



In It Together would like to raise the following points as part of the consultation on SEND.

We do agree with the Local Authority vision statement.

1. We feel that all mainstream schools should have classrooms set up to be ASD, ADHD, dyslexia and dyspraxia friendly. Staff need to be made more aware on these conditions and the difficulties that they cause. This would have a beneficial effect for all learners and reduce the need for learners with ASD, ADHD, dyslexia and dyspraxia having to access special school if the right provision is available in mainstreams settings. With the introduction of SLA's schools must inform parents of their usage of, or willingness to engage and work with outside specialists to meet individual student needs. We understand that there has been a reduced uptake and are concerned that this may lead to increases in EHCP assessment requests.
2. We would like to ask that there is greater clarity around what mainstream schools are expected to provide to SEND learners. This would help parents and carers understand what their children and young people are entitled to receive, possibly reducing the number of applications for EHCP. Schools to give copy of and explanation of the graduated response so that parents/carers understand the process
3. We have concerns that the re-designation of the units attached to Berwick Middle and Berwick Academy may lead to vulnerable pupils being taught along with those pupils with challenging behavioural difficulties this would be unacceptable to families.
4. We are also concerned that these units do not have the capacity to meet the needs of the children and young people who should be accessing this provision.

5. The staffing of these units needs to be provided by high quality, well trained staff. For those learners unable to cope in mainstream there is a definite gap in provision in the north and west of the county we would propose a special School based at Belford for pupils with ASD and more moderate conditions who would not be accept at The Grove or Barndale and in the West recommend Hexham Priory, could they not extend to provide additional classrooms and maybe change the classes around so the school has a low level of need and also can cater for the higher needs children. This could reduce the amount of children having to travel to Morpeth every day. We have been made aware that the expansion planned for Hexham Priory is already being utilised with 4 remaining places available as of the Consultation at Wentworth Leisure Centre. Could a school in the Tynedale area be designated for those who are struggling in mainstream?

6. We also feel that the Transition and Preparation for Adulthood needs to be put on everyone's radar even earlier than year 9 so that parents Carers and young people are aware of the journey ahead. It is vital for those on SEN Support to be included in these arrangements as well as those who have EHCP's. This will give families more confidence in the future. Preparation for Adulthood needs to be embedded into the Year 9 transition review, that the LA will always attend this review and will inform parents/carers of the current approach to EHCP's post mandatory school age. If there is not a Year 9 review for reasons outwith the LA control, e.g moving between authorities this should be done at the next annual review. We would like to see an increase in the number of supported internships and transparency as to how the LA will make decisions on education/training post mandatory school age. This information needs to be put on the Local Offer and updated when changes are made.

7. Day care provisions for 18-25 yrs being more age appropriate rather than it being 18-100+. If the emphasis is to move young people into social care provision it is really important that day care provision is suitable and accessible. When it has been decided to exit an EHCP early, specifically for those between 16 and 25, there needs to be an age appropriate setting which meets the Preparation for Adulthood aims. This should allow for progression in the 4 areas of employment, independent living, friends, relationships and community and good

health. This will ensure that our young people are stretched, encouraged and allowed to reach their potential in line with the Code of Practice

8. We feel that the new arrangements to provide specialist SEND Support Services through the SLA is disadvantaging those children and young people who's schools have not bought into this system. As schools can decide what level they are prepared to buy in services, this information should be included in their SEND information, with parents clearly informed by the school and the LA what will/will not be offered. The reduction in uptake is likely to affect the success of the graduated approach and increase applications for EHCP's.
9. We think there is a need for a school/schools in Northumberland that would offer therapies(therapeutic school) this would work well for parents. This would allow for a trans-disciplinary approach to learning. It may reduce dependency on out of county placements. Therapies to include SaLT, OT, Physiotherapy and possibly counselling/wellbeing service. This would need to be defined, not as "access to", but responsive to the specific needs of students. All services need to be working together.
10. With an increase in the number of academies/free schools there needs to be clarity surrounding responsibility to SEND students. This should be on the Local offer as it will inform parents/carers and young people of their rights in this regard. bearing in mind any new school will have to be a "free school", this information is vital.

We have had a number of parents raise with us a question about how the information received from the consultation process will be dealt with and how transparent this process will be. Could you explain what the process will be.

We are looking forward to hearing your response and working with you in the future to make the system work more effectively for Families who have Children and Young People with SEND