



SEND Information Report **2025 - 2026**

Through Christ we believe, inspire, achieve.

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URN: 104931
Local Authority: Sefton LA
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English Martyrs Primary School is an inclusive school, committed to meeting the special educational needs of pupils to ensure they are able to achieve their full potential. In line with our mission statement, 'Through Christ we believe, inspire, achieve', every teacher is a teacher of every child, including those with SEND.

The purpose of this information report is to explain how we implement our SEND Policy. The SEND Policy can be found on our school website: [SEND Policy](#)

1. What types of Special Educational Needs does English Martyrs provide for?

Definition of Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has SEN if they are likely to fall within the definition above when they reach compulsory school age or would do so if special education provision was not made for them. (Section 20 Children and Families Act 2014)

Special Educational Needs and Disability Code of Practice : 0 to 25 years January 2015

English Martyrs Primary School offers a range of provision to support children with a range of needs, including:

AREA OF NEED	CONDITION
Communication and Interaction (C&I)	Autism Spectrum Disorder Speech, Language and Communication needs
Cognition and Learning (C&L)	Specific Learning Difficulties including dyslexia, dyspraxia, dyscalculia Moderate Learning Difficulties Severe Learning Difficulties
Social, Emotional and Mental Health (SEMH)	Attention Deficit Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD)
Sensory and/or Physical Needs (S/P)	Hearing Impairment Visual Impairment Multi-sensory Impairment Physical Impairment

2. Who will support my child?

Class Teachers

Your child's class teacher should be your first point of contact if you have any concerns about your child's progress. Meetings with teachers can be arranged, at a mutually convenient time, by contacting the school office. The class teacher is responsible for adapting the curriculum, planning any additional interventions and applying the SEND Policy in order to meet the needs of all pupils. The class teacher will request the involvement of the SENDCO when required.

Special Educational Needs and Disability Coordinator (SENDCO) - Mrs Suzanne Walsh

Mrs Walsh is a qualified teacher and has over 25 years experience in the role of SENDCO. The SENDCO role is to advise and support class teachers in the area of SEND; facilitate appropriate training for staff; coordinate SEND Support Plans; coordinate and evaluate provision for children with SEND and monitor the progress of children with SEND. The SENDCO provides regular updates to the Head Teacher. Parents can arrange to meet with Mrs Walsh by contacting the school office or via email swalsh@englishmartyrs.co.uk

Head Teacher - Mr Lewis Dinsdale

The Head Teacher is responsible for the day to day management and running of the school, including provision for all pupils.

Lead Learning Mentor - Mrs Michelle Bowden

The Learning Mentor role is to support pupils with social, emotional and mental health needs to enable them to access and engage in all aspects of school life and to provide advice and support to class teachers and parents. Parents can arrange to meet with Mrs Bowden by contacting the school office.

Teaching Assistants (TAs)

We have a team of Teaching Assistants, including Higher Level Teaching Assistants (HLTAs) working throughout the school providing support for identified children. Children who have High Needs Funding may have a designated teaching assistant who works with them daily to provide support as appropriate to their need. Teaching assistants will receive appropriate training to ensure they can deliver high quality support or intervention for the children they will work with.

School Nurse/Health Team

The SENDCO and Learning Mentor can liaise with the school nursing team to discuss the needs of identified children. The school nursing team can also provide or coordinate medical training for staff. Parents can contact the School Health Team who can provide advice and signpost to other services. The School Health Team offers an 'Attend Anywhere' service where parents can meet with the school nurse virtually. Parents can contact the team via the following contacts:

0151 247 6354

mcn-tr.seftonschoolhealth@nhs.net

SEND Governor - Jane Byrne

The SEND Governor will monitor the quality and effectiveness of SEND provision in school and will provide updates to the Governing Body. The SEND Governor will work with the Head Teacher and SENDCO to determine the strategic development of the SEND Policy and provision in school.

External Agencies/other professionals

Some children will be provided with advice and recommendations from external services. We will work with these services to meet the needs of the child and to support their families.

These services include:

- Inclusion Consultants

- Educational Psychologists
- Sefton's Special Educational Needs and Inclusion Service (SENIS)
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Early Help Workers
- Social Workers
- GPs
- School Health Team
- Paediatric Services
- Sefton Emotional Health Partnership
- Child and Adolescent Mental Health Services (CAMHS)
- SWACA

3. What should I do if I think my child has Special Educational Needs?

If you think your child might have special educational needs, you should submit an [Initial Concern Form](#) from the SEND Hub on the school website or contact your child's class teacher to arrange an appointment to discuss this further. We will meet with you to discuss your concerns and together we will decide on desired outcomes for your child. Next steps to achieve these outcomes will be agreed. Notes from the meeting will be kept in your child's record.

If it is agreed that your child needs SEND support, you will be informed in writing and your child will be added to the school's SEND register.

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

The identification of children with special educational needs is built into the school's overall approach to monitoring attainment, progress and development.

Class teachers are constantly monitoring pupil progress and development on a day to day basis. If a teacher notices a pupil is not achieving the lesson objectives, they will find out if the pupil has any gaps in their learning. Once the gap has been identified, additional short term teaching will be given to fill it. Most pupils will then continue to make progress. If the pupil continues to struggle to make the expected progress, the teacher will meet with the SENDCO and we will contact you to discuss this further.

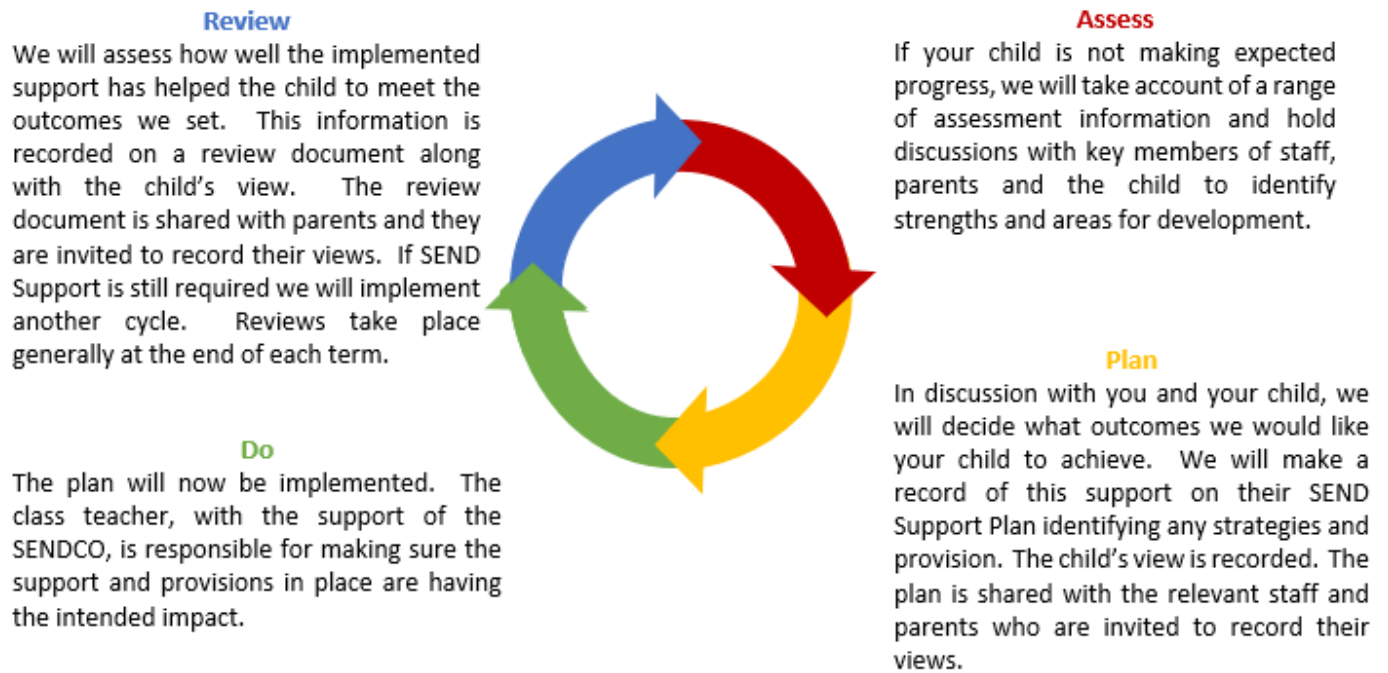
Class teachers record pupil attainment termly. This data is analysed by the Assessment Coordinator (Mrs Jasper) and SENDCO and is discussed with class teachers at Pupil Progress meetings where pupils who are working below age related expectations or those making less than expected progress are identified and next steps are planned. SENDCO will support class teachers to decide which resources or interventions would be suitable to support the child. This support may be on a short term basis however if attainment continues to be below age related expectations or progress continues to be less than expected, the conclusion may be that the pupil requires support that is additional to, or different from, that which is normally available. In consultation with parents, the child will be registered at SEND Support.

We also recognise that not all Special Educational Needs and Disabilities can be identified or monitored through academic progress, for example social communication difficulties, sensory processing differences. Class teachers will keep a record of their observations and the approaches that have been used to support the child and this information will contribute to an external agency referral (Paediatrics, Occupational Therapy) as appropriate to the need.

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

Our school will remove any barriers to learning and put effective special educational provision in place by following a graduated approach as advised in the SEND Code of Practice 0-25 Years. The four-part cycle, 'Assess, Plan, Do, Review', is a termly process carried out with the

involvement of class teacher, SENDCO, child and parents. The SENDCO will be responsible for liaising with any external agencies.



The Assess, Plan, Do, Review process is continual and the cycle normally takes one term to complete. If the review shows that the pupil has made sufficient progress towards age related expectations, they may no longer require the additional provision made at SEND Support and in consultation with parents will be removed from the SEND Register. For others, the cycle will continue with targets, strategies and provisions being revisited and refined.

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

English Martyrs Catholic Primary School is committed to working closely with parents; we recognise that you know your child best. Parents will be involved at every stage of their child's progress, initially through liaison with the class teacher and then with the involvement of the SENDCO. Parents are invited and encouraged to be involved each term in the target setting and review process of SEND Support Plans. Parents will be consulted and informed of any additional support or resources to be implemented. Parents of children with EHC plans will also be invited to an annual review, along with relevant external agency personnel connected to the child and where appropriate the pupil themselves. Working together ensures that we all have a full understanding of how we can all support the child.

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

The pupils are always at the centre of school life; their views are valued and celebrated. We recognise and value the importance of pupil involvement, particularly in the target setting and review process of the graduated approach. When a child is actively involved in setting their own aspirational targets, they then know what they are aiming for, how they will be supported and are more likely to succeed. The review process encourages pupils to reflect on skills they have developed and to discuss how they know if they have achieved their target. The pupil's views will be recorded on their SEND Support Plan and their Review. Pupil Passports are completed by the child to gather their thoughts about how they learn best and how they would like to be supported. The level of pupil involvement will depend on their age and level of need. Pupils may also be asked to contribute to surveys.

8. How will English Martyrs adapt its teaching for my child?

Definition of Adaptive Teaching:

'Essentially, it begins by having the same learning intentions for all pupils (with the possible exception of 'some learners with the highest levels of SEND' who may require slightly modified learning intentions (Ofsted Education Inspection Framework, p9)) with no lowering of expectations. For all pupils to be able to achieve these learning intentions, it will be necessary to 'adapt teaching' to ensure access through the use of various strategies.'

What is meant by adaptive teaching? NASEN

Simple adaptations can be made to the learning environment including adjustments to:

- Seating arrangements
- Groupings
- The learning space
- The furniture

High Quality Teaching is our school's universal offer of excellent teaching to all pupils. The SEND Code of Practice states that 'High Quality Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.'

Many fundamental strategies often associated with adaptive teaching should be embedded within day-to-day high quality teaching. These core elements of high-quality teaching will ensure that fewer adaptations will be needed for most pupils.

Examples of adaptive teaching strategies include:

- Modelled examples
- Pre-teaching
- Questioning
- Scaffolding learning
- Alternative methods of recording
- Resources to support learning
- Allowing processing time
- Chunking learning
- Recognising cognitive load and supporting working memory
- Dual coding

Any advice recommended from external/specialist agencies is always implemented eg. use of overlays; enlarging of print for visually impaired pupils; positioning in class of hearing or visually impaired pupils or those with sensory needs; writing slopes etc.

When considering how to support a pupil's identified need, staff will refer to [Sefton's Provision Maps](#) which provide extensive detail.

Subject Leaders will support class teachers with adaptations within their subject area.

English Martyrs has a wide range of interventions and support programmes available to support the various needs of the child and they are continually being reviewed. The table below is an outline of some of them.

Area of need	Interventions / Support Programme
Cognition & Learning	Read, Write inc. phonics Pathways to Progress Personalised Spellings 1st Class @ Number

Area of need	Interventions / Support Programme
	Daily Readers Lexplore IDL Literacy IDL Numeracy by Strand
Communication & Interaction	Wellcomm Time To Talk Individual Speech & Language Programmes Lego Therapy 6 minute social skills
Social, Emotional & Mental Health	Think Yourself Great Talkabout for Children Learning to Become Socially Talented What To Do When ... The Kids Guide to Staying Awesome and in Control Next Step
Sensory & or Physical Needs	Occupational Therapy fine motor skills activities Occupational Therapy gross motor skills activities Write from the Start (Book 1 & 2) - The Teodorescu Perceptuo-Motor Programme Sensory circuits Resources to support sensory needs

9. How will the effectiveness of the support in place for my child be evaluated?

The Senior Leadership Team is responsible for monitoring the high quality teaching, as outlined in the Teachers' Standards, that is delivered to all pupils.

Standardised assessments are carried out at the end of each term for reading, spelling, grammar and punctuation and maths. The results from these assessments are discussed alongside teacher assessments to ensure pupils who are underachieving are identified and provision is implemented.

Termly pupil progress review meetings between Class Teachers, SENDCO and Assessment Coordinator provide an opportunity to discuss the effectiveness of adaptive strategies and resources in place as part of our graduated approach.

For pupils on the SEND register, a review of their Support Plan is held at the end of each term. This provides an opportunity to discuss whether targets have been met. For pupils with Cognition and Learning needs, they will be further assessed using BSquared Connecting Steps to track the smaller steps of progress made; the Small Steps Development Journey is used in the Early Years and the Autism Education Trust Progression Framework for some identified Autistic pupils. Pupils also contribute to the review and are encouraged to voice if they felt the support they received was effective.

Pupils who access intervention programmes will be assessed pre and post-intervention to monitor its impact and therefore the effectiveness towards the progress made by the pupil.

Assessment information from specific intervention programmes is monitored by the SENDCO to ensure maximum effectiveness.

Class Provision Maps record which interventions a pupil has accessed each term.

SENDCO monitoring takes place throughout the year in a variety of formats eg. focused learning walks, pupil discussions.

Pupil Book Studies are carried out by Subject Leaders and SENDCO. Pupils with SEND are involved in this process. This evidence based approach enables Subject Leaders to know what impact the curriculum is having; does teaching support learning and do tasks enable pupils to think hard and create long-term learning.

10. How will the resources to support my child's needs be secured?

By following the graduated approach, it means the appropriate resources and support are implemented at an appropriate time to support the pupil's needs.

Continuous Professional Development ensures that class teachers are skilled at identifying when a pupil requires additional support and being able to apply the appropriate type of support.

Staff will meet with external services for some children to ensure they fully understand the child's area of need and to be able to implement any recommendations.

Training is given to any staff involved with a child with specific needs eg. visual or hearing impairment.

We have access to a number of Intervention Programmes within school and staff receive training to ensure they are delivered effectively, monitored carefully and observations are communicated to class teachers.

We have a range of resources that can be used to support a child's sensory needs eg. ear defenders, movin' sit cushions.

SENDCO attends training and will disseminate information to the relevant members of staff.

Sefton's Inclusion Team offer means that SENDCO can request support for staff from the Early Years SEND team, Inclusion Consultant and the Autism Inclusion Team.

When a child is identified as needing more specialist support, the SENDCO, in consultation with parents and with support from staff, will make a referral to appropriate external services eg. Speech and Language Therapy, Occupational Therapy.

Where possible, we will endeavour to support the pupil from the resources already available to us. However, there will be times when the outcomes for the pupil are not improving despite receiving SEND Support provision. In these circumstances the SENDCO, with parental consent, will apply to the Local Authority for an Education, Health and Care needs assessment which may lead to an Education, Health and Care Plan (EHCP) being issued. This is a legal document that describes the needs of the child, the provision that will be put in place and the outcomes sought. In order to effectively implement the EHCP, the SENDCO may apply for additional funding to secure additional resources, additional Teaching Assistant hours, external specialist teachers etc.

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

English Martyrs is a fully inclusive school where all pupils are encouraged to seek out new challenges and aim high. All opportunities are available to all pupils.

Class teachers must ensure lessons are carefully planned and all reasonable adjustments and adaptations are made to ensure any barriers to learning are removed.

All extra-curricular activities are available to all our pupils. SENDCO monitors the numbers of

pupils with SEND attending the various clubs.

All school visits, including residentials (CHET), are available to all pupils. Detailed Risk Assessments would take into consideration any additional needs.

All pupils are encouraged to participate in sports day, class assemblies, Y6 school play, special workshops, sporting tournaments etc.

All pupils are welcome to apply to be a representative on the various school councils.

No one will ever be excluded from taking part in any activities at school due to their special educational need or disability. We will make whatever reasonable adjustments are necessary to ensure they are included.

12. How will English Martyrs ensure the admissions process is fair for pupils with SEND?

Pupils with SEND will be admitted to English Martyrs Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the requirements as outlined. We will use the initial meeting with parents and starter pack information as a starting point to work closely with parents of prospective pupils with a special educational need and/or disability. Further information is gathered on home visits. A personalised transition programme, involving external agencies where relevant, will be prepared in consultation with parents as appropriate for the child. This could include additional visits to the setting or staff visiting the current setting. The SENDCO endeavours to ensure that all of the necessary information is in place prior to a child starting so that best suited provisions are established for the child.

Our oversubscription criteria clearly states that 'Children with a Statement of Special Educational Needs or Education Health Care Plan that names a school will be offered a place without using the admission criteria and will count as part of the school's published admission number.'

In the case of a pupil joining our school from another school, staff at English Martyrs Primary School will seek to ascertain from parents whether the child has special education needs and will access the previous school's records as quickly as possible. If school is alerted to the fact that a child may have SEND needs, we will make the best endeavours to collect all relevant information and plan accordingly. Admissions information is available on the school website:

[Admissions](#)

13. How will English Martyrs support pupils with disabilities?

We aim to treat all pupils fairly and will take reasonable steps to avoid placing anyone at a substantial disadvantage. Our school aims to work closely with pupils with a disability, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, enabling them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to people with disabilities.

Our school currently has children with a range of disabilities that include vision, hearing and physical impairment. External services (Occupational Therapy; SENIS Visual Impairment Team; SENIS Hearing Impairment Team; Guide Dogs Charity) regularly visit school to complete appropriate assessments and observations of the child. A report with strategies and recommendations to be implemented is shared with school staff. These strategies and recommendations are included on the child's SEND Support Plan.

Provision is also made through the use of auxiliary aids, for example sloped writing boards, use of Chrome books, pencil grips, easi-grip scissors, ear defenders and Heathfield chairs. A stairlift has been installed to enable pupils to access classrooms that are located on the first floor of the building.

The school's accessibility plan can be found on the school website: [Accessibility Audit Plan](#)

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

Our school prides itself on the nurturing ethos that is demonstrated to all involved in daily life; we firmly believe that a person's well-being is essential and comes before anything else. Children are taught about the importance of this aspect of their life and are actively encouraged to share any concerns they have. Staff will use The Zones of Regulation to teach about emotions and self regulation and they will be referred to throughout the day.

Mrs Bowden is our school's Learning Mentor. She works with individuals and small groups of pupils on areas such as self-esteem, anxiety, improving friendships and supporting children who are experiencing bereavement.

Children who find lunchtimes overwhelming are invited to attend a well-being club 'The Hub'. This provides a quiet area to escape sensory overload, giving children calming time and encouraging pupils to participate in games and social situations in a mediated and structured way. It also provides an additional opportunity for Mrs Bowden to discuss any difficulties they are having.

Children in Years 4, 5, and 6 complete their 'My Feelings Journal' which encourages them to reflect on their experiences and emotions during the week. These journals are monitored weekly by Mrs Bowden and where any concerns are raised she will share this information with class teachers, meet with the child and where appropriate involve parents.

A graduated approach is adopted. Initially, children will be encouraged to independently employ strategies they have been taught, for example finger breathing or talking to a friend or a member of staff. The next stage would involve some direct work with the child or an intervention programme. Where concerns continue and have more of an impact on the child despite having received intervention, Mrs Bowden in consultation with parents could make a referral to the Mental Health Support Team who can offer a personalised level of support.

15. What support is available for my child as they transition between different phases of education?

Transition to a new learning environment can, at times, be challenging for any pupil, but for pupils with SEND this can be a particularly anxious time. At English Martyrs, the approaches we have in place ensure that pupils are well prepared in order for smooth transitions to be made.

Starting Nursery

- Early in the summer term, a parents' information evening is held.
- Parents receive a Welcome pack.
- Photographs and a video of the learning environments are available on the school website.
- Important information about your child is gathered.
- Home visits are arranged where staff can meet you and your child in the comfort and security of their own environment.
- Small group visits to the Nursery Class take place.
- For children with SEND, additional meetings including external agencies and/or visits can be arranged.
- A planned, phased entry to school can be arranged starting with a shorter day progressing to the full day.

Nursery to Reception

The majority of children from our Nursery classes continue their education into the Reception classes. However, there are also children who are new to the school.

- Early in the summer term, a parents' information evening is held.
- Parents receive a Welcome pack.
- Photographs and a video of the learning environments are available on the school website.
- Important information about your child is gathered.
- For new starters, home visits are arranged where staff can meet you and your child in the comfort and security of their own environment.
- Small group visits to the Reception class take place.
- For children with SEND, additional meetings including external agencies and/or visits can be arranged. The Reception teacher and SENDCO can also visit your child at their current setting. Relevant paperwork will be requested from your child's current setting.
- A planned, phased entry to school can be arranged starting with a shorter day progressing to the full day.
- The class SEND file containing all relevant paperwork is passed to the child's next teacher.
- Information will be shared between teachers during a transition meeting. SENDCO and Learning Mentor will then follow this up with a more detailed transition meeting for children with SEND.

Year group to year group

- During the summer term, prior to the Transition Day some pupils will be identified to have regular opportunities to visit their new class eg. to take a message or equipment or be taken by a familiar member of staff to informally visit the new classroom.
- During the summer term, pupils will experience a Transition Day. They will visit their new classroom and class teacher with their completed Pupil Passport providing details about their strengths, things they enjoy or are good at, what they would like to improve, how they would like to be supported etc. They have an opportunity to ask questions and raise any concerns.
- For children with SEND, where necessary, there will be an enhanced transition process. This could involve more class visits to see the room and the new teacher and the use of social stories.
- The class SEND file containing all relevant paperwork is passed to the child's next teacher.
- Information will be shared between teachers during a transition meeting. SENDCO and Learning Mentor will then follow this up with a more detailed transition meeting for children with SEND.
- Identified children and parents are invited to attend a meeting with the class teacher and support staff and have the opportunity to see the new learning environment.
- For some pupils who are particularly anxious about moving class, they will be invited to come into school during the Inset day at the start of the new academic year to see the new classroom and class teacher again.

Year 6 to Secondary school

The majority of English Martyrs pupils will attend Holy Family High School.

- During Year 5, pupils are invited to attend 'taster days' at Holy Family High School which starts to prepare children for transition.
- During the Autumn term of Year 6, pupils with an EHCP will have a transition review meeting attended by the family, class teacher, SENDCO, relevant external agencies and the school's case work officer. Any amendments are made and the placement request

will then go to consultation for specialist and/or mainstream provision as requested by parents.

- A transition event is organised by Sefton Inclusion service. The Primary SENDCO and Learning Mentor meet with the Secondary SENDCO to discuss pupils at SEND Support.
- Children who require additional funding to continue will be discussed and the application for transitional funding is completed by secondary SENDCO supported by primary SENDCO.
- For children with complex needs, the primary school SENDCO will request the involvement of Sefton's Complex needs Team. Meetings will be arranged with all relevant personnel to discuss how the child's needs will be met.
- All pupils are invited to attend a transition day at the secondary school they are offered.
- Primary SENDCO will identify and notify the appropriate Secondary SENDCO of any children that would benefit from an Enhanced Transition. The secondary schools then communicate with parents about their offer.
- Autistic pupils will complete an Inclusive Transition Workbook produced by the Autism and Complex Needs Inclusion Team (SENIS). This will be sent home with the pupils so they can refer to it during the summer holidays.

Moving to another school

If a child with SEND is moving to another school, the SENDCO, with parental consent, will transfer all relevant paperwork at the earliest opportunity. If needed, a transition meeting with the new SENDCO or class teacher will be arranged.

16. How will school support children who are, or have previously been, looked-after with SEND?

Mrs Clare Jasper, Deputy Head, is our school's designated teacher for children who are/have previously been looked after. Mrs Jasper will work with Mrs Walsh (SENDCO) and Mrs Bowden (Learning Mentor) 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 in the same way as another child with SEND. However, children who are looked after will also have a Personal Education Plan (PEP). We will ensure that the PEP and any SEND Support Plans or EHCPs are consistent and complement each other.

17. What should I do if I have concerns about the SEND provision made for my child?

If parents/carers have concerns about the SEND provision made for their child, their first point of contact should be with the class teacher. If, after discussions with the class teacher, the parent still has concerns then a meeting with the SENDCO should be arranged. If concerns remain, then a meeting with a member of the Senior Leadership Team should be arranged.

Having spoken with the appropriate school staff, if a parent/carer is still not satisfied with the SEND provision for their child, they should follow the guidance in the school's Complaints Policy.

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

[**https://www.gov.uk/complain-about-school/disability-discrimination**](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 a process called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Sefton Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is an organisation that offers advice and support to parents/carers and families around various topics relating to Special Educational Needs and disabilities (SEND) for children and young people aged 0-25 living in the Sefton Area District and their families. [Sefton SENDIASS](#)

Their contact details are:

Telephone: 01514 337 442

Email: seftonsendiass@kids.org.uk

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

If you have any questions about SEND, or you are finding things difficult, please contact school to let us know. We want to support you, your child and your family.

Information about Sefton's Local Offer, detailing the provision available locally for children and young people with SEND can be found at Local Offer - [Sefton Local Offer website](#)

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[Sefton SENDIASS](#)

Their contact details are:

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ADDvanced Solutions Community Network encourages, supports and empowers the families of neurodiverse children and young people, who may also have specific learning difficulties or associated mental health needs. The engaging, community-based learning, coaching and mentoring programmes will help parents/carers and families to better recognise, understand and meet a child's needs, enabling everyone to manage any day-to-day challenges. To see what is coming up in the local area, please see their newsletters:

<https://www.advancedsolutions.co.uk/news/newsletters>

Sefton Parent Carer Forum offers a range of services for parents and carers of children and young people, aged 0-25 years with SEND. [Sefton Parent Carer Forum \(seftonpcf.org\)](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Adaptations – when teachers adapt how they teach in response to a pupil's needs

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

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 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 which 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 and disabilities 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 which meets the needs of pupils with SEND

Transition – when a pupil moves between years, phases, schools or institutions or life stages