


# Northumberland Inclusive Education Services

Service Offer

2020-2021

Inclusive Education Services

 Northumberland  
County Council

**Our people.** The heart of Northumberland 

**Our vision:** One council that works for everyone **Our values:** Residents first, Excellence and quality, Respect, Keeping our communities safe and well

# Contents

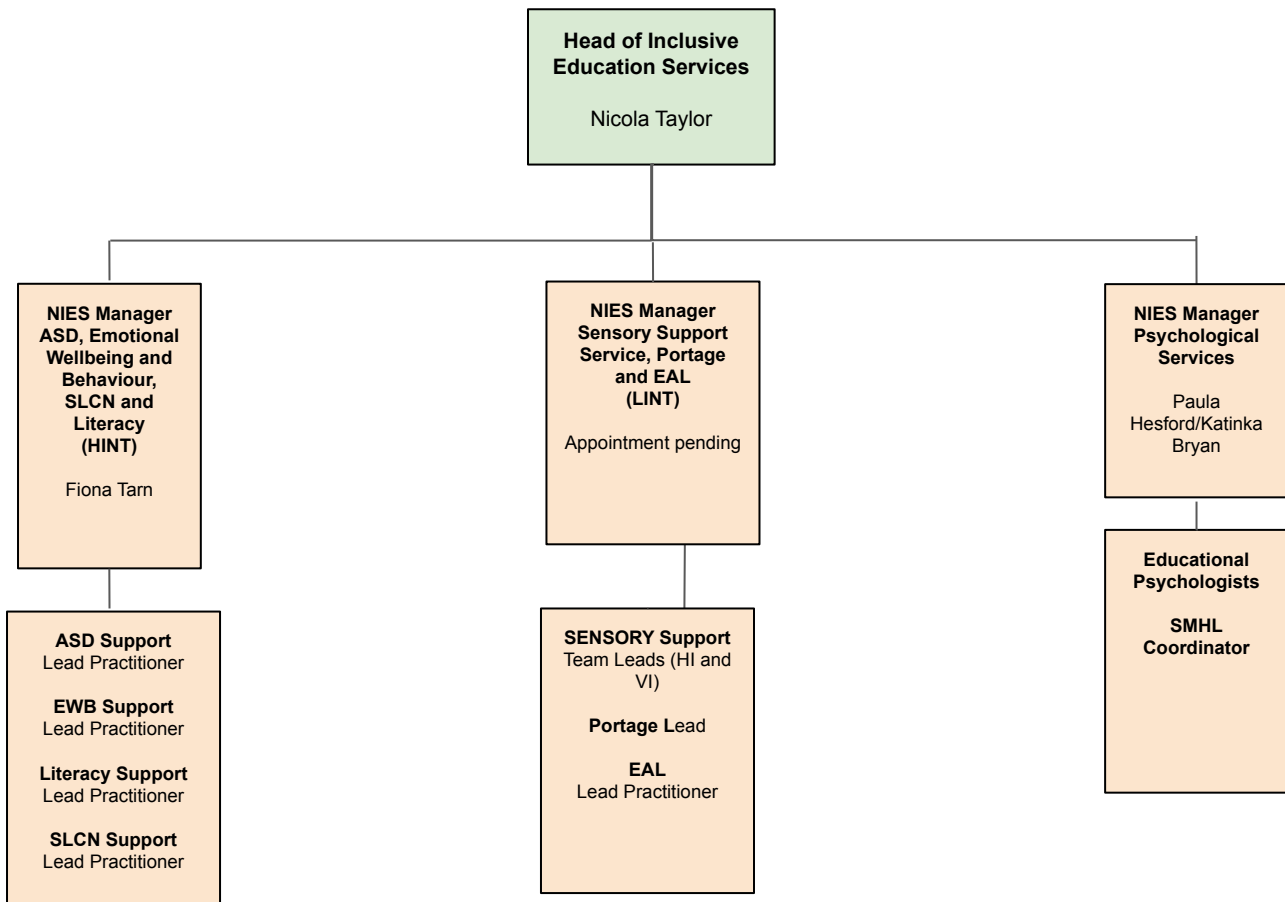
<b>Section</b>	<b>Page</b>
Our Teams	3
Our Vision and Our Services	4
Learner in Context Visits - what to expect	5
Autism Support	6
English as an Additional Language	7
Emotional Wellbeing and Behaviour Support	9
Literacy Support	11
Psychological Services	12
Sensory Support Service	13
Speech, Language and Communication Support	15

# Our Teams

Northumberland County Council provides Support Services for schools as follows:

- Autism
- Educational Psychology
- Emotional Wellbeing and Behaviour
- English as an Additional Language
- Literacy
- Sensory Support
- Speech, Language and Communication

From September 2020 the Teams will be organised into 2 sets; High Incidence Needs (HINT) and Low Incidence Needs (LINT). Please see below. This does not affect service delivery in any way.



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## Our Vision

The core purpose of the Inclusive Education Support Services in Northumberland is to support and enable schools to identify special educational and additional needs, to set up and orchestrate effective provision for the learners in their school communities, and thereby improve outcomes for learners as they move through school and prepare for adult life.

## Our Services

From September 2020, the Services will deliver a core offer which is free at the point of delivery. This applies to all schools (maintained and academies UNLESS OTHERWISE STATED). The details of the core offer for each team follow, and although each is slightly different from the next, the model is one of 'learner in context'.

Specialist staff will provide advice for schools on meeting pupil need within the context of the classroom, working with school staff to develop and implement successful strategies for inclusion and a conducive learning environment for those who experience barriers. From 'Learner in Context' visits carried out by a specialist teacher/therapist, there will be three possible outcomes (page 4).

## Learner in Context Visit

Includes as appropriate:

- Meeting SENCo/teacher
- Observation of learner in situ
- Making recommendations for strategies and approaches to be taken by school to meet needs
- Record keeping (case notes plus coproduction of school paperwork eg next cycle of support and possible outcomes to be achieved by the learner)
- Conversation with parent

Outcome 1	Outcome 2	Outcome 3
<p>Following observations and discussions, the outcomes, strategies and reasonable adjustments required to meet the identified need will be worked up with school.</p> <p>The next steps will be incorporated into the SEN Support Plan</p> <p>Monitoring arrangements will be agreed</p> <p>Should additional support be required within the same academic year as the referral was made, schools should make contact with the service. No additional forms are required</p>	<p>Following observations and discussions, the specialist teacher considers that further individual assessment is required</p> <p>Another visit will be made in order to carry out assessments, and a full report provided</p> <p>Monitoring arrangements will be agreed</p> <p>Should additional support be required within the same academic year as the referral was made, schools should make contact with the service. No additional forms are required</p>	<p>Following observations and discussions, the specialist teacher considers that Outcome 1 is appropriate, but the school request further individual assessment</p> <p>Further assessment will be chargeable, and available on an ad hoc basis subject to availability</p>

## Traded Arrangements

Schools will still be required to purchase some aspects of the services we offer. These are:

- Educational Psychology Services (other than the core offer described on page 12)
- Work requested by schools as in Outcome 3 described above
- EAL offer to non maintained schools
- Some aspects of training, details available from individual Services



## Autism Support

### How to request support - the Referral Pathway:

- Via Locality Hubs
- Directly from schools via referral forms available via the Service webpage on the Local Offer
- Internally between Inclusive Education Services

### What Schools need to provide with the referral:

- Referral form including **all** parental contact details
- Parental consent
- Evidence of a graduated response through inclusion of at least one cycle of the Assess-Plan-Do-Review process implemented in school (evidenced on a SEN Support Plan or equivalent) The APDR cycle must, at least in part, be linked to the concern raised
- Detail of support currently being provided in terms of hours and/or arrangements for intervention (attach timetable)
- Designated Autism Service Referral Checklists

### Core Offer: Learner in Context

Learner in context visit will involve:

- Gathering the voice of parent and child through structured conversations
- Learner in context observation
- Discussion and feedback to key school staff (SENCo and/or Teacher) around information gathered
- Co production of next cycle of SEN Support Plan and Pupil passport with class teacher and /or SENCo
- Agreeing levels of, and timescales for, monitoring to be carried out by the Service.

### What Schools can expect:

- One half day visit to school to conduct the Learner in Context process
- A collaborative and supportive approach
- Support to write the next cycle of SEN Support Plan paperwork, including updating the Pupil Passport, informed by specialist advice and suggested strategies and interventions
- Ongoing monitoring and support following Learner in Context Visit as agreed between the service and school

### What the Specialist Service needs:

School to organise the structure for Learner In Context visit. This will include:-

- Arranging a meeting with parents as part of visit wherever possible (approximately 30 minutes)
- Identifying and organising observation in most appropriate context (s) (approximately 30-45 minutes)
- Making available an appropriate room to undertake 1:1 work with pupil for gathering pupil perspective information/individual assessment (30 minutes) as appropriate
- Ensuring key staff (SENCo and/or teacher) are available to review and write the next SEN Support Plan and review the Pupil Passport (45 minutes)
- Joint agreement around monitoring and time frames
- Completion of Service evaluation forms

### Contact:

**Service Admin:** Helen Robson (Office Manager)  
[hint@northumberland.gov.uk](mailto:hint@northumberland.gov.uk)  
01670 624802

**Service Manager:** Fiona Tarn  
[fiona.tarn@northumberland.gov.uk](mailto:fiona.tarn@northumberland.gov.uk)  
01670 624164

**Lead Professional:** Kath Lennon  
[kath.lennon@northumberland.gov.uk](mailto:kath.lennon@northumberland.gov.uk)  
01670 623388

**Webpage:**

<https://www.northumberland.gov.uk/Children/Need s/Autism-Service.aspx>



# English as an Additional Language

## How to request support - the Referral Pathway:

- Always please contact [eal@northumberland.gov.uk](mailto:eal@northumberland.gov.uk) or telephone for initial information or advice
- Directly from schools via the referral form available on the Service page of the Local Offer

A separate offer is in place for those who arrive under the **Vulnerable Persons Resettlement Scheme (please see below)**

## What Schools need to provide with the referral:

- Completed referral form including details of first language, and any translation needs in communicating with parents
- For intermediate/advanced learners who are not making expected progress, evidence of one full cycle of Assess-Plan-Do-Review support is required

## Core Offer is appropriate when:

- Seeking initial advice for new arrivals (no need for graduated response)
- Intermediate/advanced learners are not making expected progress (evidence of graduated response required)
- At any entry point where an EAL pupil has SEN. This may involve joint working with other NIES teams or a referral from EAL to other services.

## Core Offer: Learner in Context

Learner in context visit will involve:

- Gathering the voice of parent and child through structured conversations
- Learner in context observation
- Discussion and feedback to key school staff (SENCo and/or Teacher) around information gathered
- Co production of next cycle of SEN Support Plan and Pupil passport with class teacher and /or SENCo
- Agreeing levels of, and timescales for, monitoring to be carried out by the Service

## What Schools can expect:

If the following appears to be the case, a further visit will be provided:

- Pupil does not appear to be progressing despite school applying strategies recommended by the EAL teacher
- Pupil does not appear to be engaging with learning despite school applying strategies recommended by the EAL teacher
- SEN may be a factor

This visit will involve further assessment which may include:

- A meeting with class teachers, SENCo and parents to discuss the difficulties the pupil is experiencing and a further observation in situ
- A first language assessment (*there may be an additional cost for translation services*)
- SEN/EAL filter assessment

## What the Specialist Service needs:

- Opportunity to speak to EAL coordinator or SENCo
- Opportunity to observe pupil in the setting during a language rich activity
- A quiet space to carry out an informal EAL assessment
- Additional samples of independent writing
- Completed evaluations following Service involvement



# English as an Additional Language contd

## Core Offer (Vulnerable Persons Resettlement Scheme Teachers) Available to ALL schools for support of learners from Syria, Sudan and Iraq

- A home visit for new arrivals
- A welcome meeting in school (liaison between the new pupil and their family, family support workers and senior leader within school)
- A member of the EAL team to accompany the child on their first day at school where possible
- Support in the classroom (the EAL teachers will prioritise support for new arrivals or after assessment of need)
- Schools will have ongoing access to the EAL team for advice and guidance

### Contact:

**Service Admin:** Dorothy MacDonald (Office Manager)  
[eal@northumberland.gov.uk](mailto:eal@northumberland.gov.uk) 01670 623346

**Service Manager:** Paula Hesford  
[paula.hesford@northumberland.gov.uk](mailto:paula.hesford@northumberland.gov.uk)  
01670 624813

**Lead Professional:** Debra Gunn  
[debra.gunn@northumberland.gov.uk](mailto:debra.gunn@northumberland.gov.uk)  
01670 623370

**Webpage:**  
<https://www.northumberland.gov.uk/Children/Needs/English-as-an-Additional-Language-EAL.aspx>



# Emotional Wellbeing and Behaviour Support

## How to request support - the Referral Pathway:

- Via Locality Hubs
- Directly from schools via the referral form within the Service webpage on the Local Offer
- Internally between Inclusive Education Services

## What Schools need to provide with the referral:

- Referral form including **all** parental contact details
- Signed parental consent
- Detail of support currently being provided in terms of hours and/or arrangements for intervention (attach timetable)
- Evidence of at least one cycle of the Assess - Plan - Do - Review within the graduated response. This must make clear:
  - What the emotional/behavioural concern is
  - How the support/ intervention links directly to this concern
  - That practitioners have reflected on the outcomes and progress made

## Core Offer: Learner in Context

Learner in Context visit will include (as appropriate):

- Initial telephone consultation and advice
- Request for further information if required
- Learner in context observation (in class and / or during unstructured sessions)
- Gathering the voice of the parent / carer & the child through structured conversations
- Information gathering with key staff (SENCo and / or class teacher)
- Feedback meeting with key staff to discuss information gathered and agree next steps including:
  - Active reflection between school staff and NIES professional around pupil's needs, current provision and desired outcomes
  - Exploring appropriate approaches, strategies and resources
  - Co-production of the next cycle of SEND Support Plan and / or Pupil Passport
  - Where appropriate, plan further support required from Emotional Wellbeing & Behaviour Support staff (only part of the Core Offer if deemed appropriate by EWB Services professional)
  - Agreed levels of, and timescales for, monitoring to be carried out by the Service.



# Emotional Wellbeing and Behaviour Support contd

## What Schools can expect:

- One half day in school to conduct the Learner in Context visit
- A collaborative and supportive approach
- Specialist input to SEN Support Plan paperwork including SMART outcomes, details of provision, appropriate resources and clear review processes
- Ongoing monitoring and support following Learner in Context Visit as agreed between service and school

## What the Specialist Service needs:

School to organise the structure of the Learner in Context visit as agreed, including:

- Share further information as requested prior to the visit
- Make available an appropriate room for meetings and discussions to take place
- Arrange meeting with parents / carers (approximately 30 minutes)
- Identify and organise observation in the most appropriate context(s)
- Arrange 1:1 session with the pupil (if appropriate)
- Ensure key staff are made available for information gathering and feedback meetings
- Completed Service evaluation forms

## Contact:

**Service Admin:** Helen Robson (Office Manager)

[hint@northumberland.gov.uk](mailto:hint@northumberland.gov.uk)

01670 624802

**Service Manager:** Fiona Tarn

[fiona.tarn@northumberland.gov.uk](mailto:fiona.tarn@northumberland.gov.uk)

01670 624164 / 07970341508

**Lead Professional:** Dineo Brittain-Dodd

[dineo.brittaindodd@northumberland.gov.uk](mailto:dineo.brittaindodd@northumberland.gov.uk)

01670 624161 / 07814097610

**Webpage:**

<https://www.northumberland.gov.uk/Children/Needs/Behaviour-Support-Service.aspx>



# Literacy Support Service

## How to request support - the Referral Pathway:

- Via Locality Hubs
- Directly from schools via the referral form within the Service webpage on the Local Offer
- Internally between Inclusive Education Services

## What Schools need to provide with the referral:

- Referral form including **all** parental contact details
- Signed parental consent
- Detail of support currently being provided in terms of hours and/or arrangements for intervention (attach timetable)
- Evidence of at least one cycle of Assess - Plan - Do - Review within the graduated response
- A completed Northumberland Literacy Screening Tool for the learner

## Core Offer Learner in Context:

Learner in Context visit will include, as appropriate:

- Observation of the learn
- A meeting with staff
- A meeting with parents (if available, if not, a telephone discussion will be offered)
- Assessment of individual need
- Report including recommendations which can inform the SEN Support Plan
- Discussion of findings, recommendations and suggested outcomes with staff
- Monitoring of progress of Support Plan outcomes at the end of the next cycle.

## What Schools can expect:

- A Literacy Specialist in school for half a day to conduct the Learner in Context visit activities
- A written report based on Learner in Context findings, containing recommendations which can feed into SEN Support Plan paperwork
- Discussion regarding progress at the end of the next cycle

## What the Specialist Service needs:

School to organise the structure of the Learner in Context visit as agreed, including:

- Make available an appropriate room for meetings, discussions and 1:1 assessment activities
- Arrange meeting with parents / carers (approximately 30 minutes). Alternatively, make parents aware that phone contact will be required
- Identify and organise observation in the most appropriate context(s)
- Arrange 1:1 session with the pupil (if appropriate)
- Ensure key staff are made available for our information gathering and feedback meetings (15 minutes minimum)
- Complete Service evaluation forms

## Contact:

**Service Admin:** Helen Robson (Office Manager)

[hint@northumberland.gov.uk](mailto:hint@northumberland.gov.uk)

01670 624802

**Service Manager:** Fiona Tarn

[fiona.tarn@northumberland.gov.uk](mailto:fiona.tarn@northumberland.gov.uk)

01670 624164 / 07970341508

**Lead Professional:** Margaret Shahin

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01670 623345

**Webpage:**

<https://www.northumberland.gov.uk/Children/Needs/Literacy-Support-Service.aspx>



# Psychological Services

## Core Offer

Psychological Services will provide a core offer to benefit all children and young people in Northumberland. Time will be allocated across partnerships based on the IDACI data to reflect differing levels of need. The core offer comprises:

1. A named Educational Psychologist/s working within each partnership
2. Attendance at the SENCO network meetings
3. Liaison with the team around the child, including professionals within the Inclusive Education Services
4. Direct contact with named Educational Psychologist by telephone/email for general enquiries
5. Wider strategic work Educational Psychologists undertake at a county level to support the well-being and learning of all children and young people e.g. attendance at panels - EY, SEN panel, pupil placement, Work with Early Years Team, vulnerable pupil groups

Educational Psychologists will continue to provide Psychological Advice for all Education Health and Care Needs Assessments and undertake other statutory work, including work for tribunals and other complex casework requested by the SEND team.

In addition to the core offer detailed above, schools can purchase additional time for work from Psychological Services through a Service Level Agreement (SLA). Further information is available in the Psychological Services' brochure and online SLA.

## Contact:

**Service Admin:** Dorothy MacDonald (Office Manager)

[psychservices@northumberland.gov.uk](mailto:psychservices@northumberland.gov.uk)

01670 623346

**Service Manager:** Paula Hesford

[paula.hesford@northumberland.gov.uk](mailto:paula.hesford@northumberland.gov.uk)

01670 624813

**Senior Educational Psychologist:** Katinka Bryan

[katinka.bryan@northumberland.gov.uk](mailto:katinka.bryan@northumberland.gov.uk)

01670 624813

## WebPage:

<https://www.northumberland.gov.uk/Children/Needs/Psychological-Services.aspx>



## Sensory Support Service

Northumberland Sensory Support Service provides help and advice for children and young people with diagnosed impairments of hearing, vision or both (multisensory). Following a Learner in Context visit, a learner with a sensory loss will remain on the caseload, supported at a level deemed appropriate by the Service, in conjunction with families/schools.

### How to request support - the Referral Pathway:

#### Hearing Impairment (HI)

via Health professionals (Audiology/ENT Departments). The Service will seek parental consent for involvement, once referrals have been received. If parents/carers/schools are concerned about a previously undiagnosed hearing loss, families should be directed to their GP to pursue referral to Freeman Hospital for full assessment. School Nurses can also advise. Contact Sensory Support Service for more clarification if/when needed.

#### Vision and Multi Sensory Impairment (VI/MSI)

- via Health (Ophthalmology Departments/Health Visitors)
- From schools, settings and parents, where there is a diagnosis from an Ophthalmology Department. Where there is concern about a previously undiagnosed vision impairment, families are advised to visit their GP to seek specialist assessment
- Internally between Inclusive Education Services

### What Schools need to provide with the referral (For VI/MSI):

- Completed Sensory Support Service referral form, including a brief summary of key issues. The Service will seek parental consent for involvement
- Information detailing reasonable adjustments/approaches used to date for the learner, and their impact

## Core Offer Learner in Context:

Learner in Context visit will include:

- Initial telephone conversation
- Observation of learner in school/setting environment
- Discussion of history of sensory impairment
- Functional hearing/vision assessments
- Explanation and discussion of results, including impact on access to the learning environment
- Written report with details of impairment and recommendations/support strategies
- Ongoing support levels determined by National Sensory Impairment Partnership Eligibility Criteria and agreed with family/school/setting

## What Schools can expect:

- Recommendations and advice around reasonable adjustments and provision
- Report to be written and sent within 5 working days
- Staff training as appropriate
- Coproduction of Pupil Passport and SEN Support Plan if required
- Collaboration around determining next steps
- Following Learner in Context visit, regular, monitored or School-to-Contact on-going support as determined by Eligibility Criteria
- Signposting to relevant resources



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## Sensory Support Service contd

### What the Specialist Service needs:

- Make available an appropriate room for meetings, discussions and 1:1 assessment activities
- Arrange meeting with parents / carers (approximately 30 minutes). Alternatively make parents aware that phone contact will be required
- Identify and organise observation in the most appropriate context(s)
- Arrange 1:1 session with the pupil
- SENCO/Class teacher to be present for initial meeting and any review meeting

### Contact:

**Service Admin:** Lynne Lowes (Office Manager)

[sensorysupport@northumberland.gov.uk](mailto:sensorysupport@northumberland.gov.uk)

01670 624060

**Service Manager:** tbc

**Team Leader (HI):** Ginny Parker

[ginny.parker@northumberland.gov.uk](mailto:ginny.parker@northumberland.gov.uk)

01670 624854

**Team Leader (VI):** Rebecca Marshall

[rebecca.marshall@northumberland.gov.uk](mailto:rebecca.marshall@northumberland.gov.uk)

01670 624854

**Webpage:**

<https://www.northumberland.gov.uk/Children/Needs/Sensory.aspx#sensorysupportservice>



# Speech, Language and Communication Support

## How to request support - the Referral Pathway:

- Via Locality Hubs
- Directly from schools via the referral form within the Service webpage on the Local Offer
- Internally between Inclusive Education Services

## What Schools need to provide with the referral:

- Referral form including **all** parental contact details
- Parental consent
- Evidence of application of the graduated response **in relation to speech and/or language need** through inclusion of one cycle of Assess - Plan - Do - Review which includes language targets and details of the impact of presenting needs in the classroom
- Where the request relates to unintelligible speech, evidence of a previous support plan is **not** required
- Information detailing reasonable adjustments/approaches used to date for the learner, and their impact
- Information detailing past/current Speech and Language therapy involvement, including information from most recent contact
- Completed NIES Speech and Language Checklist

## Core Offer: Learner in Context

Learner in context visit will involve:

- Meeting with SENCo /Class Teacher to discuss completed checklist and learner needs
- Meeting/phone conversation with parents/carers to discuss their child's speech and language skills
- Meeting with Child/Young Person, to include speech and language tasks as appropriate
- Observation of Child/Young Person in class
- Feedback to staff and coproduction of SEN Support Plan and Pupil Passport
- Discussion around quality first teaching and targeted approaches to support school's graduated response
- Agree monitoring visit as appropriate with SENCo/Class Teacher, to review evidence of impact of recommendations made and review progress/outcomes to date
- To consider next steps, including detailed assessment as appropriate.

## What Schools can expect:

- Up to a half day Learner in Context visit
- Coproduction of next cycle of support within SEN Support Plan
- Collaboration in writing Pupil Passport
- Staff training as appropriate
- Collaboration around determining next steps
- Demonstration and support following any additional assessment (as determined appropriate by the Speech, Language and Communication Team)
- Signposting to relevant resources



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# Speech, Language and Communication Support contd

## What the Specialist Service needs:

School to organise the structure for Learner In Context visit. This will include:-

- Quiet room to work in
- SENCO/Class teacher to be present for initial meeting and any review meeting
- Parents to be invited to initial meeting
- School to identify and organise context for observation in class
- Timescales for targets and review meeting/s to be jointly agreed
- School TA/ teacher to be present for any demonstration/ training provided by Service Specialist Assistant
- Completed Service evaluation forms

## Contact:

**Service Admin:** Helen Robson (Office Manager)

[hint@northumberland.gov.uk](mailto:hint@northumberland.gov.uk)

01670 624802

**Service Manager:** Fiona Tarn

[fiona.tarn@northumberland.gov.uk](mailto:fiona.tarn@northumberland.gov.uk)

01670 624164 / 07970341508

**Lead Professional:** Jennie Beckwith

[jennie.beckwith@northumberland.gov.uk](mailto:jennie.beckwith@northumberland.gov.uk)

01670 623380

**Webpage:**

<https://www.northumberland.gov.uk/Children/Needs/Speech-Language-Communication-Service.aspx>

