

# The Northumberland Mainstream School Local Offer

In 2018, schools, parents and learners have worked together to co-produce this document which identifies the important elements of supporting children and young people with special educational needs and disabilities in our mainstream schools.

Good inclusive practice is about:	What is important to families and learners, and what schools will provide:
<p><b>Ethos</b> A firm commitment to identifying and understanding the needs of individual children.</p>	<ul style="list-style-type: none"> <li>● A shared culture of inclusion across all areas of the school</li> <li>● The child's and parent's/carer's aspirations will be central to planning support, and always taken into consideration, fitting with the ethos of 'nothing about us without us'</li> <li>● The child's 'voice' will always be heard</li> <li>● A differentiated or alternative curriculum being offered to those who need it</li> <li>● Staff who are committed to ensuring that all aspects of equality and diversity are taken into account and that all children have the opportunity to be included in the full range of both educational and extracurricular activities</li> <li>● An individual approach to thinking about the school environment, including the classroom environment, and the way it affects learners</li> </ul>
<p><b>Communication</b> Open and honest communication is of utmost importance and is underpinned by 'the right communication at the right time'.</p>	<p>This includes:</p> <ul style="list-style-type: none"> <li>● A two-way process between home and school</li> <li>● Approachable staff and timely, sensitive communications</li> <li>● Regular opportunities to discuss the child's needs</li> <li>● Written communication about provision and progress</li> <li>● Discussions and consent for making timely referrals to appropriate services</li> <li>● Good communication between staff in schools to ensure that everyone is aware of a child's individual needs and can therefore provide consistent support</li> <li>● Collaboration and good communication with professionals and other services to support the individual needs of the child</li> <li>● Close working and liaison between SENCOs and other relevant professionals at key times of transitions</li> </ul>
<p><b>Provision</b> All children and young people have an entitlement to 'the right provision at the right time' and they will have this within our mainstream schools, with suitable adaptations and increasingly specialist support being made available.</p>	<ul style="list-style-type: none"> <li>● Quality first teaching which supports children being engaged in lessons with their peers</li> <li>● A flexible approach to differentiating according to individual need</li> <li>● Easy access to a variety of resources which are matched to individual need</li> <li>● Well trained, skilled teachers who understand their responsibilities as teachers of ALL children</li> <li>● Appropriate assessment measures which support a flexible approach to meeting need</li> <li>● Cycles of support which are reviewed and changed as needed</li> <li>● Advice from specialists, when it is needed</li> </ul>

\*High Aspirations

\*Consideration

\*Personalisation