



Gordonbrock Primary School SEN Information Report

Dear Parents and Carers,

At Gordonbrock Primary School, we believe that every child has the right to an inclusive education that meets their individual needs. Our Special Educational Needs (SEN) Information Report outlines how we support pupils with diverse learning needs to help them thrive and achieve their full potential. The report explains how we implement our SEND policy, providing information on how we assess and identify pupils' needs, the services and resources available to pupils with SEND and the strategies we use to create a supportive learning environment for all pupils. Our goal is to ensure every child feels valued, supported and challenged in their learning journey.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website www.gordonbrock.lewisham.sch.uk. If you require a paper copy, please contact the school office who will make arrangements for a copy to be sent to you.

If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Yours sincerely,

Marinda Barry

Deputy Headteacher for Inclusion

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1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED | CONDITION |
|--|--|
| Communication and interaction | Autism spectrum disorder |
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

2. Which staff will support my child, and what training have they had?

At Gordonbrock Primary School, we believe that every member of the school community plays an essential role in supporting pupils. Our entire staff, from classroom teachers to teaching assistants to administrative personnel, are committed to fostering an inclusive and welcoming environment where all pupils can thrive.

While every staff member contributes to the well-being and development of our pupils, we also have a dedicated Inclusion Team that provides specialised support. This team includes our Deputy Headteacher for Inclusion, SEND Coordinator (SENDCo), Family Support Worker and Learning Support Assistants. They work closely with pupils, parents and teachers to ensure each child receives the tailored support they need.

Together, all our staff members work collaboratively to create a school environment where every pupil feels valued, supported and empowered to achieve their full potential.

Meet The Team

Deputy Headteacher for Inclusion: Marinda Barry

SENDCo: Dee Graham (maternity cover)

Our SENDCo, Sophie Long, is currently on maternity leave.

Learning Mentor: Jean Allen

Inclusion SEN TAs: Lorraine Goulborne, Elaine Smith

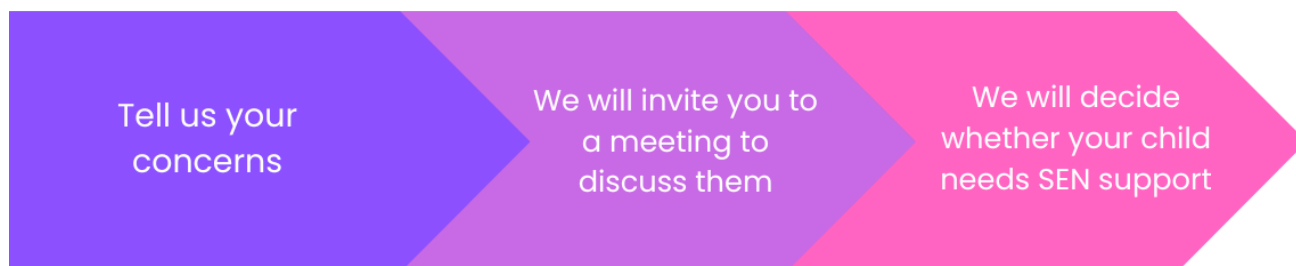
LSAs: Zoe Jones, Hugo Simms, Janet Walker-O'Brien, Ruth Akande and Sophia Cumberbatch

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Educational Psychology (EP)
- Speech and Language therapist (SALT)
- Occupational Therapist (OT)
- Physiotherapist
- Child Adolescent Mental Health Service (CAMHS) and Children Welfare Practitioners Team (CWP)
- Paediatrician
- Specific Learning Difficulties (SpLD)
- New Woodlands Behaviour Outreach
- Drumbeat ASD Outreach
- School Nursing Team
- YoungMinds
- Art Therapists
- Lewisham SEND Team – including consultation with SEND advisory team

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

Speak to your child's class teacher at drop-off or pick-up, telephone or email the school to arrange a convenient time to meet with them.

They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via info@gordonbrock.lewisham.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

We use a range of approaches to identify children's needs including the Record of Concern document, classroom observations, informal and formal assessments, discussions with teachers, parents and other professionals.

Gordonbrock has a comprehensive Teaching and Learning Policy which includes a robust Assessment Policy. This outlines a range of assessments used throughout the schools based on formative (day-to-day) and summative (end-of-term) assessments.

Termly data tracking and pupil progress meetings are held with members of the Senior Leadership Team to review the assessment outcomes. In addition to this:

- Termly screening meetings are held with class teachers to identify and review children with SEND.
- Teachers who have any concerns about a child, academically, socially or emotionally will approach the SENDCo directly.
- Where a child is identified a Record of Concern Sheet is completed. The SENDCo will then carry out an observation. Any concerns will then be raised with parents.

Parents will be consulted at all stages, from identification of SEND needs onwards and we are committed to working with parents and carers to ensure that children's needs are identified, supported and met within the Federation. Parents' evenings occur on a termly basis and teachers meet with parents on an informal basis whenever the need arises.

5. How will the school measure my child's progress?

Every teacher at our schools is committed to ensuring the highest possible achievement for every child. We do this through the provision of outstanding quality first teaching in the context of a creative and differentiated curriculum. We adapt our teaching to meet the needs of children with SEND to support them to reach their full potential. Teachers have high expectations of all children and they look for ways to support them as individuals, preparing them for a successful, fulfilling future.

Quality First Teaching

Within the federation, all class teachers are fully aware of their responsibility and accountability for the progress and development of all pupils in their classes. Quality first teaching and a differentiated curriculum are the first step in responding to pupils who have or may have SEND. Our pedagogy, classroom environments and provision reflect best practice in the teaching of pupils with a range of SEND. In addition, learning support assistants or specialist staff and differentiated learning outcomes support children with SEND to access the curriculum.

Graduated approach to SEN support

As part of our commitment to quality first teaching and inclusive practice, our staff work as a team to meet the needs of all of our children.

Teachers continually assess children throughout the year. Pupil progress meetings occur on a termly basis. These meetings ensure children's progress is fully monitored and underachievement is identified. All teachers meet with our SENDCo every term to complete screening sheets. Where underachievement and possible SEND is identified, interventions will be provided.

If class/school intervention is not successful in raising achievement/removing a barrier to learning, our SENDCo will utilise the specialists within school and/or liaise with a range of specialist teachers, outreach advisors and medical/educational specialists to further investigate. Teachers and staff across the school implement any advice and recommendations that may subsequently follow.

Where a pupil's learning difficulty or disability identifies a need for special educational provision (namely provision different from or additional to that normally available to pupils of the same age) he/she is

identified as having SEND and is placed on the school's SEND register. The school then puts in place SEND support. This takes the form of a four-part cycle referred to as **assess, plan, do, review**.

We implement this cycle by:



I. Assess

A clear analysis of the pupil's needs through the teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of the parents/carers, the pupil's own views and, if relevant, advice from external support services. We run our screening meetings and progress reviews alongside this process

II. Plan

The teacher and SENDCo agree in consultation with the parent/carer the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

III. Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, the teacher retains responsibility for the pupil and works closely with the SENDCo, any Learning Support /Teaching Assistants and specialist staff involved to plan and assess the impact of support and interventions and how these can be linked to classroom teaching.

IV. Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the class teacher and SENDCo, in consultation with the parent/carer and any external support services as appropriate, changes to the support are then agreed upon.

6. How will I be involved in decisions made about my child's education?

We endeavour to involve parents at every stage of the SEND consultation process in the following ways:

- Learning ladders are sent to parents termly. These specify the child's attainment based on the latest assessments, together with individual learning targets and SEND provision
- Termly Parents' Evenings
- Records of Concern are shared with parents either at Parents' Evening or other agreed meetings.
- Meetings between SENDCo and parents as appropriate
- Regular meetings are held between parents with a SEND child and external agents, to review progress
- Annual reviews are held for pupils with EHCPs
- Parent questionnaires are given out at parents' evenings; in this way parents can provide feedback on any aspects of school life

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

If the child is on the SEND register, they will be placed on a provision plan that identifies barriers to learning and strategies for support. Children with SEND will have an individual target identifying their needs and specific interventions put in place with agreed outcomes. The intention is that children become independent learners and are able to use skills and strategies given to them to support their progress.

We provide the following interventions:

- Small groups and interventions take place in every class
- In addition to this, SEND teaching assistants work with small intervention groups as well as providing 1:1 support for those pupils who need intensive support
- Intervention may include Speech and Language groups, 1:1 reading, social stories, booster phonics, precision teaching, ICT programs, fine motor skills, gross motor skills, Circle of Friends, Lego Therapy, Lexia, Social Skills groups, learning mentor sessions, Art Therapy and lunch clubs
- Children with Education Health and Care Plans may have 1:1 support to aid them in meeting the long- term and short-term outcomes of the Plan
- Alternative recording methods may be used (scribing, use of ICT, mind mapping, photographs)
- The curriculum is scaffolded and differentiated to meet the needs of the children
- Strong encouragement of parental involvement is developed through a partnership between school and home so that strategies are cohesive and therefore effective. This may include further support from learning mentors and family support workers
- At Eliot Bank and Gordonbrock we have highly skilled Learning Mentors who support children emotionally and socially
- We will also seek external professional support when needed
- Recommendations that are given by outside agencies are implemented, monitored and reviewed regularly. This includes the provision of any resources and interventions.

Access Arrangements

We ensure that children with SEND are able to access exams and other differentiated assessments. We do this via:

- Additional time
- Rest breaks
- Scribing/Transcription
- Readers
- Small groups

These arrangements are discussed with teaching staff and the Senior Leadership Team, which includes the SENDCo.

Education, Health and Care Plans (EHCPs)

If a child's need exceeds the capacity of what the school can offer, we will request from the Local Authority, an Education Health and Care Plan needs assessment. Furthermore a parent/carer can also make a request for an EHC assessment and information on the process is available at <https://lewisham.gov.uk/localoffer>

For children with EHCPs, a review takes place annually.

Criteria for exiting the SEND register

As part of the school's assessment cycle, progress meetings are held termly. Children's needs are reviewed and if a child on the SEND register is at expected levels of attainment (or has needs which can be met through quality first teaching) they will be removed from the register. Any changes will be undertaken in consultation with parents, staff and other agencies.

| AREA OF NEED | CONDITION | HOW WE SUPPORT THESE PUPILS |
|--------------------------------------|--|--|
| Communication and interaction | Autistic spectrum disorder Speech and language difficulties | <ul style="list-style-type: none"> ● Learning support via our Inclusion Team ● Access Arrangements ● Quality First Teaching ● Specific Learning Difficulties Outreach Advisor Support and Assessment ● Educational Psychology Advisory and Support via Local Authority ● Speech and Language Booster Sessions ● Small Group Phonic Support ● Small Group Literacy Support ● Lexia Programme ● Mathematics Programme ● 1:1 reading alongside reading intervention programmes ● Dyslexia-friendly strategies ● Highly scaffolded differentiation and intervention support planning. ● Diagnostic tools used to assess and support ● Personalised arrangements for SATs and transition |
| Cognition and learning | Specific learning difficulties, | <ul style="list-style-type: none"> ● Learning support via our Inclusion Team ● Lewisham Outreach Behaviour Support via New Woodlands |

| | | |
|-----------------------------------|--|---|
| | <p>including dyslexia, dyspraxia and dyscalculia</p> <p>Moderate learning difficulties</p> <p>Severe learning difficulties</p> | <ul style="list-style-type: none"> ● Circle of Friends Programme ● Social Skills Support – Lego Therapy ● Personalised Behaviour Support Programme ● Targeted Family Support Referrals and Guidance ● Lunchtime Club Programmes ● Young Minds ● CAMHS specialist support via NHS ● Talking and Drawing ● Art therapy |
| Social, Emotional & Mental Health | <p>ADHD, ADD</p> <p>Adverse childhood experiences and/or mental health issues</p> | <ul style="list-style-type: none"> ● Learning support via our Inclusion Team ● Lewisham Outreach Behaviour Support via New Woodlands ● Circle of Friends Programme ● Social Skills Support – Lego Therapy ● Personalised Behaviour Support Programme ● Targeted Family Support Referrals and Guidance ● Lunchtime Club Programmes ● Young Minds ● CAMHS specialist support via NHS ● Talking and Drawing ● Art therapy |
| Sensory and/or physical | <p>Hearing impairment</p> <p>Visual impairment</p> <p>Multi-sensory impairment</p> <p>Physical impairment</p> | <ul style="list-style-type: none"> ● Sensory circuits ● Use of inclusion room and quiet spaces, e.g. Calm Corners ● Brain and movement breaks ● Flexible seating options ● PEEPs ● Visual supports ● Assistive technology ● Fidget toys ● OT support ● Working closely with sensory team ● Noise-cancelling headphones ● Modified learning materials, as and when necessary |

These interventions are part of our contribution to Lewisham’s local offer.

9. How will the school evaluate whether the support in place is helping my child?

Interventions are closely monitored by the teacher and reviewed with the SENDCo at the end of the agreed cycle. The teacher retains the responsibility for evidencing progress and outcomes are evaluated.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Depending on the child's needs and evidence gathered, a referral may be made to outside agencies, for more information see section 6.9 *How does the federation work with other agencies in meeting and supporting pupils with SEND, including supporting their families?*

The school also regularly reviews and monitors progress of pupils through:

- Regular progress meetings
- Book scrutiny
- Intervention records
- Data analysis
- Learning ladders
- Reports to Governors
- Link Governor

In addition, the SENDCos in both schools work very closely together to review and evaluate the impact of our practice, in the individual schools and across the federation. One of the ways in which they do this, is to carry out an annual SEND Audit, where they look closely at the SEND practice in each other's schools and present their findings – strengths, and areas for further action to senior leaders and governors.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff

- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are fully included in all aspects of school life, including activities outside the classroom. We believe that every child should have equal access to learning, enrichment activities, and social experiences.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our Year 5 residential trip to PGL Marchants Hill.

All pupils are encouraged to take part in special events throughout the year, including Sports Day, class assemblies, productions, Big Sings, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Inclusive teaching practices, reasonable adjustments, accessible environments, the deployment of support staff, social and emotional support, careful planning and risk assessments, as well as collaboration with parents and pupils, are the key measures we use to ensure high levels of inclusion.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admissions are managed by Lewisham Local Authority.

Lewisham implements admissions criteria for oversubscribed schools to decide which children are offered a place.

For information about the admissions process, including the admissions criteria, please visit:

<https://lewisham.gov.uk/myservices/education/schools/school-admission/applying-to-start-primary-school>

If your child has an EHCP, your application for a primary school will be managed by our Children with Complex Needs service. More information is available at:

<https://lewisham.gov.uk/myservices/education/special-educational-needs/admissions/applying-for-a-primary-school-place-for-children-with-an-education-health-and-care-plan-2018-admissi>

13. How does the school support pupils with disabilities?

At Gordonbrock, we are dedicated to supporting pupils with disabilities by providing an inclusive and accessible environment where every pupil can thrive. We implement the provision outlined in pupils' Ladders and/or Education, Health, and Care Plans (EHCPs), ensuring that each plan is tailored to meet the individual needs of the pupil. These plans outline specific targets and provision to ensure that pupils with disabilities receive the necessary support for their learning. The school also makes reasonable adjustments to the physical environment and teaching methods, including adapting classroom layouts, learning materials and ensuring full access to extracurricular activities.

Our facilities are designed to be physically accessible, featuring ramps, lifts, accessible toilets and specialized equipment as needed. We also provide assistive technology to help pupils engage with the curriculum. Trained support staff, including Teaching Assistants and Learning Support Assistants, may work closely with pupils offering one-on-one or small group assistance. Additionally, we collaborate with external professionals, including occupational therapists, speech therapists, and educational psychologists to ensure that pupils receive comprehensive, expert support. Social and emotional well-being is also prioritised through access to Learning Mentor, art therapy, Lego therapy, Lewisham Outreach Inclusion Support, peer support systems and social skills groups. By working closely with parents and carers, we create a collaborative approach that ensures pupils with disabilities are fully supported in their educational journey and school life.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of after school clubs, for example, Coding or French Club to promote teamwork/building friendships

- We provide extra pastoral support for listening to the views of pupils with SEND by providing additional sessions with Learning Mentors, the SENDCo and external agencies. For example, Drawing and Talking
- We run a nurture club for pupils who need extra support with social or emotional development over lunchtimes
- We have a 'zero tolerance' approach to bullying. See [Anti-Bullying Policy](#) for further details.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Smooth transitions are vital to children succeeding in a new setting/environment. We support transition from Early Years settings to Reception, KS1 into KS2 and Year 6 to Year 7. All predictable changes are accounted for and provision is continuous. Our whole-school policies ensure that learning and environments do not suddenly change. Expectations and routines are maintained throughout.

Admission to Early Years Foundation Stage (starting Reception)

When a child starts at our school we support their transition through:

- Liaison with pre-school settings to share information
- Transition meetings where appropriate
- Home visits.

Transition within the school (new classes / between phases)

Where possible all classes meet their new teacher at the end of the summer term and visits to new classrooms / new playgrounds are organised and new routines are rehearsed and accommodated.

In addition to this transition to new classes / phases are supported through:

- Planning our provision so that it builds on and from the previous year and there are no sudden changes
- Handover meetings between current and future class teachers
- Transition programmes are thorough particularly for ASD children. They may include 1:1 meetings between children and teaching staff to facilitate a seamless transition, pre visits, learning mentor support
- For children with specific needs, social stories and transition books are used.

Transition to secondary school (Year 6 to Year 7)

When children leave our school to move to secondary school we liaise with our secondary colleagues to aid smooth transition and a 'Starting a Lewisham Secondary School' transition form is completed for every child.

In addition to this, for children identified as needing extra support with secondary transition, additional measures are put in place to aid the smooth transition from Year 6 into Year 7. These can include:

- A 'My Learning Passport' is sent to the new school about a child's specific needs
- Learning Mentor support,
- Support from other services such as the SALT and OT services
- Support from the Lewisham Outreach Inclusion Service
- Meetings between the primary and secondary SENDCos to handover information.

16. What support is in place for looked-after and previously looked-after children with SEN?

Marinda Barry, Deputy Headteacher for Inclusion, will work with Sophie Long, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Concerns about SEND provision in our school should be made to the class teacher and SENDCo in the first instance.

Dealing with complaints

Parents'/carers' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the whole School [Concerns & Complaints Policy](#).

If the complainant remains concerned after following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter. If disagreements have not been resolved at the local level, under sections 496 and 497 of the Education Act 1996 complaints can be made to the Secretary of State for Education.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our schools have discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Where can families of pupil's with SEND get further information, help and support?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lewisham's local offer. Lewisham publishes information about the local offer on their website:

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at [Lewisham's local offer](#).

Neighbouring local authority SEND offers:

- [Southwark's local offer](#)
- [Bromley's local offer](#)

- [Greenwich's local offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:



- [Kids: Lewisham SENDIASS](#)

Local charities and support groups that offer information and support to families of children with SEND are:

- [Lewisham Parent & Carers Forum](#)
- [Contact Lewisham](#)
- [SIGNAL Family Support](#)
- [Special Kids in the UK](#)
- [YoungMinds](#)
- Autism Drop-Ins - Families can get post-diagnosis support on the first Monday of the month, 10am–12 noon at Kaleidoscope, 32 Rushey Green SE6 4JD.
- [Netmums Coffeehouse](#)
- Lewisham Autism Support - 020 8699 3066.
- [Beyond Autism Early Years Group](#)
- Down's Friendship and Creativity Group (DFCG) - 07930 393942 or email dfcg13@hotmail.com.
- [Working Families](#)
- Portage Team - a regular home visits service, working in partnership with parents and the main carers of pre-school children with developmental delay - 07557 860822.

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages