

Special Educational Needs and Disabilities (SEND) Information Report

Bradshaw Primary School



Version Number	1.0
Date report last reviewed	September 2026
Policy Type	Statutory
Owner	School
Approved by	Kathryn Quigley – Associate Director of SEND
Approval Date	September 2026
Next Review Date	September 2027

This policy operates in conjunction with The Special Educational Needs and Disabilities Policy 24/25 which can be located [Policies | Omega Multi-Academy Trust](#)

Review Date and Summary Changes

Date:	Changes Made:

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At Bradshaw Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and current attainment. We pride ourselves on our ethos of care, empathy and understanding, where every child reaches their potential, regardless of attainment level, race, gender, or cultural background. We are committed to each child's personal well-being and academic success. We offer universal provision and ensure an ethos of ambition for all, which benefits all pupils, and is essential for pupils with SEND.

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

There are currently 32 pupils at Bradshaw with SEND, as recognised under the SEN Code of Practice. 12 of these pupils have an Education Health and Care Plan (EHCP). All of these pupils receive termly Intervention Plans / Behaviour Plans in their area of need which identify targets to work on in partnership with parents and other agencies. For children with physical needs, they have an 'Individual Care & Access Support Plan' which identifies steps to be taken to reduce any barriers to learning. For children with a health issue for which they may have to take medication in school, they will have a 'Healthcare Plan'. All plans are written between home and school.

There are also currently a number of children who have been identified under our 'watch and Wait' category.

Bradshaw Primary School consider the needs of students in four broad areas in line with the [SEND Code of practice \(2015\)](#):

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia (may include pupils demonstrating traits of specific learning difficulties). • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

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

Our Special Educational Needs Co-ordinator, or SENDCO

Our SENDCO is Amy Knowles.

Amy Knowles is an experienced SENDCO who holds the National Professional Qualification for Special Educational Needs Coordinators (NPQ SEN). She has extensive experience in supporting children with a wide range of additional needs and is committed to ensuring that every pupil receives the appropriate provision to achieve their full potential. Amy works closely with families, staff, and external professionals to coordinate effective support, promote inclusion, and secure positive outcomes for all children.

Headteacher

Rhian Hill.

Rhian has had over 8 years' experience as a Sendco, and has completed the National Award for SENCOs and has a Master's degree in SEND. Rhian also holds a PG Diploma in Attachment, Trauma and Mental Health and has completed the Senior Mental Health leadership training.

Class teachers

All of our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs), who are trained to deliver SEND provision.

We have several teaching assistants who are trained to deliver interventions such as Speech and Language support and phonics catch-up.

In most recent academic years, TAs have been trained in EBSA (Emotionally Based School Avoidance), TEAM Teach and phonics interventions, Wellcomm and Neurodiversity.

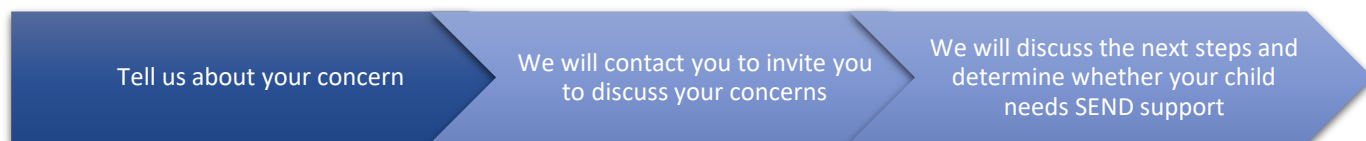
We also have a TA on our team who is our designated ELSA (Emotional Literacy Support Assistant).

External agencies and experts

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

- Speech and language therapists
- Physiotherapists and Occupational Therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services such as sensory services teams
- Mental Health Support Team (MHST)

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



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

They can be contacted via the school office at office@bradshawprimary.co.uk

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

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.

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

You can also contact the SENDCO directly by emailing:
a.knowles@bps.omegamat.co.uk

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.

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

We are committed to early identification of special educational needs and disabilities. We will assess each pupil's current skills and levels of attainment on entry, which will build on information from previous settings and key stages, where appropriate.

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in other areas other than attainment, for example, social needs.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra intervention to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it will not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability.

Our teachers, support staff and leaders closely monitor the progress and attainment of all pupils, including those who have or may have SEND. The continuous monitoring pupils during their time at Bradshaw Primary School will further identify pupils who may have a special educational need. Any member of staff can make a referral to the SENDCO and SEND team to ensure pupils' needs are identified and supported.

Some pupils with SEND will have had formal assessments or diagnoses whilst at a previous setting. Through our transition process, we ensure all relevant information is passed on, so we are fully aware of pupils' needs before they come to Bradshaw Primary School.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the wider school environment to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if

there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

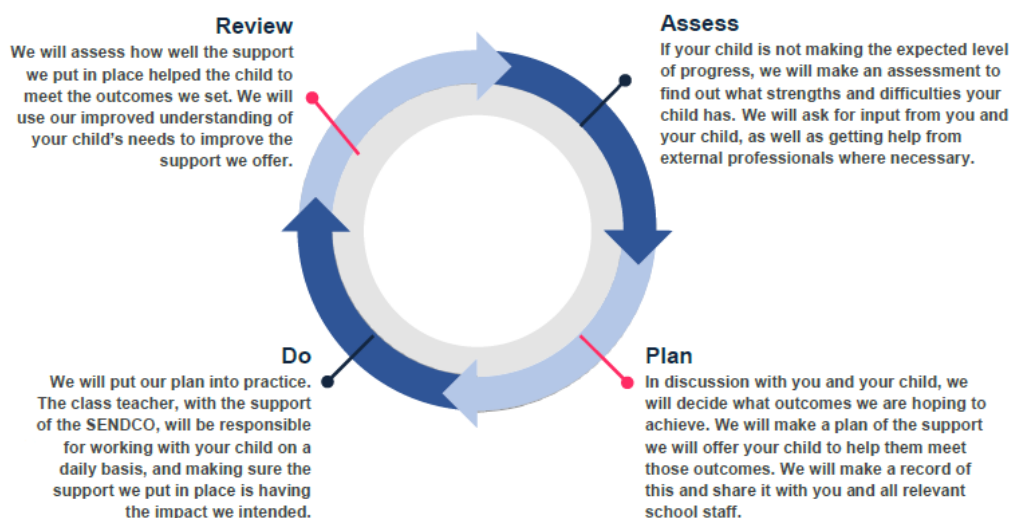
At our school, the SENDCO works closely with staff to identify and assess any potential special educational needs using the Oxfordshire SEND Assessment Materials. Where concerns are raised, class teachers complete assessments using these materials and consult with the SENDCO to discuss the child's strengths, needs, and any barriers to learning. Findings are shared with parents at an early stage to ensure a collaborative approach and to gather their views. Following this assessment process, consideration is given to whether the child meets the criteria for SEND Support. Where appropriate, the child is placed on the SEND Register and recorded as K-coded, ensuring that the correct support and provision can be put in place to meet their individual needs.

Based on all this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

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

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Children who are working two years or more below age-related expectations are assessed using the B Squared Assessment within Connecting Steps. This enables staff to identify specific gaps in knowledge, skills, and understanding, providing a clear picture of each child's individual learning needs. These identified gaps are closely monitored and targeted interventions are implemented to support progress and accelerate learning. The impact of interventions and pupil progress can be tracked and reviewed through Connecting Steps assessments, ensuring that support remains appropriate and responsive to the child's developing needs.

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

Parents/carers will be formally notified when we are making special education provision for their child and will have regular opportunities to meet with staff who have a good understanding of their child's needs and progress/attainment.

We understand how important it is for all professionals to listen and understand when parents/carers express concerns about their child's development. In determining the support a child may require, we collaborate with parents/carers to develop a good understanding of the pupil's areas of strength and difficulties and agree outcomes sought for the child and the next steps. We always seek parental permission before contacting external professionals to carry out assessments and/or deliver specialist provision. Bradshaw Primary School provides opportunities for parents and carers to be aware of and contribute to the graduated approach (assess, plan, do, review) around this provision. This includes advice, where applicable, for parents and carers to reinforce or contribute to progress at home, where appropriate.

We will provide annual reports on your child's progress.

You will be provided with opportunities to meet your child's members of staff termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. This can be done in person when dropping off your child, or via the school email address: office@bradshawprimary.co.uk. Please mark your message for the attention of your child's class teacher.

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

We place high importance on every child's right to express their views, feelings and wishes in all matters affecting them. We always consider and seriously the views of children and young people in planning and reviewing SEND provision. 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.

All children with SEND will have the opportunity to contribute their views. We may seek your child's views by:

- Invited to and attending meetings to discuss their progress and outcomes where appropriate
- 1-1 pupil voice/person-centred activity such as preparing a written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting both informally and regularly so that there are opportunities to communicate with trusted adults and members of the SEND department
- Complete a survey

8. What is the school's approach to teaching children/young people with SEND?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Universal Provision – For all children with and without SEND

The greatest impact on learning and outcomes is high quality teaching. Bradshaw Primary School's approach to teaching and learning is underpinned by the latest research and understanding provided by the Education Endowment Foundation (EEF).

Teachers frequently check for pupils' understanding throughout each lesson and adapt teaching in response. Pupils will receive inclusive, and adapted, teaching for all in the classroom. Some students at this level may be on our monitoring list as we track and review their progress.

Targeted Provision – For some children with SEND

Where a concern continues or increases, the pupil may be considered for intervention such as curriculum/subject support, emotional wellbeing support, or referred for further screening with the SEND department/staff. This can also include Access Arrangements and Reasonable Adjustments for public examinations.

Targeted provision is support that is ‘additional to and different from’ the universal provision. Staff will implement adaptive teaching strategies that will be informed by a learning plan which identifies your child’s area(s) of need(s). This targeted provision may still be within the classroom but may also take place outside such as targeted literacy or numeracy with a member of staff.

Specialist Provision – For children with SEND with the highest level of need (usually linked to an Education, Health and Care Plan)

Where a student does not make expected progress at targeted provision, the pupil will receive further intensive support and intervention to support progress. Some pupils with more complex and significant needs may require specialist support or services to supplement the school’s universal offer. This could include but is not limited to access to TA support in classrooms to support learning, specialist intervention or support from outside agencies.

9. How will staff know my child has SEND and they can support them?

As outlined above Bradshaw Primary School adopts a graduated response to overcoming potential barriers to learning.

The school has a document referred to as the SEND register. This is a list of all the pupils in the school who have a special educational need and/or disability. It is used to monitor and support those pupils who need extra help and support.

The register is dynamic and follows the guidance from the SEND Code of Practice. A pupil can be added or removed from the register depending on their needs.

At the point where we feel a pupil’s difficulties calls for provision that is ‘different from or additional to that normally available to pupils of the same age’ they will be recorded within our SEND Register.

The SEND Register has three levels, two of which are recognised in the SEND Code of Practice and one that is informal. At any point, staff can identify pupils who are experiencing barriers to learning and they can be referred to the SENDCo and considered for placement on the SEND register following screening and contact with parents/carers.

Monitor

It is the responsibility of class teachers to meet the needs of all pupils identified as ‘Watch and Wait.’ Teachers will adapt resources and materials to provide appropriate access to the curriculum. They will report any concerns to the SENDCo. This is an informal level of support to raise awareness to individual needs. Students at this level may, or may not, have an individual learning plan depending on the level of need. They are represented by the level ‘W’ on the SEND register.

SEND Support - K

Pupils identified as ‘SEND support’ are receiving intervention and support on a regular basis. They are represented by the letter ‘K’ on all documentation, placed on the school SEND register and identified on Bromcom. The register provides information on the pupils’ individual needs and suggests ways to help them access the curriculum more effectively. This is communicated through a learning

plan. The register, and learning plan, details any extra provision which the pupil receives, for example, support from external agencies, intervention programmes, or extra time in tests and examinations.

Education, Health and Care Plan (EHCP) – E

EHCPs are awarded by the Local authorities after assessment by, and consultation with external agencies, such as CDC, CAMHS, Educational Psychologists. An EHCP is awarded if it is recommended that the pupil has a significant need and will require additional provision in order to access the curriculum.

Each pupil with an EHCP is placed on the school SEND register and identified on Bromcom by the letter 'E'. The register provides information on the pupils' individual needs, and a learning plan suggests ways to help them access the curriculum more effectively. The EHCP also provides clear targets and objectives and outlines steps to meet these targets, alongside the provision and level of funding provided.

10. What adaptations are made to the curriculum and learning environment?

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and those that are considered reasonable adjustments.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when individualised support is required for your child to ensure that they can access all aspects of the school, to maintain safety or to address significant needs within your child's learning.
- Teaching assistants will support pupils in small groups when your child requires regular support with their learning. Working within a small group of children develops a level of independence and allows them to interact with others within the classroom environment.

We may also provide the following interventions:

AREA OF NEED	AREA OF SEND	EXAMPLES OF HOW WE SUPPORT PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Therapeutic Play Social stories ELSA Specialist Teachers
	Speech and language difficulties	Speech and language therapy Phonics Interventions Wellcomm Interventions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope ACE dictionary Reading interventions- Echo Reading
	Moderate learning difficulties	Handwriting Interventions including Dough Disco
	Severe learning difficulties	Phonics Interventions Colour filters Coloured Paper Enlarged Texts iPads with appropriate apps Precision Teaching
Social, emotional and mental health	ADHD, ADD	Quiet workstation Calm Corner Zones of regulation Restorative conversations
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA Specialist Teachers
Sensory and/or physical	Hearing impairment	Text to speech features Subtitles Specialist Teachers

AREA OF NEED	AREA OF SEND	EXAMPLES OF HOW WE SUPPORT PUPILS
	Visual impairment	Limiting Classroom Displays Magnifiers via iPads Enlarged and modified text Magnification tools Colour filters and custom contrast options High contrast modes Screen readers Speech-to-text Environment adaptations Specialist Teachers
	Multi-sensory impairment	Sensory Room
	Physical impairment	Physiotherapy Inclusive equipment

Please note that the above is not an exhaustive list. These interventions are part of our contribution to Warrington Borough Council's local offer.

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-weeks
- Using pupil questionnaires/student voice
- Monitoring by the SENDCO and the Headteacher during pupil progress meetings.
- Holding an annual review (if they have an education, health and care (EHC) plan) *Bi-annual review for Early Years pupils

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

The school is allocated a SEND budget to meet the needs of all SEND learners within the school via reasonable adjustments such as, seating, communication aids, written equipment, physical equipment, computer software such as reading pens. For some students in order to meet their needs they may require specific additional resources such as:

- 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.

If funding is needed beyond the nominal SEND budget, we will seek it from our local authority via an EHCP application or high needs funding.

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

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 residential visits.

All pupils are encouraged to take part in Sports Day, Class Learning Showcases and school performances.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure they can be included as long as this is in the best interest of the child. It is important that the parent/carer of the pupil (and where appropriate the student themselves) are involved in discussions about reasonable adjustments.

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

All admissions to Bradshaw Primary School follow our admissions policy which can be accessed via our website here: <https://bradshawprimary.co.uk/our-school/policies-reports>

15. How does the school support pupils with disabilities?

Bradshaw Primary School endeavours to remove any barriers to learning to support pupils with disabilities and to ensure full access to the school environment and curriculum.

We have put a number of strategies in place including:

- Having a fully accessible building, with access ramps when required.
- We have easy access toilets on a single level.
- We have highlighted curbs to reduce trip risk.

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

Bradshaw Primary School puts great emphasis on the emotional happiness and wellbeing of our pupils. We provide support for pupils to progress in their emotional and social development in the following ways:

- All pupils, including those with SEND, are encouraged to be part of the school leadership positions, such as Year 6 buddies, prefects, school councillors, eco warriors and curriculum ambassadors.

- Pupils are educated about mental health and social and emotional development via the PSHE, PSED and pastoral curriculum
- Our approach to anti-bullying can be found in our Anti-Bullying Policy. <https://bradshawprimary.co.uk/our-school/policies-reports>
- We provide access to our ELSA (Emotional Literacy Support Assistant). In addition to this our TAs are EBSA (Emotionally Based School Avoidance) trained, and they can support children who are experiencing difficulties.
- Soft Landing upon entry to school
- Sensory Circuits offered to children who will benefit
- For students who require more bespoke support we can refer to the MHST (Mental Health Support Team), CAMHS, St. Joseph's, Oakwood Outreach provision and Play Therapy. These external partners can provide specialised and expert support for the children with emerging or diagnosed SEND.
- Additionally, we can support families via the Early Help universal offer and external agencies such as ADDvanced Solutions as appropriate to the individual need.

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

A number of strategies are in place to enable effective pupils' transition. These include:

- A planned induction programme delivered throughout the summer term to support the successful transfer for pupils starting school in September, through our events.
- Parent/carers are invited to a meeting at the school and provided with a range of information to support them in enabling their child to settle into the school routine.
- Reception class teachers will visit outgoing nurseries in order to gather SEND and contextual information relating to each child.
- SENDCo will also visit nurseries and parents where appropriate to ensure a smooth transition.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final transition meeting of the year when the pupil's SEND is discussed.
- Schedule time with the incoming teacher towards the end of the summer term, where possible, to discuss the needs.
- A transition event will be provided so that the child can become familiar with the new teacher and classroom surroundings.
- A 'Meet the Teacher' event will be arranged to allow parents to meet the new class teacher and see their child's new classroom surroundings. This will allow parents to discuss any concerns relating to their child.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Phases

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO and class teacher. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Additional transition visits
- A setting-to-setting information sharing conversation

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

18. What support is in place for looked-after and previously looked-after children with SEND?

Mrs. Hill will work closely with Mrs. Amy Knowles, our SENDCO and Deputy Headteacher, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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 SEND support plans or EHC plans are consistent and complement one another.

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

Complaints about SEND provision in our school should be made to the **headteacher, Mrs. Rhian Hill** in the first instance. They will then be referred to the school's complaints policy. This can be located here: The Omega Multi Academy Trust's complaints policy and procedure can be found here [Policies | Omega Multi-Academy Trust](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SENDD tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

20. 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 your local authority's offer. [Warrington Borough Council](https://www.warrington.gov.uk/local-offer-send) publishes information about the local offer on their website: www.warrington.gov.uk/local-offer-send

Our local special educational needs and disabilities information, advice and support (SENDDIAS) services are: [Warrington](https://www.warrington.gov.uk/local-offer-send)

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

[Warrington Local Authority](#)
[CAMHS](#)
[Early Help](#)
[ADDvanced Solutions](#)
[The National Autistic Society](#)
[Family Support Warrington](#)
[Warrington CDC](#)

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

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

21. 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 (EHC) 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 SEND 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 that explains what services and support are on offer for pupils with SEND 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
- **SENDCO** – 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
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages