Special Educational Needs and Disabilities (SEND) information report

Approved by:	Governing Body	**Date:**	Autumn Term 2026
Next review due by:	Autumn Term 2027 or sooner if information changes		

The SEND Information Report is a requirement under the Children and Families Act 2014 and will be annually updated by school to reflect any changes that have taken place or are planned to take place.

The aim of this report is to explain how we implement our SEND policy and how SEND support works in Cleaswell Hill School.

The SEND Information Report should be read in conjunction with the school's additional information available on the website, such as, SEND Policy, Equality Information and Accessibility Plan.

If you have any further questions or would like to seek clarification about the content of this document, please do not hesitate to contact school.



The Local Authority has published arrangements for children with SEND and further details are available on Northumberland County Council website- Local Offer.

What SEND does the school provide for?

Our school provides for pupils with the following 4 areas of need:

- Communication and interaction
- Cognition and learning
- Physical and/or sensory
- Social, emotional and mental health needs

All pupils are working at levels **significantly below their peers** of a similar chronological age. Many children have co-occurring or pervasive difficulties culminating in severe and complex needs.

All pupils are in receipt of an Education Health and Care Plan.

How and when we do it

The school day runs from 8.50am-3.10pm Monday to Thursday, and 8.50am-2.10pm on a Friday.
We offer After School Clubs every night Monday-Thursday.
Additional opportunities are available throughout the year for residential visits.

Which staff will support my child, and what training have they had?

Class teachers/leads

All our teachers/class leads receive ongoing SEND pedagogy training through a comprehensive, needs-led professional development programme and are supported by school leaders to meet the needs of our pupil cohort. As the NEN license holder for Northumberland, all staff are trained in core modules 'Making Sense of Autism' and 'Good Autism Practice'.

Staff, at all stages in their career, can take external qualifications in support of their role, for e.g. National Professional Qualifications.

Therapy Team

We have a team of 2 Occupational Therapists, 2 Speech and Language Therapists, and a Mental Health Lead working across school.

We have teaching assistants who are trained to deliver interventions and a number of Therapy Assistants working across school carrying out interventions and support as directed by therapists.

Teaching Assistants (TAs)

We have a large team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

External agencies and experts

Sometimes we seek additional help to offer our pupils the support that they need. We will work in collaboration with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- NHS Speech and Language Therapists
- NHS Physiotherapists and Occupational Therapists
- Child and Young Person Services (CYPS)
- Education Welfare Service
- Children's Social Care
- Early Help Team
- Nordoff Robbins (music therapy)



What should I do if I think my child has SEND?

Northumberland Education Authority are the admissions authority for Cleaswell Hill School. Parents/carers interested in a place for their child should consult with the SEND Team at County Hall, Morpeth.

Parents/carers are welcome to contact school and arrange to join a guided visit and to discuss available provision. Please note we cannot discuss individual cases and circumstances during these visits.



How will the school measure my child's progress?

Staff closely monitor and track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. Targets, strategies and provision will be revisited and refined as your child makes progress.

How will I be involved in decisions made about my child's education?

Progress and attainment are discussed with parents/carers in the summative annual pupil report and at the EHCP annual review meeting where personal targets are collaboratively agreed.
Your child's class teacher will share targets with you 3 times a year in order to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.
We also want to hear from you as much as possible so that we can build a better picture of how the specialist support we are providing is impacting your child outside of school.
If your child's needs change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will receive a copy.
If you have concerns that arise between annual review meetings, please contact your child's class teacher using School Ping, the home-school diary, Tapestry, admin email address or by telephone.



How will my child be involved in decisions made about their education?

We seek your child's views by asking them to:

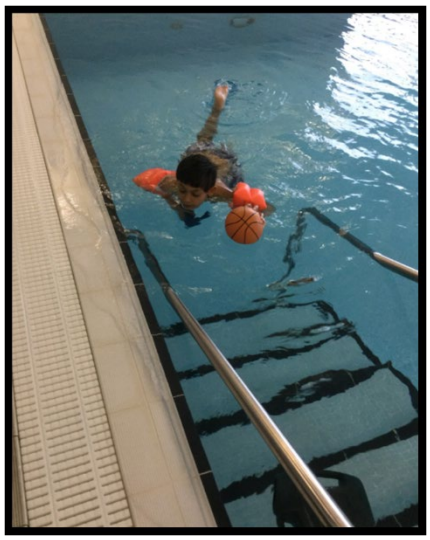
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, to share at the meeting
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Complete a response sheet with yourself or us
- Access 'A Mind of My Own' App to record their input
- We also get to know the children very well and carefully observe behaviour as communication

How will the school adapt its teaching for my child?

Your child's teacher/class lead is responsible and accountable for the progress and development of all the pupils in their class.
High-quality specialist teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to our teaching and learning strategies, and we work on an individual basis to make sure the adaptations we make are meaningful to your child.

To support your child's learning needs best we;

- Design our curriculum to ensure that all children receive powerful knowledge that is well sequenced and connects learning overtime
- Make sure all pupils can access learning using enabling environments and SEND pedagogy
- Ensure our resources are high-quality and will hook children into their learning
- Ensure that staffing levels support children appropriately
- Use a fit for purpose assessment system that supports teaching and learning
- We may also provide interventions based on scrutiny of individual progress.



How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Observing changes to their presentation over time
- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil and parent surveys
- Monitoring by class and intervention teams
- Holding an annual review meeting
- Working with multi-agency teams



How does the school support pupils with disabilities?

- School Equality Statement and Objective support all pupils with protected characteristics from being treated less favourably than other pupils, are available on the website or from the school office
- Facilities are provided to ensure inclusive practice and help all pupils access school, including the provision of auxiliary aids and services
- School's accessibility plan is available on the website or from the school office.

How will the school support my child's mental health and social and emotional development?

We provide support for pupils to progress in their social and emotional development in the following ways:

- We promote pupil voice and a total communication approach
- We provide strong pastoral support for listening to the views of pupils
- Staff act as pupil advocates
- School Mental Health Lead in place
- Close links with families
- Collaborative working with external agencies
- Behaviour as Communication Policy and staff work hard to develop trusting, positive relationships with pupils
- We have a 'zero tolerance' approach to bullying
- Pupils are encouraged to be part of clubs to promote teamwork/building friendships.



Transitions

To help pupils transition successfully and to be prepared for the new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide photographs of the new class, staff and pupils (where possible) towards the end of the summer term

Leaving school

School has a designated post-school Placement Advisor.

We provide all our learners with appropriate advice on paths into work, further education or social care packages.

We work with the young person, their family and post school placements to help them achieve their ambitions, which can include goals in further education, employment, independent living and active participation in society.

What support is in place for cared for and previously cared for children with SEND?

School has a designated Teacher for Cared for Children and Previously Cared for Children.

They work with the staff team to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

The designated teacher attends reviews along with colleagues from the Virtual School.

What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred onward to the Phase Lead, or School Leadership Team.

If you are not satisfied with the school's response, you can escalate the complaint using the Schools Complaints procedure available from the school office.

If you feel that your child has been discriminated against because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal.

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Further information is available from Northumberland County Council.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch with school to let us know. We want to support you, your child and your family.

Please go to the Northumberland County Council website to look at support available locally.

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle



Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the areas of need describe different types of needs a pupil with SEND can have. The areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CYPS** – child and young people services
- **EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

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