



Tritlington Church of England Aided First School

Special Educational Needs and Disabilities (SEND) Information Report December 2022

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SCHOOL NAME: Tritlington Church of England First School

TYPE OF SCHOOL: Nursery and First School (age 3-9)

STAFF RESPONSIBLE: Jill O'Dell (Joint Headteacher, SENDCO, Deputy DSL)

Email: admin@tritlington.northumberland.sch.uk

Katherine Stephenson (Joint Headteacher, DSL)

Email: admin@tritlington.northumberland.sch.uk

David Street (IEB Chair) email- david.street@northumberland.gov.uk

ACCESSIBILITY: Fully wheelchair accessible Yes
Auditory/Visual enhancements No
Other adaptations: No

Tritlington Church of England First School is an inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

The SEND Information Report shows our implementation of the Interim Executive Board's policy for pupils with SEND. We publish the report on our school [website](#) and ensure it is updated annually or in a timely manner post any updated changes throughout the year.

In addition to our SEND Information Report, related school policies available on our website include:

- SEND Policy
- Safeguarding Policy
- Child Protection Policy
- Promoting Positive Behaviour Policy
- Equalities Information and Objectives
- Supporting Pupils with Medical Conditions
- Anti-bullying Policy
- Accessibility Plan

The school is aware of the requirements of the Disability Discrimination Act 1995, the Equality Act 2010 and the SEND Code of Practice 2014.

Core Offer:

We are a mainstream first school who promote an inclusive approach to all of our pupils, regardless of race, gender, physical or academic ability. We have a record of successfully integrating children with learning needs and behavioural difficulties. We work with parents to identify children's needs and intervene as early and effectively as possible. We are proud of our ethos of academic excellence in a nurturing environment and are committed to all of its pupils, including those with educational needs and disabilities, achieving their full potential. Where adaptations to our curriculum do not offer the best possible learning environment for an individual, we work with parents and other professionals to find the optimum support or placement for a pupil.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

In the first instance, you should direct all questions and concerns to the class teacher. They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help which your child may need. This could be things like targeted work or in class support.
- Letting the SENDCo know if they have any concerns or feel that your child requires additional support.
- Ensuring that the school's SEND policy is followed in their classroom and for all of the pupils they teach with any SEND.
- Keeping parents informed and involved so that they know how their child is being helped and can support them at home.

If you have further concerns, you should arrange to speak to the school's Special Educational Needs and Disabilities co-ordinator (SENDCo), Mrs O'Dell, who is responsible for:

- Coordinating all of the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure that all children get a consistent, high quality response to meeting their needs in school.
- Co-ordinating referrals to appropriate outside agencies (for example to Speech and Language Therapy, Educational Psychology, Autism Support Service etc).
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how your child is doing
- Liaising with all other people who may be coming into school to help support your child's learning (for example, Speech and Language Therapy, Educational Psychology, Sensory Support etc).
- Updating the school's SEND register termly and making sure there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

You may also wish to speak to one of the joint Headteachers, Mrs Stephenson or Mrs O'Dell, who are responsible for:

- The day to day management of all aspects of the school; this includes the support for children with SEND.
- Delegating responsibility to the SENDCo and class teachers whilst maintaining overall responsibility for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Our Interim Executive Board Chair, Mr Street, is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND at Tritlington?

At Tritlington First School, we have a graduated approach to supporting children with special education needs or disability.

First level of response:

Class teacher input via excellent targeted classroom teaching, also known as Quality First Teaching.

For your child, this would mean:

- That the teacher has the highest possible expectations regarding behaviour for learning.
- That the teacher has high aspirations for the academic progress of your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different methods of teaching and learning are in place so that your child is fully involved and motivated in their learning. This may involve things like using more practical learning.
- They are able to access individual or small group support from their class teacher on a regular basis, which will help the teacher to target specific learning goals and to have a good picture of the child's current understanding and next steps.
- Continuous assessment takes place which informs planning and individual expectations.
- That if your child's class teacher has monitored their progress and identified a gap in their learning/understanding, they will receive targeted extra support (usually in the form of specific group work) to help them make the best possible progress.

Second level of response:

Specific group work, often called 'interventions'.

- This may be taught inside or outside of the classroom.
- This may be taught by a teacher or a Teaching Assistant who has had training to run this group.
- This type of support is available to any child who has specific gaps in the understanding of a subject/area of learning.

For your child, this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.

Third level of response:

Additional specialist support from an outside agency

If the class teacher or parent's request for advice cannot be met from within the expertise of the school, the SENDCo or Head teacher may identify the need for extra specialist support in school from an outside professional for example, Local Authority central services (such as Educational Psychology or Sensory Support) or outside agencies (such as the NHS Speech and Language Therapy Service or Children and Young People's Service).

This would mean:

- Your child has been identified by the class teacher, SENDCo or Head Teacher (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional such as a Speech and Language Therapist or Educational Psychologist. This will help staff at school and yourself understand your child's particular needs better and be able to support them better in school.
- A visiting specialist professional will work with your child to observe their work and behaviour and to directly question them or ask them to complete assessment tasks if appropriate. They will work with your child to understand their needs and make recommendations which may include:
 - Making changes to the way your child is supported in class, for example, some individual support or changing some aspects of teaching to support them better.
 - Support to set targets which will include following programmes in their specific area of expertise.
 - A group run by school staff under the guidance of the outside professional.
 - A group or individual may work with the outside professional.
 - The specialist professional will discuss the staff's hopes for the outcome of the visit and look at records of the child's assessment and the targeted work to date.
- The specialist professional may give immediate verbal feedback to staff and will prepare a written report which is shared with parents.
- The school may suggest that your child needs some agreed individual support in school. We will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual Support

If your child has been identified by their class teacher, SENDCo or Head Teacher as needing a particularly high level of individual or small group teaching (more than 20 hours per week) then this is usually provided via extra funding given to school. In these instances, it is also likely that your child will need or will already be accessing specialist support from professionals outside of the school.

For your child this would mean:

- In the first instance, the school can apply for extra funding, Short Term Additional Resource (STAR funding) in order to provide additional support to meet a child's needs. This funding is short term and is usually reviewed after 6 months or a year.
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are currently receiving.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Education, Health and Care Plan (EHC Plan). If this is not the case, they may agree to "STAR funding" for a year which will allow the school to provide additional support. Alternatively, they may ask the school to continue with existing support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional funding may be used to:
 - provide an adult to support your child within the whole class learning
 - run individual programmes or small groups including your child.
 - pay for support from outside agencies
 - provide resources not available within the school budget
- This type of support is available for children whose learning needs are:
 - Severe, complex and lifelong
 - Need more than 20 hours of support in school

Early Help Assessments

Where two or more external agencies are involved with a child (but where no EHC Plan or social work involvement is in place) school and parents may agree to fill in an Early Help Assessment.

This will mean:

- Regular meetings of school staff, family and other professionals involved.
- Children may be involved in individual or group interventions in school or accessing support from other agencies.
- An action plan will be agreed and different professionals will have a role in helping the family to achieve improved outcomes for their child which may range from attendance and punctuality issues, health or housing concerns, to academic progress.

Who are the other people providing services to children with SEND in Tritlington First School?

Currently at Tritlington we have:

- Two full time teachers who are also joint headteachers, Designated Safeguarding Lead, SENDCo and also a 0.44 part time teaching post
- 3 full or part time learning assistants, who together have a wealth of experience in working with other agencies and children with a variety of difficulties
- Some of our support staff are also involved in Before and After school clubs and lunch time supervision. This leads to good quality wrap around care as staff know children's needs well and a consistent approach is maintained throughout the school day.

- Some of our associate staff time is directly organised to running speech interventions and nurture groups, the rest of the time addresses these needs as well as providing support for learning across the curriculum, particularly in Maths and English, depending on the needs of the cohort
We liaise closely with the following services:
 - Children's Services (social workers and family support workers)
 - Sensory Services for children with visual or hearing needs
 - NHS Speech and Language Therapy
 - SEND Communication Service
 - Psychological Services
 - SEND Autism Support Service
 - School Nurse
 - Health Visitors
 - Occupational Therapy
 - Physiotherapy
 - CYPS (Children and Young Peoples' Services regarding mental health)

How are the teachers in school helped to work with children with SEND and what training do they have?

- All teaching staff have SEND training as part of their initial teacher training and receive updated training on school procedures each year. In addition, staff may attend external courses which directly or indirectly offer advice on how to help and best educate children with additional needs.
- The Headteacher and SENCo regularly attend training on the EHCP and EHA including changes to application forms and accompanying advice.
- The SENDCo's job is to support the class teacher in planning for children with SEND.
- The school responds to and seeks out training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school and individual training on SEND issues such as ASD (autistic spectrum disorder), behaviour, nurture and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. For example, Social Stories and Managing Anxiety training from the Educational Psychologist and PECS training from the NHS Speech and Language therapists.
- Individual members or small groups of staff have also worked with a number of outside agencies to help them best support the children in their class – these include members of staff from the Autism Team and NHS Speech and Language therapists.

How will the teaching be adapted for my child with SEND?

- Class teachers regularly give out curriculum information, copies of which can be found on the school website.
- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers' planning to support the needs of your child where necessary.
- The learning environment can be adapted, for example, working in a quiet area or "workstation".
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

What different types of needs are met amongst children with SEND at Tritlington?

Speech and Language support

If your child has been identified as requiring additional speech and language support and has been assessed by the SALT Service, (Speech and Language Therapy) there are trained and experienced staff within school to deliver programmes, following the recommendations of the SALT who also visits school to assess children on request. School staff also work within your child's class or key stage, and can therefore follow up targets in other lessons and link practical and oral activities to the topics being studied. Your child is referred to this service via nursery or school as soon as a specific need is recognised. Children may also be referred by medical services and may have been referred to the Speech and Language Therapy Service before starting nursery, in which case, school can liaise with a professional from the Speech and Language Therapy Service to continue this support. Even if your child does not require specific SALT input, we run speech and language groups in the early years classroom or wherever a need is identified, to help pupils develop their vocabulary and grammar skills.

For your child this could mean:

- Working with a member of staff within school 1:1 or in a small group.
- A visit by the S&L Therapist to school within 6 months of the previous visit, to which you are invited, to review progress and set new targets.
- Following up programmes within class where the SALT, class teacher and learning assistant can plan together to address needs.
- Bringing home visual materials to reinforce the speech sound or area of grammar addressed, so that you can practise together at home.

Support for fine and gross motor skills

Your child may have been identified within school and followed fine and/or gross motor interventions with staff. If problems persist your child could be referred to an Occupational Therapist or Physiotherapist and require a specific exercise program which needs to be carried out regularly at home and in school. Referrals may be done through school or through your family doctor.

If a programme is set by an external professional, we will allocate a specific member of staff to carry out recommended exercise programs, and class teachers will build in activities eg to improve manual dexterity, to whole class or targeted group work as necessary. We have staff who have experience of delivering motor skills programmes, and these staff will meet professionals from Occupational Therapy and Physiotherapy services to discuss programmes, review the child's progress and update exercises as required. Additional resources are sometimes required to follow programmes, which can be bought by the school or loaned by the therapy services.

For your child this could mean:

- Following a specific physiotherapy programme, checking specialist clothing for comfort, completing daily exercises and warm ups before PE lesson on a 1-1 basis
- Following gross motor physical programmes in a small group as an alternative to or in addition to the usual PE lessons
- Following fine motor programmes including handwriting and hand strengthening exercises in a small group
- Following other fine motor programmes which would be built into class lessons including art and technology and could also be completed by many or all of the classmates
- Using adapted materials such as training scissors

Autistic Spectrum Disorder and high functioning Autism

We have experience of integrating children with social communication difficulties in Tritlington. We use methods such as workstations, visual timetables, now and next boards and social stories with children who can benefit from these approaches.

For your child this may mean:

- The support of outside agencies observing your child in the classroom and discussing their provision with Tritlington staff
- Working in a quieter space within the classroom for part of their day
- Using overt routines, rewards and consequences which are understood by your child
- Withdrawing to a quieter area when the child is not coping in the main class or for specific intervention such as a social skills group, restorative conversation or individual social story
- Working through a set of tasks with minimal adult involvement to build up academic or motor skills alongside increasing independence
- Spending parts of the school day which are identified as difficult (sometimes playtimes or dinner times) in a separate activity with an adult or within a small supervised group
- Gradually adjusting all of the methods above so that your child can work towards tolerating activities that are more difficult for them and integrate more successfully with their peers

ADD and ADHD (Attention Deficit /Hyperactive Disorder)

We will work with families and other professionals to ascertain the specific reason for your child's social and emotional needs and help them overcome them. This may mean using some of the strategies mentioned above to help your child understand reasons for our rules and routines, integrate successfully with their peers, and achieve their best.

For your child this could mean:

- Attending individual or group appointments at CYPS and being observed by CYPS staff in school
- Using methods such as a workstation or rewards and sanctions
- If diagnosed, and only when parents/carers agree, receiving medication which could be administered at school if required

Physical or medical needs

We have a Medical Needs policy which details the regular administration of drugs if these are necessary during the school day. If children face sensory or ambulatory challenges, we invite other professionals to assess our building and provision and help us identify necessary changes. We have a wheelchair accessible building with additional ramps, adapted furniture and changing facilities for the children with those needs.

All of our members of support staff are qualified first aiders with training updated regularly, and all of our outings and special events in school are risk assessed. We have a disabled toilet and our building and grounds are fully accessible to wheelchair users. Where medication is prescribed on an occasional basis we have a consent form to be completed by parents, and routines to follow which ensure that medicines are kept safely and administered correctly. We also have established good working relationships with other support services.

Children who need support for their overall wellbeing

At Tritlington First School, we value children's personal, social and health education highly and we are proud of the nurturing environment that we provide for all children in our care. Staff take much pride in the positive relationships which they build with all children. Daily assemblies help children to explore aspects of their spiritual, moral and personal development as well as learning about diversity and other beliefs. Circle time in each class helps children to develop social skills as they mature.

The school has a set of core values and each class has a clear set of rules which are visibly displayed and referred to regularly. These help the children to understand right from wrong. A visual timetable is used in every class so that children are aware of what to expect from each day. All staff endeavour to use an approach to behaviour management which relies on positive reinforcement. Children are rewarded for showing appropriate behaviour but clear sanctions are also in place when required.

We place a high emphasis on anti-bullying throughout the school year in school and as a result, bullying incidents are very low. Our school deals quickly and effectively with any reported incidents of bullying. Children know what to do if they are being bullied or see bullying taking place.

We identify different groups of children in our teaching and provision, to ensure that needs are met and no group is disadvantaged. This is monitored by data collection and analysis twice a year. Group memberships include different areas of need or difference, in response to the cohorts of children attending Tritlington, and can include children with social, emotional or health needs, personal difficulties which may be short or long term, and homes where a language other than English is spoken.

Children who are or have been in the care of the Local Authority

Children who are adopted from care, and children who are identified as LAC (Looked After Children in the care of the Local Authority.) Some of our families are also supported by Children's Services or Adult Social Services. The joint headteachers and Designated Safeguarding Lead, attend all relevant training to ensure that the school is compliant with county and national guidance, and is able to provide for the needs of these groups of children.

Safeguarding and LAC information is disseminated to all staff on a regular basis to meet national requirements, and further training or support is given to staff should the need arise. The school works with ESLAC (Education Support for Looked After Children) inclusion support workers to complete a PEP (Personal Education Plan) which addresses learning targets as well as any needs which are particular to children who are in care.

Children with attendance and punctuality needs

We work hard to make sure children are well supported to attend school regularly, particularly if they have additional needs. When possible, we hold regular events to promote attendance and punctuality, including publishing information on our weekly newsletter and discouraging absence due to family holidays being taken in term time. Support is offered; for example, where children are reluctant to separate from parents or parents have their own health or mobility issues. We work closely with the Education Welfare Officer who is in contact to support the school every week.

The joint Headteachers, Mrs Stephenson and Mrs O'Dell, lead on Attendance and Punctuality.

Children with English as an additional language

We identify children where a language other than English is spoken by at least one parent. The joint headteachers attend training on providing for children with English as an additional language and know where to find support such as training for learning assistants and translations of standard letters home, should the need arise.

We regard children with English as an additional language as having a gift or advantage, not a special need, but we acknowledge that some children may also have a learning need which is related to or independent from their stage of language development in English.

Pupil Premium

Pupil Premium funding is an additional payment made to the school for every child currently eligible for Free School meals, or who has been eligible during the last six years. This payment is in recognition of the attainment gap that is likely to exist in outcomes for disadvantaged children compared to the national average. Funding is also given for children whose parents are employed in the armed forces, and children who have been adopted from care or are currently looked after by the local authority.

The government scrutinise the allocation of this funding within school, which is used to support children in a variety of ways, eg providing or subsidising enrichment activities, outings or after school clubs, or providing additional staffing to allow relevant interventions and nurture groups to take place for all children with a need, including 1-1 mentoring for identified Pupil Premium children. Current pupil premium statements are available on the school website.

How will the views of my child be listened to?

At Tritlington First School, we also pride ourselves on the emphasis which we place on 'pupil voice'.

During the school year, we ask all children in school to complete questionnaires or surveys which ask for their views on all aspects of school life. The school's leadership analyses the results of the questionnaire and changes are made as necessary.

All children on the school's SEND register work with their class teacher or a teaching assistant to complete a document which provides all staff in school with a summary of the things they like, their strengths and how they think they can best be supported in school.

As part of the application process for an Education Health Care Plan or STAR Funding, children will be asked for their views. Once in receipt of either, wherever possible, your child will be asked to complete an information document that will be shared at their review meeting.

How will the school measure the progress my child makes?

Your child's progress is continually monitored by his/her class teacher and this information is shared with the Head Teacher in regular Pupil Progress Meetings. This information is shared termly with parents at evening consultation meetings through progress reports.

- All children are formally assessed at the start of their time in Reception (Reception Baseline Assessment) and their progress is recorded in an Early Years Profile.
- At the end of Year 1, progress in reading is assessed through the Phonics Screening Check – this is something which the government requires all schools to do and the results are published nationally.
- At the end of each key stage (i.e. at the end of year 2 at Tritlington and then at the end of year 6 at middle school) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- Progress in interventions will be reviewed every term and the plan for the next term made.
- The progress of children with an Education Health Care Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

How do we close the gap for children with SEND?

Some children will remain on the SEND register throughout their time at Tritlington First School because the nature of their need(s) means they require additional or different support from the majority of their peers for an extended period of time.

However, many children on our SEND register make such good progress they no longer need additional support and so can be removed from the register.

Because the cohort is not a fixed group of children and the proportion of children with SEND in our school is fairly low, it is difficult to give meaningful figures compared with national and county figures, which truly reflect the rate of progress. Progress towards personalised targets is collected and discussed regularly with parents and carers.

What support do we have for you as a parent of a child with a SEND?

- Class teachers are always available and happy to discuss your child's progress or any concerns you may have – appointments can be made by speaking to Mrs Gray in the school office. When, or as necessary, we will arrange meetings with you so that we can share what is working well at home and at school so that similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have, again, please arrange an appointment to meet with Mrs O'Dell via the school office.
- All information from outside professionals will be discussed with the parents of children involved and/or copies of reports will be sent home.
- Homework may be adjusted as needed to your child's individual needs.
- It may be that we are able to point you in the direction of local parent support groups who will be able to provide more personalised and experienced family support.

How will the school support my child when they are leaving Tritlington First School or moving on to another class?

At Tritlington, we recognise that times of change can be particularly unsettling for a child with SEND so we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the SENDCo of their new school to ensure that they know about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Wherever possible, we encourage children to visit their new school as much as possible. For children with specific concerns, it may be that extra visits can be arranged to reduce and minimise worries and to ensure that they are as prepared as possible for the changes to come.

When starting in Nursery or Reception classes:

- Tritlington has a successful programme of induction which includes short visits for children and families when entering Nursery and Reception classes
- Tritlington made an effort to present information through SHARE events and Open Days and also post videos of the site and the staff on the school website
- Children who are about to begin in Nursery or Reception are normally encouraged to visit the building for other purposes such as open days / school fairs etc
- Parent information presentations are held on the school website, advertised on the newsletter and emailed directly to relevant parents

- Additional meetings for parents of children with a recognised SEND will be arranged and necessary adaptations to the learning programmes or environment will be in place

When moving classes in school:

- Information about your child and their needs will be passed on to the new class teacher in advance and a planning meeting will take place.
- All children have the opportunity to spend time with their new class teacher for September at the end of the summer term.
- In some cases, we seek support from outside agencies (such as the SEND Autism Support Service) so that we can make sure that we take all possible steps to support particular individuals with a change of class.

What should I do if I feel my child is not receiving the support they require?

- If there are any concerns in relation to the SEND provision we provide, the recommended approach would be to speak first to the class teacher.
- If concerns persist the next point of contact would be the SENDCo (Mrs O'Dell).
- Further discussion can be arranged to include the Head Teacher (Mrs Stephenson) only after this pathway has been followed.
- The chair of our IEB is Mr Street and he can be contacted via the school on 01670 787383 or by email to david.street@northumberland.gov.uk
- Parent Partner Support and Mediation services are also available – contact County Hall for details.
- Our school's complaints procedure is available should you require it - please ask at the office or see the school website for further information.

Where else can I go for further information?

The [Northumberland Local Offer](#) provides information for children and young people with special educational needs and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care. Please use the hyperlink above or alternatively the local offer can be found: <http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

Reviewed November 2022

Next update November 2023