

‘Let Your Light Shine’

Special Educational Needs & Disability Information Report 2026-2027

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Introduction

Richard Coates Church of England Primary School is part of the Pele Trust.

Our school's motto is 'Let your light shine' – taken from Matthew's Gospel. It encapsulates the aim of the school – to be an inclusive school by providing opportunities and encouragement for everyone to make full use of the gifts and talents they have been given, enabling all to achieve their full potential within a caring school enveloped in a Christian Foundation. Richard Coates Church of England Primary School believes that every child has the entitlement to learn, regardless of needs. Our school strives to maximise potential, ensuring inclusion and equality at all stages of school life. We aim to provide a secure, healthy, happy and hardworking environment in which children of all abilities can learn with confidence. All children are entitled to have the opportunity to achieve and reach their full potential.

Richard Coates has high expectations of all children and staff. Regardless of the child's individualised needs, we offer inclusive teaching to ensure that all children make the best possible progress they are capable of as well as ensuring all children and staff are a respected and valued member of the Richard Coates Community. To enable this, we offer a range of provisions to support and meet the needs of children with SEND (including those with communication and interaction difficulties, cognition and learning difficulties, social, mental and health problems or sensory or physical needs). We do this through using a person-centred approach ensuring the child and their views are at the heart of all we do, working closely with parents as well as working closely with other schools within the trust and professionals to offer personalised support and success for all our children. SENDCOs across the Trust work very effectively together meeting regularly to share good practice, plan and to discuss current research. We rigorously assess and monitor the development of all children from their individual starting points to ensure they are making appropriate and expected progress.

We believe that the most successful way to maximise potential of all children is through the successful partnership of staff, parents, children and support agencies. As a parent you have a vital role in supporting your child's school life; home and school working together has been proven to be crucial to success.

Compliance

The Special Educational Needs and Disability Regulations 2014 requires all schools to publish certain information regarding their provision for pupils with SEND. We hope parents of current and prospective pupils at our school find the following information helpful and we encourage all interested parties to contact the school for more information. This information report complies with the statutory requirement has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (July2014)
- Equality Act 2014: advice for schools DfE Feb 2013;
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014);
- Safeguarding Policy;
- Accessibility Plan;

How do we define SEND?

The Special Education and Disability Code of Practice: 0-25 years (2014) states:
'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. '

The definition of disability in the Equality Act (2010) states children with *'…a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'.*
This includes any child with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The Equality Act (2010) also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

More information is available at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 pages 15-18

Four Broad Areas of SEND

We provide for the 4 main areas of special educational needs and disabilities (SEND) as stated in the The SEND Code of Practice (2014).

Communication and interaction

This includes:

- Children and young people with speech, language and communication needs (SLCN);
- Children and young people with Autistic Spectrum Disorder (ASD), including Autism and what was previously known as Asperger's Syndrome.

Cognition and learning

This includes:

- Moderate learning difficulties (MLD).
- Severe learning difficulties (SLD);
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Usually these learners attend specialist schools, but occasionally they attend a mainstream school.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and DCD.

Social, emotional and mental health difficulties (SEMH)

This includes a wide range of social and emotional difficulties which manifest themselves in many ways:

- Becoming withdrawn or isolated;
- Displaying challenging, disruptive or disturbing behaviour;
- Mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained;
- Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and physical needs

This includes:

- Visual impairment (VI);
- Hearing impairment (HI);
- Multi-sensory impairment (MSI) which will require specialist support and/or equipment to access learning, or habilitation support;
- Physical disability (PD)

More information is available at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 pages 97-98

Identifying children and young people with SEND and assessing their needs

Some children will arrive at Richard Coates with identified SEND. If this is the case, the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If during a child's time at our school, a class teacher observes that a child is making less than expected progress and are beginning to have concerns about progress or attainment, parents will be contacted to discuss these concerns so they can share their views in the first instance. Richard Coates,we strongly believe in the importance of early intervention therefore we will begin a period of monitoring and reviewing (school monitoring), including an analysis of the child's progress compared with peers, national data and expectations of progress. After the monitoring and reviewing cycles and in consultation with all relevant staff at school, the child (if this is appropriate) and the child's parents, the child may then be identified as having SEND appropriate and appropriate provision will be made.

Sometimes, we will need to request and source the support from an outside service to help with assessment; however, this will always be discussed with parents/carers first.
This could include support from the following professionals/services :

- Educational Psychologist
- Behaviour Support Specialists
- Education Welfare Officers
- Inclusion Support Workers
- Specialist Advisory Teachers – Behaviour, Literacy, Numeracy, Autistic Spectrum Disorder, EAL
- Speech and Language Teacher/Therapists
- Occupational Therapists
- Health Professionals
- CYPS
- School Nurse
- Primary Mental Health Service

If parents/carers have any concerns about their child they should contact their class teacher in the first instance, face-to-face, by telephone (01661 823167) or via email to the school admin team (admin@richard-coates.uk) who will pass on your concerns to the relevant staff.
Sometimes a child will need SEND support for a short period of time (weeks or months). In those cases, once the support is successful the child may no longer need additional support. We would, however, continue to monitor your child's progress.

Some children will require long-term support. They may need a formal plan and the involvement of other services. In these cases we will ask the Local Authority to support us. That support could be a visiting professional or an Education Health & Care Plan, which may include High Needs Funding.

You can find out more at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 pages 94-97

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If parents/carers feel they are not satisfied with the information shared, they may make a telephone or arrange a face-to-face appointment with Miss S Rutter (SENDCO) in the first instance.
SENDCO: Miss S Rutter (Tel: 01661 823167) (admin@richard-coates.uk)

If parents/carers still feel they would like to discuss this further, please contact Mr J Watson (Headteacher), providing details of your concerns and who the parents have already discussed these with.
Headteacher: Mr J Watson (Tel: 01661 823167) (admin@richard-coates.uk)

If you are not satisfied with the outcome of that consultation then contact our SEND Academy Committee Member, Mrs. M. King via writing. A letter of complaint can be handed to the school admin team and they will pass this information on to Mrs M King.

Depending upon the nature of your concern, there are different ways the concern would be taken to a next level. This could involve the school Academy Committee, Pele Trust, Local Authority or other organisations. We will seek support to provide this advice to you.
Deputy Chief Executive Officer (Pele Trust) with remit for SEND: Mrs. L. Blain (l.blain@peletrust.org.uk)

For your information the Complaints Policy can be found by clicking here.

Consulting parents of children with SEND and involving them in their child's education

We recognise that parents know their children best. Parents are encouraged to identify concerns about their child's progress and learning. At Richard Coates we take all parental concerns seriously and liaise with the parents to achieve the best possible outcome for their child. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure. School will consult and involve families in all stages of the process. At Richard Coates, we also:

- Invite all parents/carers to meet with their child's class teachers at three formal parent's consultations during the year where progress and attainment is discussed;
- Provide an annual written report;
- Have an open door policy where parents/carers are free to speak to staff at any point about their child's needs or progress. Parents wishing to speak to staff can arrange a telephone or face-to-face appointment by calling the School Office on 01661 823167 or by emailing the school admin team (admin@richard-coates.uk)
- Have at least annual reviews for children with an EHC Plan;
- For pupils on the SEND Register, class teachers will invite the child (if appropriate) and their parents to share and collaboratively review their child's Pupil Profiles termly.

Arrangements for consulting young people with SEND and involving them in their education

Children's views matter at Richard Coates. We value person-centred approaches. All children in our school have targets and are encouraged to self-review against these as part of a rigorous learning journey. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop

and the support they would like to receive. Adult support is provided to those pupils who require it in order to complete pupil voice activities.

If there is an annual review for a child with an EHCP, the child will be asked more formally about their views on their learning (including their targets), their strengths, the areas in which they feel they would like to develop and future support they would like to receive. Again, adult support is provided to those pupils who require it for their learning. Your child's progress is continually monitored by his/her class teacher.

Arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review

Your child's class teacher will continually monitor progress. This progress can be academic progress which measures how well they are learning in their subjects or personal development which measures other things such as independence, self-managing behaviours, getting on well with others, communicating with other people.

Nursery

- When your child starts Nursery, your child is assessed using the Developmental Age Bands from the Development Matters document.

Reception

- When your child starts Reception, they will complete the Reception Baseline Assessment at the beginning of the year.
- Following this we will assess your child using the Developmental Age Bands and at the end of Reception they will be assessed against the Early Learning Goals and this is reported to the Government.

Year 1 and above

- Your child will be assessed against the National Curriculum objectives.
- If your child is in Year 1 and above, but not yet working within the National Curriculum, they will be assessed against the Pre-Key Stage standards.
- At the end of Key Stage 2 (i.e. at the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). The Government requires all schools to complete and the results are published nationally.

Pupil Profiles

- All children on the SEND register (SEN Support and EHCP) have a Pupil Profile which is reviewed every term and the plan for the next term made. We call this a 'cycle of support.'
- Teachers complete a mid-term cycle review to monitor progress made so far and to explore if any changes are needed moving forward.
- Pupil Profile targets can focus on non-academic progress measures as well as progress in maths and English. eg: attention, concentration, communication, social awareness.

High Needs - EHC Plans

- The progress of children with an EHC Plan is formally reviewed at an Annual Review. All adults involved with the child's education are invited to attend the review.
- Progress in personal development is continually monitored by his/her class teacher and for some pupils this will be supported by input from external professionals.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

If your child is joining our Nursery from preschool or our Reception from a different Nursery setting, we will make contact with the SENDCO to ensure we are aware of any special arrangements needed to support your child in our setting. We will aim to make sure that all records about your child are passed on to us as quickly as possible. If your child has additional needs and requires extra support, the school may apply for EY STAR funding (Early Years Short Term Additional Resource). Part of this process does involve the Area Inclusion Officer from Northumberland County Council to visit the school to discuss and assess the application.

If your child is moving to or from another school, again school will contact the previous school SENDCO and ensure both schools are aware of any special arrangements or support needed to be implemented for your child and school will make sure that all records are passed on as soon as possible. Across the Pele Trust, external support such as Jigsaw Therapy works across all schools so there is continuity and consistency of professional support provided.

When your child is moving classes in school, all information will be passed on to the new class teacher in advance and a transition meeting will take place where the targets for the new Pupil Profile will also be discussed. All the children have the opportunity to meet and spend planned time with their new class teacher towards the latter part of the summer term. We understand that transition can be overwhelming for some children, therefore a transition book could be created to support the move - this will support them understanding moving on then it will be made for/with them.

At the end of your child's time at Richard Coates in Year 6, as a primary school this is a natural transition point. Therefore the SENDCO, Year 6 class teacher and Key Stage 2 lead will meet with the SENDCO, Year 7 Pastoral Lead and Managers from the secondary school to discuss specific needs. Your child will also do a focussed learning project about aspects of transition to support changes moving forwards. Before transition visits take place at the secondary school, a trained Curriculum Support (Transition) Teaching Assistant, currently Mr. Allman, will spend one morning per week for six weeks working with the children in Year 6. This is so that he can get to know them prior to their transition and to provide someone that the children already know well when they go to secondary school. Mr Allman also works closely with the Year 6 class teachers to understand individual needs and the support which is required for those children with SEND or other vulnerable children.

Your child will visit their new school on several occasions throughout the year and there may be additional transition visits for more vulnerable or high needs children prior to the end of Year 6. If your child has an EHC plan, staff from the secondary school will be invited to the annual review meeting in Year 6.

School is aware that some children may transfer to other schools prior to the end of Year 6. If this does happen, the SENDCO will contact the SENDCO from the new school to discuss the specific needs of your child. As previous, records will be transferred over as soon as possible, once admission confirmation has been sent from the new school.

Approaches to teaching children and young people with SEND

At Richard Coates CE Primary School, we provide three levels of support:

Ordinarily-Available-Provision-Guidance. must be implemented consistently before considering additional or specialist SEND provision. Each school within the Trust publishes an annual SEND Information Report and Inclusion Strategy detailing the implementation of this policy and the specific provision available for pupils across these three tiers.

Tier 1: Universal Support (All Pupils)

- High-quality adaptive teaching is the foundational universal provision available to every pupil. All teachers are responsible for providing high-quality teaching that meets the needs of all students, including those with SEND.
- This universal offer includes:
    - Explicit instruction, scaffolding, and modelling.
    - Retrieval practice and metacognitive strategies.
    - Responsive assessment and the appropriate use of assistive technology.
    - Reasonable adjustments to systematically remove barriers to learning.

Tier 2: Targeted Support (Selected Pupils)

- Where a pupil requires support that is *additional to or different from* that which is ordinarily available at the universal level, schools will follow the graduated approach of Assess, Plan, Do, Review (APDR) documented within a digital Individual Support Plan (ISP) to identify, implement, and evaluate appropriate SEND support.
- The level of support depends on the individual needs of the student and may include small-group interventions, short-term one-to-one support, or initial external specialist input.
- This process of escalating targeted support is framed and guided by Northumberland Local Authority's *'Beyond Ordinarily Available Guidance.'*

Tier 3: Specialist Support (Individual Pupils with Complex Needs)

- For students with identified needs requiring highly individualised, specialist

Plans (ISPs), or Education, Health, and Care Plans (EHCPs), setting specific targets and interventions.

- Where a pupil is unable to access the curriculum after considerable internal and external help over time, we—in close consultation with parents—may request consideration of a statutory assessment (COSA) of the pupil's needs from the Local Authority.
- We collaborate closely with external agencies (including HINT, LINT, educational psychologists, speech and language therapists, and occupational therapists) alongside the multi-agency 'Experts at Hand' regional service to provide specialised support and advice. Relevant information will be shared with these agencies with parental permission and in strict accordance with GDPR.
- **Statutory Transition Protections:** All pupils with existing EHCPs retain full statutory entitlements backed by national "triple lock" transitional protections ensuring no loss of effective support during system updates.

Sometimes your child will also need specialist support from a professional outside the school. This could include:

- An Educational Psychologist
- Speech and Language therapy (NHS/Jigsaw)
- Occupational Therapy support (NHS/Jigsaw)
- Northumberland Inclusive Education Services (NIES)
- High Incidence Needs Team (HINT)
- Children and Young People's Services - (CYPS)
- Community Paediatrics
- Community Nursing
- Portage
- Occupational Therapy
- Physiotherapy Services
- Kalmer Counselling
- School Health
- Health Visitor
- Children's Services
- Social Services
- Education Welfare Officer
- Toby Henderson Trust

This external support would be explored if concerns were raised about your child's progress by the class teacher, SENDCO or parents. It may be agreed that specialist input instead of, or in addition to, OAP and intervention groups is needed. A meeting would be arranged to discuss your child's progress and agree on next steps and create a plan of action. Parents may be asked to give permission for school to refer their child to a specialist professional. This will help school as well as parents understand particular needs and be able to support more effectively in school. The specialist professional 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 e.g.: some individual support or changing some aspects of teaching to support them more effectively
- Support to set targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

You can find out more on Page 99 at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Support for learners with special educational needs/disabilities

Area of Need	Examples of Needs	Support Offered
Communication and Interaction (C&I)	Speech, language and communication needs (SLCN), Autism Spectrum Condition (ASC)	- Visual supports (timetables, symbols, PECS) - Simplified/repeated instructions - Social skills groups - AAC systems - Speech and language therapy input - Quiet/sensory-friendly spaces - Staff trained in autism/communication
Cognition and Learning (C&L)	Specific Learning Difficulties (SpLD: dyslexia, dyscalculia, dyspraxia), Moderate/Severe/Profound Learning Difficulties (MLD/SLD/PMLD)	- Differentiated teaching/resources - Multisensory learning approaches - Small-step targets, regular feedback - Extra processing/response time - Assistive technology (e.g. text-to-speech) - Precision teaching/targeted interventions - Specialist teacher support
Social, Emotional and Mental Health (SEMH)	Anxiety, ADHD, attachment difficulties, behavioural/emotional challenges	- Nurture groups/mentoring - Counselling/ELSA/mental health support - Positive behaviour support plans - Zones of regulation/self-regulation tools - Calm, safe spaces - Structured routines and expectations - Trauma-informed approaches - Access to CAMHS/external services
Sensory and/or Physical (S&P)	Hearing impairment (HI), visual impairment (VI), physical disability (PD), sensory processing needs	- Adapted materials (large print, Braille, tactile resources) - Specialist equipment (hearing aids, radio aids, adapted keyboards)

		- OT/physiotherapy programmes - Classroom adjustments (lighting, seating, acoustics) - Support with mobility/personal care - Sensory circuits/breaks - Staff trained in medical/manual handling - Inclusive PE and extracurricular provision

Adaptations made to the curriculum and the learning environment of children and young people with SEND

Physical Environment

- We moved into a new purpose built primary school in February 2021 with all of the benefits of a modern school building designed around the needs of primary aged pupils. It is a 2-storey building with large external play areas consisting of tarmac, fields, woodlands and a MUGA.
- The site and building are easily accessed by car, bus or walking.
- There is a car park on site with a dedicated disabled bay close to the building entrance.
- Disabled and wheelchair access to the building is excellent with a number of ground floor access points and no stairs to navigate.
- All entry points have double doors for ease of access.
- Within the building disabled pupils have the use of lifts to access the first and second floors. We have dedicated accessible toilets on every floor; each pupil toilet area is open plan and has at least one cubicle that can accommodate a wheelchair.
- The main reception area is secure. It benefits from access to an interview room for parents/staff to meet and an accessible toilet.
- It has a low reception hatch, which is fully accessible to wheelchair users.
- All classrooms are accessible for all pupils to enable full access to the curriculum.
- There is a personal evacuation plan in place for individuals requiring them in the event of a fire/for drill.

Curriculum

The level of adjustments required to support access to the curriculum will be discussed with parents, SENDCO, class teachers and the child.

- Access to appropriate ICT
- Enlarged print, coloured paper
- Adaptations to delivery and access to assessment aids such as a reader/scribe
- Adapted use of ICT equipment for children with physical needs
- Adapted furniture for children with physical needs
- Adapted everyday equipment such as cutlery, pencils and pencil grips
- Alterations to the classroom layout for children with a Hearing Impairment or Visual Impairment;
- Use of appropriate tonal contrast on interactive whiteboards (if needed) to support children with visual processing difficulties.
- Differentiating the content knowledge without changing the content
- Providing texts at lower levels or same content in a different medium

- Modifying the amount of input
- Changing or modifying the time frame for learning and teaching
- Accepting a variety of methods to record information
- Asking appropriately challenged question
- Pre-teaching and overlearning key vocabulary
- Providing a variety of concrete resources for pupils to complete tasks alongside their peers

Communication with home and parents

The majority of information is directed home via email. It may be necessary that different forms of communication are made available to enable all SEND pupils and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved. We are always happy to discuss any requests for adaptations to the curriculum, classroom environment or other aspects of school life eg: sports events, educational visits.

OFSTED (July 2023) stated: Pupils with special educational needs and/or disabilities (SEND) are well supported in school. Leaders work well with external agencies to ensure that pupils' needs are identified accurately. Staff make appropriate curriculum adaptations for pupils with SEND to be successful. Pupils' individual support plans are exemplary. These identify precise targets for pupils and the best strategies for staff to use to help them.
Please also see the Accessibility Plan which sets out adaptations we make to the school environment to remove barriers to learning.

Staff Training

The school is committed to providing training and staff development in all areas, and SEND is an integral part of this. We monitor, review and develop all teachers' and support staff's understanding of strategies to identify and support pupils with SEND. Staff have opportunities to continue developing their skills and knowledge.

SEND-specific interventions and approaches	SMART target training Better Reading Programme Mastery Maths Supporting children with Speech, Language and Communication difficulties Elkan Training Makaton (Level 1) Lexia – reading and spelling Whole-School Read Write Inc Phonics Training Dyslexia training Talk Boost Colourful Semantics Precision Teaching DLD
Supporting specific needs and conditions	ADHD Awareness Effectively supporting children with ASD/Autism Selective Mutism Training Multi-Sensory Impairment Ordinarily Available Provision (OAP) training
Emotional regulation and wellbeing	Behaviour Support – dysregulation and de-escalation Zones of Regulation training Emotional Dysregulation support Mental Health First Aid Nurture approaches Lego Therapy Drawing and Talking Relational Practise
Medical and physical needs	First Aid (including Paediatric First Aid) Anaphylaxis and Epi-pen Training Managing Epileptic Seizures Positive Handling Peg and Assisted Feeding
Safeguarding and pupil safety	Child Protection Safeguarding Prevent Training LAC (Looked After Children) training E-Safety Operation Encompass

SEND

At Richard Coates we regularly evaluate the effectiveness of our SEND provision.

Tier 1: **Universal Offe**r Ordinarily Available Provision (OAP)
Teachers continually reflect on the progress that children in their class make and on how effective the provision has been for children with SEND. Termly reviews of pupil profiles which are monitored by the Senior Leadership Team allow an evaluation of the effectiveness of the strategies and resources used.

Tier 2: **School Support**
The SENDCO, Class Teacher and Teaching Assistants evaluate the effectiveness of the group interventions we run at the end of each cycle. We always endeavour to use interventions that are evidence-based or are provided upon advice given by experts.

Tier 3: **High Needs**
As well as the ways identified above, the effectiveness of the provision for children with High Needs funding or **EHC** plans is monitored annually by the Local Authority.

How are children and young people with SEND enabled to engage in activities with children and young people in the school who do not have SEND?

Please look at our website, Google Classroom pages and Friday Flyers to see some of the wonderful activities available to all our children including those with SEND. We welcome ideas and suggestions about how we can make our school even more inclusive.

How do we provide support for improving emotional and social development?

The school ethos values all pupils and our Behaviour Policy encourages pupils to make positive decisions about behavioural choices. At Richard Coates we offer effective pastoral support for all of our pupils through their class teachers but every member of staff treats our pupils equally.

Small group programmes are used to help pupils improve their social skills and help them deal more effectively with stressful situations. Lunchtime activities run across school providing a monitored environment where more vulnerable pupils can go and take part in a variety of activities. Pupils are also supported on the yard and encouraged to interact with their peers.

If a child needs something more we can offer support through nurture or friendship groups and we may seek support and advice from outside agencies to support pupils when deemed appropriate. If there is a greater concern we would work with the family to produce a formal support plan which may include advice from outside agencies, such as CYPS or School Health.

For further information please see our Mental Health and Well-being and Anti-Bullying policies

people's SEND and supporting their families

Northumberland Parent Partnership Service can provide advice and support to any family or learner, or give information about other support services you may find helpful. The contact details are:
SEND Information, Advice and Support Service, Children's Services Directorate, County Hall, Morpeth, Northumberland. NE61 2EF
Tel: 01670 623555
https://www.northumberland.gov.uk/Children/Needs/SEND.aspx
E-mail: Alison.Bravey@northumberland.gov.uk

Northumberland County Council Offer

Newcastle Council offer

Northumberland Ordinarily Available Provision Guidance

Important Contacts

SENDCO: Miss S Rutter (admin@richard-coates.uk)
Headteacher: Mr J Watson (admin@richard-coates.uk)
SEND Academy Committee: Mrs. M. King (admin@richard-coates.uk)

Useful Links

Special Educational Needs and Disability Policy

Supporting Pupils with Medical Conditions

Complaints Policy