.

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.

11. Inclusivity in activities

Inclusion is a universal human right.

The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other needs. 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 CCS, is embedded in ethos, policies, staff handbook, website, annual questionnaires, through Parents Forum, and the Student Voice.

Wherever possible all students with SEND will join in all activities 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.

Extra-curricular activities are open to all students; all students are encouraged to attend. If additional support is required, then this can be discussed with the SENCO and an LSP may be allocated to support such extra-curricular provision.

Coquet Community School also provides clubs and activities before and after school and during lunchtime for our most vulnerable pupils. There is a Breakfast Club before school where children can eat breakfast and access pastoral support. There is also a homework club after school where students can receive additional support with homework and revision tasks.

11.1 Access arrangements: Support during exams

We recognise that there are a few students who require additional support for exams throughout their time in the college.

To be eligible for this additional support the students must meet strict criteria set out by the Joint Council for Qualifications (JCQ) and this must be the student's **normal way of working**. Additional support **may** include:

- A reader
- A scribe
- Extra time
- Modified / enlarged/ coloured papers
- An alternative examination room (if due to anxiety, a consultant letter will be requested)
- Rest breaks

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.

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.

12. Supporting emotional and social development

Social, emotional and mental health is a high priority at CCS.

The mental health lead at CCS is Mrs Jacqui Johnson.

CCS is working very closely with the BEYou team, who provide additional support for students who are experiencing difficulties with their emotional and mental wellbeing.

Educational Mental Health Practitioners (EMPH) have been allocated to school to provide additional support for students with emerging mental health difficulties to avoid them escalating.

The SEND team works closely with CYPS to meet the SEMH needs of students.

13. Online safety

CCS have an online safety policy which is available for parents and students to view on the website.

School recognises the additional risks that student 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 student's vulnerability or possible disclosure are made to Mr Jamie Robinson.

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.

All students at CCS receive training on e-safety which is regularly reviewed and updated in line with national and local guidelines.

14. Sexual violence and harassment

School recognise students with SEND may face additional risks in relation to sexual violence and harassment. The violence and harassment may take place both on and off the school site.

PSHE is delivered within lessons by the form tutor team.

Sexual violence and sexual harassment can occur between two children of **any age and sex.** It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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 **all** victims are taken seriously and offered appropriate support.

Children with SEND are statistically more likely to suffer sexual violence and harassment. Staff are briefed via safeguarding briefings and access to newsletters.

School makes it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up by:

- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- 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.

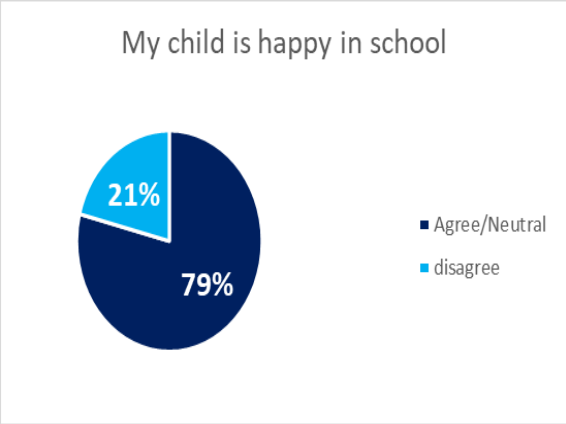
All school staff are reminded regularly of the need to be vigilant and to report any incidents using the current procedures in place for safeguarding.

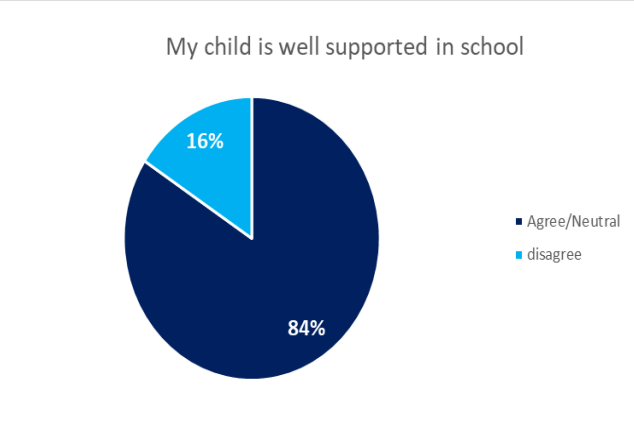
SEND students work with LSP staff and these staff are also briefed and advised on what procedures they should take should a child make a report of or being a victim or sexual violence or harassment.

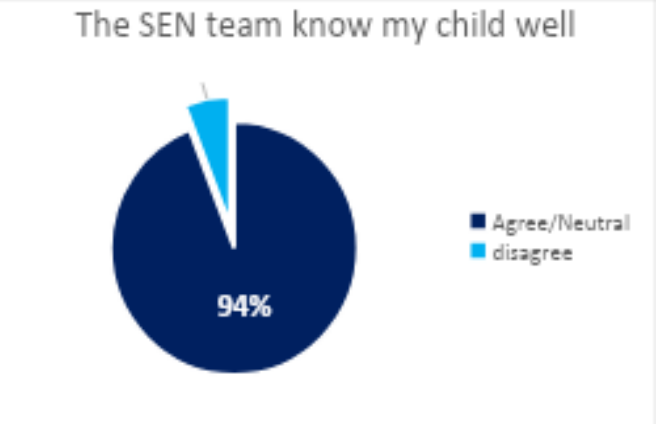
15. Evaluating effectiveness

At CCS we continue to review the effectiveness of the provision. Parents are invited to termly coffee afternoons to discuss the progress of their child and discuss any changes that can be made. Parental and pupil voice are sought termly during the review of pupil passports and targets.

On a termly basis parents are asked to complete a feedback questionnaire which informs the actions we take over the next term.







16. Handling complaints

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.

CCS complaints policy can be found at: https://www.ccsamble.co.uk/policies/

If any parent is dissatisfied and has a complaint, first point of contact should be the class/form teacher or SENCO.

17. Spending the budget

The additional monies received into school benefitted SEND students by:

- Enabling learning support partner's (LSPs) to work on a small ratio basis with SEND leaners to enhance opportunities where additional LSP support is deemed to offer the biggest impact on the student's needs
- LSPs to deliver specific SEN programmes such as social skills or speech and language therapy programmes to students with SEND.
- 2 x HLTA to deliver SEN curriculum and SEN programmes to students with specific needs
- Provide social and emotional support for vulnerable learners – in particular those with identified SEND needs;
- Purchase of specific SEN programmes to support the development of effective social skills, numeracy and literacy skills
- Staff training to ensure quality first teaching is in place for SEN learners
- Purchase of OT specialist resources to support SEN children to access the curriculum
- Enhanced transition programme
- Staffing a Learning Support Base for students to access when needed.

From September 2020 there will no longer be the requirement to "buy into" an SLA to access SEND support services.

Educational Psychology and access arrangement assessments are chargeable.

18. Local Offer

Mrs Dawn Glass, County Hall, Morpeth, Northumberland NE61 2EF

The Northumberland Local Offer and SEND Northumberland information can be found via the following web link:

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

19. Named contacts

If you have any concerns, please contact:

Name of individual	Email address	Phone number
Mrs Jane Grey (SENDCo)	jgrey01@ccsamble.co.uk	01665 710636
Mrs Jacqui Johnson (Deputy Headteacher and Lead DSL)	jjohnson@ccsamble.co.uk	01665 710636
Vicki Graham IAS officer NIASS	iass@northumberland.gov.uk	01670 620350