Special Educational Needs and Disabilities (SEND) Information Report

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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 & Summary Changes

September 2026	New policy

Signed by:



Date: 15.10.26



Date: 15.10.26

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

Westbrook Old Hall 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needs can manifest in many ways, for example challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.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 Fiona Perry

They have 14 years' experience in this role. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2011.

They regularly attend SEND network training and stay updated with SEND developments.

Class/subject 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.

Recent training accessed by staff includes but is not limited to:

Sensory Circuits – rationale and delivery

Our SENDCo is a Champion for the AET (Autism Education Trust) and is now in the second year of delivering training to staff. This has included:

Whole Workforce Autism Awareness

Supporting Social Understanding & Communication

Supporting Sensory Processing & Integration

Teaching assistants (TAs)

We have a team of TAs, including one higher-level teaching assistant (HLTA) and a Pastoral Lead who are trained to deliver SEND provision.

We also have a teaching assistant trained to deliver ELSA.

In the last academic year, TAs have been trained in:

Recent training accessed by staff includes but is not limited to:

Sensory Circuits – rationale and delivery

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Whole Workforce Autism Awareness

Supporting Social Understanding & Communication

Supporting Sensory Processing & Integration

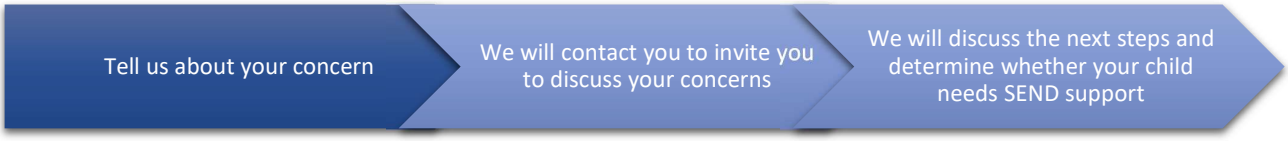
External agencies and experts

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
- Mental Health Support Practitioners
- Social services and other local authority (LA)-provided support services such as sensory services teams
- Voluntary sector organisations such as ADDvanced solutions, SENDIASS, WARRPAC
- Warrington CDC
- Warrington Local Authority

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 class teacher.

Depending on the year group they will pass the message on to our SENDCO, Fiona Perry, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly: f.perry@wohp.omegamat.co.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 SEND 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 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 of pupils during their time at Westbrook Old Hall Primary School will further identify pupils who may have a special educational need. Any member of staff can make a referral to the SENDCO 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 Westbrook Old Hall 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, 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.

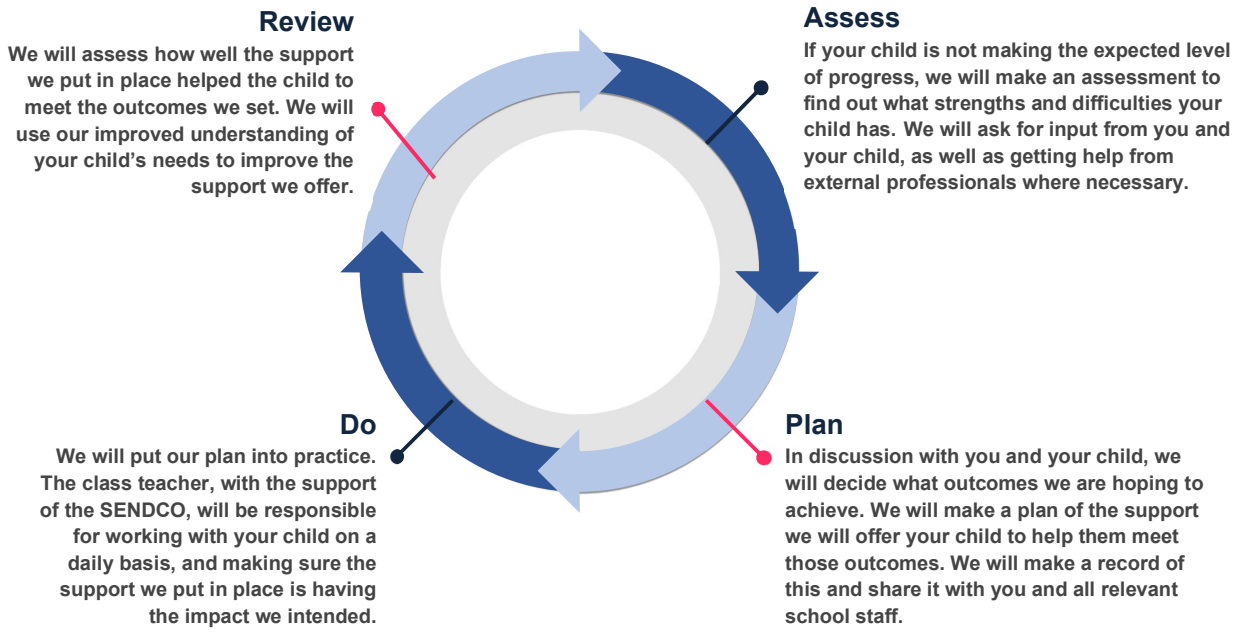
Based on all this information, the SENDCO will decide whether your child needs SEND support. You will be informed of this outcome.

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.

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 chid 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. Great Sankey High 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 termly reports on your child's progress.

Your will be provided with opportunities to meet your child's members of staff at least three times a year.

- 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.

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-centered 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, Westbrook Old Hall 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 the SEND department.

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, Westbrook Old Hall 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 'Monitor'. 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 'M' 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 adaptions 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 within the classroom to achieve any individualised targets.
- Teaching assistants will support pupils in small groups when an intervention is being delivered which will help pupils to bridge a gap in their learning and therefore make progress in line with their peers.

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 Social stories Forest School Social Group Chill and Chat
	Speech and language difficulties	Speech and language therapy programmes
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured paper/overlays Spell checker School-based intervention
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory Circuit Forest School Chill and Chat
	Adverse childhood experiences and/or mental health issues	Play therapy Mental Health Team Support ELSA Forest School Social Group Soft landing/breakfast club
Sensory and/or physical	Hearing impairment	Induction loops Closed captions for videos Text to speech features Subtitles

	Visual impairment	Limiting classroom displays Magnifiers Enlarged and modified text Magnification tools Colour overlays/paper Speech-to-text
	Multi-sensory impairment	Sensory Circuit access
	Physical impairment	Physiotherapy, Laptop

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 assessment point
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires/student voice
- Monitoring by the SENDCO & Class Teacher
- 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.

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 trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

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 Westbrook Old Hall Primary School follow our admissions policy which can be accessed via our website here: Admissions | Westbrook Old Hall Primary School

15. How does the school support pupils with disabilities?

Westbrook Old Hall 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 promote an inclusive ethos where all pupils are valued and encouraged to participate fully in school life, regardless of their needs, disabilities, or differences.
- We identify and support pupils with disabilities and additional needs at the earliest opportunity through close collaboration with parents, staff, health professionals, and external agencies.
- All staff receive regular training on SEND, inclusion, equality, safeguarding, and disability awareness to ensure that pupils' individual needs are understood and appropriately supported.
- Reasonable adjustments are made to teaching, learning, behaviour expectations, and school routines to enable disabled pupils to access the curriculum and wider school experiences alongside their peers.
- Individual support plans, pupil passports, healthcare plans, risk assessments, and Education, Health and Care Plans (EHCPs), where appropriate, are used to ensure that support is tailored to each child's needs.
- The school monitors the participation, attainment, attendance, behaviour, and wellbeing of disabled pupils to identify and address any barriers to inclusion or achievement.
- Educational visits, enrichment activities, clubs, performances, and sporting events are planned to ensure disabled pupils can participate wherever possible, with reasonable adjustments made as required.
- We actively seek and act upon the views of pupils and their families to ensure that support remains effective and that pupils feel included, respected, and listened to.
- We have clear anti-bullying and behaviour policies which promote respect for diversity and challenge discriminatory behaviour, language, or attitudes.
- The school's SENDCo works closely with teaching staff and external professionals to ensure that strategies and interventions are implemented consistently and reviewed regularly.
- The school provides step-free access to key areas of the building and works to ensure that learning environments are accessible for pupils with physical disabilities wherever possible.
- Disabled toilet facilities and appropriate changing facilities are available.
- Classrooms are organised flexibly to accommodate pupils with mobility, sensory, communication, or medical needs.
- We provide a range of auxiliary aids and equipment according to individual need, which may include:
    - Adjustable seating and writing slopes
    - Pencil grips and specialist handwriting equipment

- Sensory resources and sensory circuits
- Fidget tools and concentration aids
- Visual timetables and now-and-next boards
- Communication cards and visual prompts
- Coloured overlays and reading aids

- Teaching materials are adapted to meet individual needs through differentiated activities, enlarged text, visual supports, simplified language, and alternative methods of recording work.
- The school accesses specialist advice and services from external agencies, including Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physical and Sensory Support Services, Health Professionals, and Local Authority SEND teams.
- Additional adult support is provided where appropriate to enable pupils to access learning, develop independence, and participate fully in school activities.
- Medication and medical support are managed in line with individual healthcare plans, ensuring that pupils with medical needs can attend school safely and successfully.
- Quiet spaces and nurture provision are available for pupils who require support with emotional regulation, sensory processing, or anxiety.
- Information for parents can be provided in alternative formats and reasonable adjustments made for meetings and communication where required.
- Accessibility is reviewed regularly through audit, consultation with stakeholders, and ongoing development planning to ensure barriers to learning and participation are continually reduced.

- The school's accessibility plan can be found on our website. It details;
    - How disabled pupils can fully participate in the curriculum
    - How the physical environment can be improved to enable disabled pupils to take better advantage of the education, benefits, facilities and services
    - The availability of accessible information to disabled pupils

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

Westbrook Old Hall 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
- Pupils are educated about mental health and social and emotional development via the PSHE and pastoral curriculum
- We provide extra pastoral support for listening to the views of pupils with SEND by access to a soft landing, Chill and Chat, Social Group or Forest School.
- We run a Chill and Chat lunchtime club for pupils who need extra support with social or emotional development
- Our approach to anti-bullying can be found in our Anti-Bullying Policy (Policies and Reports | Westbrook Old Hall Primary School
- We provide access to Forest School, Social Groups, ELSA, Mental Health Support Practitioners, Play Therapy.

- For students who require more bespoke support we can refer to Neurodevelopmental pathway, CAMHS, St Joseph's Family Centre, Mental Health Support Team
- 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, this includes entry to primary school.
- 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.

Between years

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

- Have at least two transition days in school, spent with the new teacher
- Parents are able to meet with the new teacher to discuss any concerns ahead of transition
- Produce transition packs for pupils to look at over the summer break, with photos of staff and classrooms.

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. 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

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

Fiona Perry, our SENDCO, will work with all teachers to ensure they 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 SENDCO 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 SEND 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] publishes information about the local offer on their website:

Our local special educational needs and disabilities information, advice and support (SENDDIAS) services are:

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