Otterburn Primary School and Nursery

Special Educational Needs and Disabilities (SEND) Information Report

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Welcome to our SEND Information Report

Dear Parents and Carers,

At Otterburn Primary School & Nursery, we are committed to providing a welcoming, inclusive and supportive learning environment where every child feels valued, happy and able to achieve their full potential.

We recognise that every child is unique and that some children may need additional support at different stages of their learning and development. We work closely with children, parents, carers and other professionals to identify individual needs, remove barriers to learning and ensure that all children can participate fully in school life.

The purpose of this SEND Information Report is to explain how we identify, assess and support children with special educational needs and disabilities (SEND) at Otterburn Primary School & Nursery. It outlines the provision we offer, how we work in partnership with families and the ways in which we support children to make progress from their individual starting points.

We believe that every child should feel safe, included and supported to succeed, both academically and personally.

This report should be read alongside our school's SEND Policy, which provides further information about our approach to supporting children with special educational needs and disabilities. Both documents are available on our school website.

We hope you find this report helpful. If you have any questions or concerns about your child's learning, development or additional needs, please do not hesitate to contact us. We are always happy to listen, offer advice and work together to ensure the best possible outcomes for your child.

Best wishes,

Alison Woodcock

Headteacher

1. What types of SEN does the school provide for?

Otterburn Primary School & Nursery is a mainstream school committed to providing an inclusive education for all children. We welcome children with a wide range of special educational needs and disabilities (SEND) and aim to ensure that every child receives the support they need to thrive, participate fully in school life and achieve their potential.

We provide support for children across the four broad areas of special educational need identified in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE and DH, 2015).

Area of need	Examples of needs supported
Communication and interaction	Autism spectrum disorder (ASD); speech, language and communication needs (SLCN), including speech sound difficulties, language delays and developmental language disorder (DLD).
Cognition and learning	Specific learning difficulties including dyslexia, dyscalculia and dyspraxia; moderate learning difficulties and additional learning and development needs.
Social, emotional and mental health	ADHD, attention and concentration difficulties, anxiety, emotional regulation difficulties and social, emotional and mental health needs.
Sensory and/or physical needs	Hearing and visual impairments, sensory processing differences, physical disabilities and medical conditions affecting access to learning.

We recognise that children's needs are individual and may fall within more than one area. Some children may require additional support for a short period of time, while others may have more complex or ongoing needs.

As a small mainstream school, we take a personalised approach to supporting children. We use high-quality inclusive teaching, appropriate adaptations, targeted interventions and reasonable adjustments to help children access learning alongside their peers wherever possible.

We work closely with parents and carers, the local authority and external professionals to identify needs, plan appropriate provision and regularly review the effectiveness of support.

Where a child has more complex needs, including those supported through an Education, Health and Care Plan (EHCP), we work collaboratively with families and relevant professionals to consider how their individual needs can be met within our mainstream setting.

Our aim is to ensure that every child feels valued, included and supported to make progress from their individual starting points.

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

At Otterburn Primary School & Nursery, supporting children with special educational needs and disabilities (SEND) is a shared responsibility. Our staff work closely together to ensure that children receive appropriate support, feel included and are able to make progress from their individual starting points.

As a small school, we know our children and families well. This helps us to identify needs early, provide personalised support and maintain regular communication with parents and carers.

Our Special Educational Needs Co-ordinator (SENCO)

Mrs Alison Woodcock - Headteacher and SENCO

Mrs Woodcock is a qualified and experienced teacher and school leader. She has completed the National Professional Qualification for Special Educational Needs Co-ordinators (NPQ for SENCOs) and works closely with teaching staff, families and external professionals to coordinate SEND provision across the school.

Her responsibilities include:

- Overseeing the identification, assessment and support of children with SEND.
- Working with teachers and teaching assistants to ensure appropriate provision is in place.
- Supporting the development and review of individual support plans and Education, Health and Care Plans (EHCPs).
- Liaising with parents, carers and external professionals.
- Coordinating referrals to specialist services where appropriate.
- Monitoring the effectiveness of SEND provision and identifying opportunities for improvement.
- Supporting staff development and training in SEND.

Parents and carers are welcome to contact Mrs Woodcock if they have any questions or concerns about their child's additional needs.

Contact details

Email: alison.woodcock@otterburn.northumberland.sch.uk

Telephone: 01830 520283

Alternatively, parents can contact the school office to arrange a meeting.

Class teachers

All class teachers are responsible for the progress, learning and wellbeing of the children in their class, including those with SEND.

Our teachers plan and adapt learning to meet individual needs, use assessment to identify barriers to progress and work closely with the SENCO and support staff to ensure appropriate strategies and interventions are in place.

Teachers receive ongoing professional development and guidance relating to SEND, including training informed by the needs of children within our school.

Teaching assistants

Our teaching assistants play an important role in supporting children with SEND across the school.

They work alongside class teachers and the SENCO to provide additional support for individuals and small groups, both within the classroom and through targeted interventions.

Depending on children's individual needs, this may include support with:

- Early reading, phonics, literacy and mathematics.
- Speech, language and communication.
- Social interaction, emotional regulation and wellbeing.
- Attention, concentration and independence.
- Sensory, physical and personal care needs.
- Accessing learning through adapted activities and resources.

Teaching assistants receive training and guidance relevant to their roles and the needs of the children they support. Where appropriate, they also work alongside external professionals to implement recommended strategies and programmes.

Emotional Literacy Support (ELSA)

Mrs Linda Stephen - Teaching Assistant and Emotional Literacy Support Assistant (ELSA)

Mrs Stephen is a member of our teaching assistant team and is a trained Emotional Literacy Support Assistant (ELSA).

ELSA support is designed to help children develop their emotional awareness, confidence, resilience and social skills. It can be particularly beneficial for children who may be experiencing difficulties with friendships, managing emotions, self-esteem, anxiety or changes in their lives.

Mrs Stephen provides a supportive and nurturing environment where children can explore their feelings, develop positive coping strategies and build the skills they need to manage everyday challenges.

ELSA support may be offered through individual sessions or small-group activities, depending on children's needs.

The SENCO and class teachers work closely with Mrs Stephen to identify children who may benefit from additional emotional literacy support and to review their progress.

Staff training and professional development

We recognise the importance of ensuring that all staff have the knowledge, skills and confidence to support children with SEND effectively.

Training and professional development are ongoing and are informed by the needs of our children, developments in SEND practice and recommendations from specialist professionals.

This may include training and guidance relating to autism, speech and language development, literacy difficulties, inclusive teaching, emotional regulation, sensory needs and specific interventions.

We also access training and advice from Northumberland County Council and other specialist services where appropriate.

External agencies and specialist support

Sometimes children benefit from additional advice, assessment or support from professionals outside school.

Where appropriate, and in consultation with parents and carers, we work closely with external agencies to develop our understanding of children's individual needs and ensure that suitable support and provision are in place.

These may include:

- Northumberland Educational Psychology Service - providing advice and assessment to help us understand children's learning, development, emotional wellbeing and additional needs, and recommending strategies to support their progress.
- Northumberland High Incidence Needs Team (HINT) - providing specialist advice and support for children with needs relating to areas such as communication and interaction, cognition and learning, and social, emotional and mental health.
- Northumberland Low Incidence Needs Team (LINT) - providing specialist advice and support for children with sensory and physical needs, including hearing and visual impairments.
- Northumberland Early Years Inclusion Support - supporting the early identification of additional needs and inclusive provision for children in our nursery and Reception.
- Speech and Language Therapy Service (SaLT) - assessing and supporting children with speech, language and communication needs, and providing advice and programmes for school staff and families.
- Occupational Therapy and Physiotherapy Services - providing specialist advice and support for children with physical, sensory or motor development needs.
- Children and Young People's Services (CYPS) - providing specialist assessment and support for children experiencing mental health difficulties or presenting with possible neurodevelopmental needs.
- School Nursing Service and other NHS professionals - supporting children's health, development, medical needs and wellbeing.
- Early Help and Children's Social Care - working with schools and families to provide coordinated support where additional needs or wider family circumstances may affect a child's wellbeing and development.
- Education Welfare Service - supporting children and families where attendance difficulties may be affecting access to education.

We value the expertise of external professionals and work collaboratively with them, alongside parents and carers, to ensure that recommendations are reflected in the support children receive at school.

Where appropriate, advice from specialist services is incorporated into children's individual support plans and reviewed regularly to ensure that provision continues to meet their needs.

Further information

Parents and carers can find additional information about SEND services and support available in Northumberland through:

The school's SENCO can also provide guidance about accessing additional support and making referrals to relevant services.

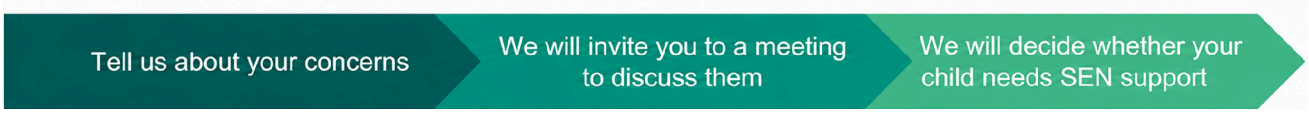
Northumberland Education – SEND services

Northumberland SEND Local Offer

3. What should I do if I think my child has special educational needs?

At Otterburn Primary School & Nursery, we believe that parents and carers know their children best. We value open communication and encourage families to share any concerns about their child's learning, development or wellbeing as early as possible.

If you think your child may have special educational needs, please do not hesitate to speak to us. We are here to listen, offer advice and work together to ensure your child receives the support they need.



For families with younger children, Northumberland's Local Offer also explains who to speak to about development concerns, including health visitors and early years providers.

Northumberland Local Offer – Concerns about your child's development

Who should I speak to?

Your child's class teacher is usually the best first point of contact. They know your child well and can discuss their progress, strengths and any areas where they may be experiencing difficulties.

You can arrange to speak to your child's teacher by contacting the school office or speaking to a member of staff at the beginning or end of the school day.

You can also contact our SENCO directly:

- Mrs Alison Woodcock - Headteacher and SENCO
- Email: alison.woodcock@otterburn.northumberland.sch.uk
- Telephone: 01830 520283

What happens next?

If you raise a concern about your child's learning or development, we will:

- Listen to your concerns - We will arrange an opportunity to discuss your child's strengths, needs and any difficulties they may be experiencing, both at home and at school.
- Gather information - Your child's teacher and the SENCO will consider their progress, classroom observations, assessments and any other relevant information to help us understand their needs.
- Agree next steps together - We will discuss what support may be helpful, agree appropriate outcomes and identify any additional strategies or interventions that may be needed.
- Involve your child - We value children's views and will involve them in discussions about their learning and support in ways that are appropriate to their age, understanding and communication needs.
- Review progress - We will monitor how your child responds to the support provided and keep you informed about their progress. Where appropriate, we may seek advice from external professionals, with your involvement.

We will keep a record of significant discussions, agreed actions and any support put in place, and share relevant plans and review information with you.

What if my child needs SEN support?

If assessments and discussions indicate that your child has special educational needs and requires provision that is additional to or different from that normally available to children of the same age, we will discuss this with you.

Where SEN support is identified, your child will be added to the school's SEND register and you will be formally informed.

We will work with you and your child to develop an appropriate support plan, identifying their strengths, areas of need, desired outcomes and the strategies or interventions that will help them make progress.

Support will follow the graduated approach of Assess, Plan, Do, Review, as outlined in the SEND Code of Practice (2015). This means that we regularly assess children's needs, plan appropriate support, put strategies into practice and review their effectiveness.

Not every concern about a child's learning or development will mean that they have special educational needs. Some children may need additional help for a short period of time without requiring ongoing SEN support. We will always consider each child's individual circumstances and discuss our approach with their family.

Our priority is to work in partnership with parents and carers, identify needs as early as possible and ensure that children receive the right support at the right time.

4. How will the school know if my child needs SEN support?

At Otterburn Primary School & Nursery, we believe that identifying additional needs early is essential to ensuring that every child receives the right support at the right time.

As a small school, our staff know the children well and are able to recognise changes in their learning, development, behaviour or wellbeing. We work closely with parents and carers to build a clear understanding of each child's individual strengths and needs.

How do we identify children who may have SEN?

Our teachers continually assess and monitor children's progress through everyday teaching, observations, discussions and assessments.

We look carefully at children's progress in areas such as:

- Learning and attainment - including reading, writing, phonics, mathematics and progress across the curriculum.
- Communication and interaction - including speech, language, understanding, social communication and relationships with others.
- Social, emotional and mental health - including confidence, emotional regulation, friendships, attention and wellbeing.
- Physical and sensory development - including coordination, movement, sensory needs and access to the learning environment.
- Early development - particularly in Nursery and Reception, where observations and assessments help us identify any emerging developmental needs.

We recognise that children develop at different rates and that slower progress does not necessarily mean a child has special educational needs.

What happens if a child is not making expected progress?

If a teacher identifies that a child is experiencing difficulties or is not making expected progress, they will first consider possible barriers to learning.

This may involve reviewing assessments, identifying gaps in knowledge or understanding and adapting classroom teaching to better meet the child's needs.

Additional support may include targeted teaching, small-group activities, individual interventions, adapted resources or additional opportunities to practise and consolidate learning.

Teachers will monitor how the child responds to this support and whether they begin to make progress.

If concerns continue, the class teacher will discuss them with the SENCO and involve parents and carers in considering the next steps.

How will we assess my child's needs?

Where a child may have special educational needs, our SENCO, Mrs Alison Woodcock, will work with the class teacher and parents or carers to build a fuller picture of the child's strengths and difficulties.

This may include:

- Reviewing assessment information and progress over time.
- Observing the child in the classroom and other areas of school.
- Discussing the child's learning, development and wellbeing with staff.
- Listening to parents' and carers' views and experiences.
- Gathering the child's own views in a way that is appropriate to their age and understanding.
- Considering the child's progress in relation to their individual starting points, age-related expectations and relevant assessment information.
- Seeking advice from external professionals, such as the Educational Psychology Service, Speech and Language Therapy Service or Northumberland SEND Support Services, where appropriate.

We recognise that some children may have additional needs even when they are achieving age-related expectations academically. We therefore consider the whole child, including their communication, social interaction, emotional wellbeing, independence and ability to access school life.

How do we decide whether a child needs SEN support?

A child may be identified as having SEN if they have a learning difficulty or disability that requires special educational provision which is additional to or different from that normally available to children of the same age.

The SENCO will consider the information gathered, alongside the views of the child, parents and teaching staff, to determine whether SEN support is appropriate.

If SEN support is needed:

- Parents and carers will be formally informed.
- The child will be added to the school's SEND register.
- An individual SEN support plan will be developed, identifying strengths, areas of need, intended outcomes and appropriate support.
- Support will follow the graduated approach of Assess, Plan, Do, Review, with progress monitored and provision reviewed regularly.

A formal medical diagnosis is not required for a child to receive SEN support. Equally, having a diagnosis does not automatically mean that a child requires SEN support. Decisions are based on each child's individual needs and the provision required to help them access learning and make progress.

We will continue to work closely with families throughout this process, ensuring that parents and carers are involved in decisions about their child's support.

Our aim is to identify children's needs as early as possible, understand the barriers they may face and provide appropriate support to help every child learn, develop and thrive.

5. How will the school measure my child's progress?

We use the graduated approach of Assess, Plan, Do, Review to understand your child's needs, plan support and check whether it is making a difference. Progress is considered from each child's individual starting points, not solely against age-related expectations.

ASSESS	We review classroom assessments, observations and information from you and your child. Specialist advice may be sought where needed.
PLAN	Together we agree achievable outcomes, appropriate teaching adaptations, targeted support and how progress will be checked.
DO	The class teacher remains responsible for day-to-day learning, with support from teaching assistants, the SENCO and external professionals where appropriate.
REVIEW	We consider progress towards agreed outcomes, the child's experience and the impact of provision, then continue, adapt or reduce support as appropriate.

We use ongoing assessments, examples of work, observations and, where appropriate, baseline and follow-up assessments for interventions. Children with an EHCP also have a statutory annual review. We share progress and next steps with parents and carers at regular reviews.

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

Parents and carers are central to decisions about SEND provision. We listen to your knowledge of your child, explain the support in place and invite your views when planning and reviewing outcomes.

We aim to review SEN support with parents and carers at least three times each year, alongside ongoing conversations whenever a concern arises. Meetings can include your child's class teacher and the SENCO as appropriate. We record agreed outcomes, actions and responsibilities and share the relevant information with you.

You can contact the class teacher through the school office or contact Mrs Alison Woodcock directly using the details in Section 2. You do not need to wait until a scheduled review to raise a concern.

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

Children's views are important. We seek their opinions about what helps them learn, what they enjoy, what they find difficult and what they would like to achieve. The ways we gather these views are adapted to age, communication needs and individual preference.

- Conversations with a trusted adult, class teacher or the SENCO
- Drawings, photographs, visual choices or other supported communication
- Age-appropriate contributions to support-plan reviews and EHCP reviews
- Opportunities for pupil voice, including our Pupil Parliament where appropriate

8. How will the school adapt its teaching for my child?

High-quality, inclusive teaching is our first response to SEND. Class teachers are responsible for the progress and development of every child in their class. In our mixed-age classes, planning takes account of curriculum progression as well as each child's individual learning needs.

- Breaking tasks into smaller steps, allowing processing time and checking understanding
- Using visual timetables, clear routines, concrete resources, modelling and practical learning
- Adapting vocabulary, written materials, task length or ways of recording work
- Providing targeted support in phonics, reading, language, mathematics or other learning areas
- Using individual or small-group interventions and specialist-recommended strategies where appropriate
- Providing sensory or movement breaks, accessible resources and reasonable adjustments as needed

Teaching and support are chosen according to individual need rather than diagnosis alone. We plan for children to participate in the full curriculum and review adaptations to ensure they are helping children become confident, independent learners.

Our Accessibility Plan sets out how we aim to increase disabled pupils' access to the curriculum, improve the physical environment and improve access to information.

Northumberland Education publishes guidance on ordinarily available provision: the everyday teaching approaches, adaptations and support expected within mainstream schools and early years settings. Our school uses this guidance alongside assessment and individual planning.

Northumberland Education – SEND guidance and ordinarily available provision

Otterburn – Equality and Accessibility Information

9. How will the school evaluate whether support is helping my child?

The class teacher and SENCO evaluate how well SEND support is meeting each child's needs. We consider evidence of learning and wider development alongside the views of the child, parents, carers and relevant professionals.

- Progress towards outcomes in individual support plans and, where relevant, EHCPs
- Assessment evidence, work samples, observation and intervention reviews
- Children's confidence, communication, independence, friendships and wellbeing
- Feedback from families, staff and external specialists
- Termly review discussions and statutory annual reviews for EHCPs

If support is not having the intended impact, we consider what needs to change. Where a child no longer requires provision additional to or different from ordinarily available teaching, we discuss whether SEN support should be reduced or ended.

10. How will the school secure resources for my child?

The school uses its available staffing, teaching resources and delegated SEND funding to provide ordinarily available and additional support. Decisions about support are based on the child's assessed needs, the provision required and advice from relevant professionals.

Where a child needs specialist equipment, significant additional staffing, training or provision beyond what can reasonably be provided through existing resources, we will discuss options with parents and carers and seek support or additional funding through Northumberland County Council where appropriate. An Education, Health and Care needs assessment may be requested when the statutory criteria are met.

Northumberland Education – SEND procedures, support plans and EHCP information

The Northumberland SEND Local Offer includes parent-facing information about Education, Health and Care Plans (EHCPs), needs assessments and the roles of the school and local authority. An EHCP is considered where a child's needs may require provision beyond SEN support.

Northumberland Local Offer – Education and schools / EHCPs

11. How will my child be included in activities alongside other pupils?

We are committed to ensuring children with SEND can participate in school life alongside their peers, including lessons, educational visits, school events, sports and extracurricular activities.

This includes opportunities such as choir, lunchtime clubs, performances, educational visits and wider school responsibilities, including pupil leadership and Pupil Parliament. We plan activities with individual needs in mind and make reasonable adjustments where needed, including risk assessments, adaptations, suitable equipment and additional support.

We discuss any particular arrangements with parents, carers and children so that activities are as accessible, safe and inclusive as possible.

12. How does the school ensure fair admissions for pupils with SEN or disabilities?

Otterburn Primary School & Nursery welcomes applications from children with SEND. Having SEN or a disability is not, in itself, a reason to refuse a school place. Admissions to Reception are managed in line with the applicable Northumberland County Council admission arrangements, while nursery admissions follow the school's published arrangements.

For children with an Education, Health and Care Plan, admission is managed through the statutory EHCP consultation and naming process. Where the school is named in a final EHCP, the child must be admitted in accordance with the relevant legal requirements. For other applicants, published admissions criteria apply and must not unfairly disadvantage children with SEND or disabilities.

We welcome early discussion with families so that we can plan effective transitions and consider any reasonable adjustments required.

13. How does the school support pupils with disabilities?

We work to ensure disabled pupils are not treated less favourably and that reasonable adjustments are considered so they can access teaching, facilities, information and school activities.

- Adapting teaching and providing appropriate auxiliary aids and resources where needed
- Planning access to classrooms, play areas, educational visits and activities
- Working with families and professionals to consider individual physical, medical and sensory needs
- Reviewing accessibility arrangements as children's needs change

Our Accessibility Plan 2025-2028 covers three priorities: increasing participation in the curriculum, improving access to the physical environment and improving the accessibility of information. Please contact the school if you would like a copy in an alternative format.

Families who would like information about the accessibility of our entrances, classrooms, toilets, outdoor areas or other facilities are encouraged to contact the school office. We can discuss the facilities currently available, arrange a visit and consider any reasonable adjustments or individual access arrangements needed for their child.

Otterburn – Accessibility Plan and Equality Objectives

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

We want every child to feel safe, valued and a part of our school community. All staff contribute to pastoral support, positive relationships and a respectful, inclusive culture.

Our trained Emotional Literacy Support Assistant (ELSA), Mrs Linda Stephen, can offer targeted emotional literacy support where appropriate. Children may also receive regular check-ins with trusted adults, support with friendships, opportunities to practise social skills and advice from specialist professionals when necessary.

Children with SEND are encouraged to join clubs, contribute to Pupil Parliament and take part in school responsibilities. We listen to children's experiences, act on concerns and address bullying through our relationships, behaviour and safeguarding procedures. Parents and carers are encouraged to tell us promptly about any worries.

Otterburn – School policies, including complaints and behaviour

15. How will the school support my child through transitions?

Transitions can be exciting but sometimes unsettling. We plan additional support when children join Nursery or Reception, move between classes or leave Otterburn for their next school.

Starting at Otterburn

We gather information from families and previous settings, and discuss any existing support plans, EHCPs, specialist advice or reasonable adjustments. We can plan additional visits, familiarisation activities or visual information according to individual need.

Moving to a new class

Teachers share relevant information and strategies, and children may benefit from meetings with their next teacher, familiarisation visits, photographs of the new environment or other personalised preparation.

Moving to another school

We liaise with receiving schools, share relevant records securely and involve children and families in planning. For children with EHCPs or more complex needs, we may arrange additional transition meetings and visits with the receiving setting and relevant professionals.

Families can also find Northumberland guidance on transitions in the early years and school years, including planning for a move to a new setting.

Northumberland Local Offer – Early Years and Childcare

Northumberland Local Offer – Education and schools

16. What support is in place for looked-after and previously looked-after children with SEN?

Looked-after and previously looked-after children with SEND receive the same commitment to inclusive teaching and individual support as all other children, with additional consideration of their experiences and circumstances.

Our designated teacher for looked-after and previously looked-after children works alongside the SENCO, carers, relevant social workers, the Virtual School and other professionals where appropriate. For a looked-after child, the Personal Education Plan (PEP) is coordinated with any SEN support plan or EHCP so that aspirations, agreed support and reviews complement one another.

For the name and contact details of the current designated teacher, please contact the school office.

17. What should I do if I have a complaint about SEN support?

We aim to resolve concerns promptly and through open, respectful discussion. If you are unhappy with your child's SEND support, please first speak to the class teacher or the SENCO, Mrs Alison Woodcock. We will listen, consider the concerns raised and seek to agree a way forward.

If your concern remains unresolved, you can make a formal complaint using the school's published Complaints Policy. The policy explains how complaints are considered and how they may be escalated, including to governors where applicable. Families can also seek impartial advice about SEND rights, disagreement resolution, mediation and appeals from Northumberland Information, Advice and Support Service (IASS). Some disputes about EHCP decisions and disability discrimination can be taken through statutory routes, including the First-tier Tribunal (SEND), where applicable.

Otterburn – Complaints Policy

Northumberland IASS – Independent advice

Government guidance – Disability discrimination complaints

18. What support is available for me and my family?

Please contact us if you need help understanding SEND, finding services or accessing support for your child or family. We can discuss concerns and signpost you to appropriate local and national organisations.

These are local authority and independent sources of information. The support provided by Otterburn is described in the earlier sections of this report, and availability of external services depends on each child's needs and relevant referral arrangements.

Northumberland SEND Local Offer

The Local Offer brings together information about education, health, social care, early years, transport, activities and support for children and young people aged 0–25 with SEND.

Visit the Northumberland SEND Local Offer

Northumberland Education SEND services

Information about Northumberland's specialist teams, ordinarily available provision, support plans, education health and care needs assessments and EHCP processes.

Visit Northumberland Education – SEND

Northumberland Information, Advice and Support Service (NIASS)

NIASS is a free, confidential and impartial service for families and children and young people with SEND up to age 25. It can help parents understand their rights and the SEND system, prepare for meetings, complete paperwork and explore educational options. Telephone: 01670 623 555 or 01670 620 350. Email: iass@northumberland.gov.uk.

Visit Northumberland IASS

If you are concerned about your child's development

This guide explains who families can talk to, including their child's SENCO and, for younger children, health visitors and early years providers.

Find out more on the Northumberland SEND Local Offer

Early Years and Childcare

Information about support for children aged 0–5, inclusive early years provision, moving settings and help with childcare costs and additional SEND funding.

Find out more on the Northumberland SEND Local Offer

Education, schools and EHCPs

Information on support in schools, education health and care plans, admissions and school transitions.

Find out more on the Northumberland SEND Local Offer

Northumberland Parent Carer Forum

A parent-led forum where families can share experiences, connect with others and help shape SEND services across Northumberland.

Find out more on the Northumberland SEND Local Offer

Family Hubs and community support

Northumberland's Local Offer signposts families to Family Hubs, which offer activities, groups and courses, alongside health, social care, leisure and transport information.

Find out more on the Northumberland SEND Local Offer

Other sources of information

IPSEA – Independent Provider of Special Education Advice
Contact – support for families with disabled children
Family Action

19. Glossary

- **SEND** Special educational needs and disabilities.
- **SEN** Special educational needs.
- **SENCO** Special Educational Needs Co-ordinator, the teacher who coordinates SEN provision.
- **SEND register** The school record of children identified as requiring SEN support or with an EHCP.
- **EHCP / EHC plan** Education, Health and Care Plan: a statutory plan describing a child's needs, outcomes and the provision required.
- **EHC needs assessment** An assessment by the local authority to decide whether an EHCP is necessary.
- **Graduated approach** An ongoing cycle of Assess, Plan, Do and Review used to develop and evaluate SEND support.
- **Ordinarily available provision** Inclusive teaching, resources and adaptations normally available within a mainstream setting.
- **Reasonable adjustments** Changes made to reduce substantial disadvantage experienced by disabled pupils.
- **ELSA** Emotional Literacy Support Assistant: a trained member of staff providing targeted school-based emotional literacy support.
- **SaLT** Speech and Language Therapy.
- **HINT** Northumberland High Incidence Needs Team.
- **LINT** Northumberland Low Incidence Needs Team.
- **CYPS** Children and Young People's Services.
- **IASS** Information, Advice and Support Service providing impartial SEND advice.
- **Local Offer** Information published by the local authority about available SEND support and services.
- **PEP** Personal Education Plan, prepared for looked-after children.
- **Annual review** The statutory process for reviewing an EHCP, normally at least every 12 months.
- **Intervention** A focused period of targeted support to help a child achieve an identified outcome.
- **Transition** Moving between rooms, classes, schools or stages of education.

Further reading and key links

- Otterburn school website
- Otterburn policies
- Otterburn accessibility information
- Northumberland Education SEND services
- Northumberland SEND Local Offer
- Northumberland IASS
- DfE SEND Code of Practice (2015)