



Special educational needs (SEN) information report 2025

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://barrow1618school.co.uk/contact-us/policies>

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

1. What types of SEN does the school provide for and how do they do this?

Our school provides for pupils with the following needs:

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

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate and multiple learning difficulties
- **1.Speech, Language and Communication**

➤ How we identify needs, assess and review progress	➤ How we adapt teaching to ensure access to the curriculum	➤ How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> ➤ On home visits/ visits to pre school we find out if a child has had any involvement with SALT or if the parents/carers have any concerns. ➤ We observe children in class, at playtimes, lunchtimes etc. ➤ We look at progress through the EYFS stages of development. ➤ We look at the impact that speech, language and communication needs is having on other areas of the curriculum and the child's general well-being ➤ Person Centered Plan might be appropriate for target setting and reviewing progress. ➤ Refer a child to SALT to get expert advice. ➤ Refer children to the speech and language service for support and advice. 	<ul style="list-style-type: none"> ➤ Follow advice from external agencies ➤ Provide trained teaching assistants to run speech and language programmes ➤ Resources will be purchased to support children e.g. speech and language programmes ➤ Receptive language issues: <ul style="list-style-type: none"> ➤ Make sure that instructions are simple and clear. ➤ Provide support for children to make sure that they understand what is expected. ➤ Expressive language issues: <ul style="list-style-type: none"> ➤ Build time in for children to take part. ➤ Provide trained teaching assistants to run speech and language programmes in school. This may be on a one to one basis or in small groups. ➤ Articulation of sounds issues: <ul style="list-style-type: none"> ➤ Children may have a specific speech and language programme to follow-trained teaching assistants will administer these programmes with children on a one to one or small group basis. 	<ul style="list-style-type: none"> ➤ Refer children to the speech and language service for support and advice. ➤ Provide trained teaching assistants to run speech and language programmes in school. This may be on a one to one basis or in small groups. ➤ Nurture groups have been set up in school to give children time to work in small groups with an experienced adult. ➤ Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home/

➤ 2. Autistic Spectrum Disorder/Condition

➤ How we identify needs, assess and review progress	➤ How we adapt teaching to ensure access to the curriculum	➤ How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> ➤ On home visits/ visits to pre school we find out if a child has had any involvement with outside agencies or if the 	<ul style="list-style-type: none"> ➤ Provide adaptations to the curriculum or style of teaching to cater for individual needs- e.g. giving clear, 	<ul style="list-style-type: none"> ➤ Refer children to Woodlands outreach service for advice.

<p>parents/carers have any concerns</p> <ul style="list-style-type: none"> ➤ We observe children in class, at playtimes, lunchtimes etc. ➤ We look at progress through the EYFS development matters stages of development. ➤ Tracking progress through the national curriculum and identifying barriers to learning. ➤ Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these. ➤ Provide a Person Centered Plan which is reviewed termly. 	<p>precise and direct instructions.</p> <ul style="list-style-type: none"> ➤ Give children support in the class so that they can make sense of situations (teaching assistant time would be allocated). ➤ Use social stories in small nurture groups or on an individual basis. ➤ Support would be provided for children if they needed some 'time away' from the classroom to pursue some more individualised learning. 	<ul style="list-style-type: none"> ➤ Refer children to educational psychology service for advice. ➤ Refer to BEE-U for advice. ➤ Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home. ➤ Provision of 'Calm Classroom' to allow for calm play, turn-taking practice, opportunity to rehearse response to social cues, building of resilience.
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➤ Cognition and learning

3 General/moderate learning difficulties

➤ How we identify needs, assess and review progress	➤ How we adapt teaching to ensure access to the curriculum	➤ How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> ➤ On home visits/ visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. ➤ We observe children in class, at playtimes, lunchtimes etc. ➤ We look at progress through the EYSF development matters stages of development. ➤ Tracking progress through the national curriculum and identifying barriers to learning. ➤ Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these. 	<ul style="list-style-type: none"> ➤ Adapting to children by using different learning styles, for example, precision teaching, multi-sensory learning. ➤ Differentiating work ➤ Providing support from the teacher or teaching assistant in small groups or on an individual basis. ➤ Having children in target groups or booster groups within the class. ➤ Providing children with SMART targets. ➤ Providing support for pre-learning. 	<ul style="list-style-type: none"> ➤ Follow advice from outside agencies. ➤ Purchase resources to support children. ➤ Support children through additional adult support in the classroom. ➤ Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.

<ul style="list-style-type: none"> ➤ Provide a Person Centred Plan which is reviewed termly. 		
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➤ **Specific Learning Difficulties eg Dyslexia, Dyscalculia**

<p>➤ How we identify needs, assess and review progress</p>	<p>➤ How we adapt teaching to ensure access to the curriculum</p>	<p>➤ How we provide support and intervention for those with identified needs</p>
<ul style="list-style-type: none"> ➤ On home visits/ visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. ➤ We observe children in class, at playtimes, lunchtimes etc. ➤ We look at progress through the EYSF development matters stages of development. ➤ Tracking progress through the national curriculum and identifying barriers to learning. ➤ Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these. ➤ Provide a person centered plan which is reviewed termly. 	<ul style="list-style-type: none"> ➤ Follow advice from outside agencies. ➤ Adapting to children by using different learning styles, for example, precision teaching, multi sensory learning. ➤ Differentiating work. ➤ Providing support from the teacher or teaching assistant in small groups or on an individual basis. ➤ Having children in target groups or booster groups within the class. ➤ Providing children with SMART targets. ➤ Providing support for pre-learning ➤ Providing a variety of resources to support learning above and beyond what is already in the classroom. 	<ul style="list-style-type: none"> ➤ Providing a variety of resources to support learning above and beyond what is already in the classroom. ➤ Lesson observation by the LSAT – noting the individual learning styles of pupils. Implementing strategies as a result of these and identifying them on PSPs. ➤ Providing support for parents by recommending resources to use at home. ➤ Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.

➤ **Social, emotional and mental health and wellbeing**

➤ How we identify needs, assess and review progress	➤ How we adapt teaching to ensure access to the curriculum	➤ How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> ➤ On home visits/ visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. ➤ We observe children in class, at playtimes, lunchtimes etc. ➤ We look at progress through the EYSF development matters stages of development. ➤ Tracking progress through the national curriculum and identifying barriers to learning. ➤ Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these. ➤ Provide a Person Centred Plan which is reviewed termly. 	<ul style="list-style-type: none"> ➤ Developing a personalised approach to learning for that child. ➤ Providing support- having a designated adult to work with the child. ➤ Develop resources to support children, e.g. a memory box in the case of bereavement. ➤ Having a calm area where children can go to think and talk. 	<ul style="list-style-type: none"> ➤ Refer to outside agencies as appropriate, e.g. Woodlands, BEE-U, bereavement counselling. ➤ Early help advice-Family Support Worker. ➤ Training children about E safety. ➤ Staff keeping up to date with new emerging priorities. ➤ Supporting families with multiagency involvement. ➤ Training is available from TaMHS (targeting mental health support) through their 'Think good, feel good' programme.

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➤ **Sensory and or physical- hearing impaired**

➤ How we identify needs, assess and review progress	➤ How we adapt teaching to ensure access to the curriculum	➤ How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> ➤ On home visits/ visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. ➤ We observe children in class, at playtimes, lunchtimes etc. ➤ We look at progress through the EYSF development matters stages of development. ➤ Tracking progress through the national curriculum and identifying barriers to learning. 	<ul style="list-style-type: none"> ➤ Children will sit closer to the teacher in lesson introductions. ➤ Ensure that the child is looking at you before speaking- say the child's name first before speaking to them. ➤ Be aware of background noise in different environments that may affect hearing. ➤ Teaching assistant support may be needed to repeat instructions to the child. 	<ul style="list-style-type: none"> ➤ Follow guidance from hearing impairment service/ ➤ Children may attend fun club/cool kids for sensory integration. ➤ Teaching assistants training for maintenance and checks for hearing aids. ➤ Work alongside and seek advice from Sensory inclusion service and teacher for the hearing impaired.

<ul style="list-style-type: none"> ➤ Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these. ➤ Provide a person-centered plan which is reviewed termly. 	<ul style="list-style-type: none"> ➤ Providing more written instructions for the child to develop independence and self-esteem. 	
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➤ Visually impaired

➤ How we identify needs, assess and review progress	➤ How we adapt teaching to ensure access to the curriculum	➤ How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> ➤ On home visits/visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. ➤ We observe children in class, at playtimes, lunchtimes etc. ➤ We look at progress through the EYFS development matters stages of development. ➤ Tracking progress through the national curriculum and identifying barriers to learning. ➤ Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these. ➤ Provide a person centered plan which is reviewed termly. 	<ul style="list-style-type: none"> ➤ Ensure that children who wear glasses are clear about when they are to be used. ➤ Sit children in an appropriate place in the classroom. ➤ Provide work on coloured paper on recommendation from outside agencies. ➤ Provide coloured overlays to assist reading on advice from outside agencies. 	<ul style="list-style-type: none"> ➤ Gain advice and support from outside agencies such as sensory inclusion. ➤ Adapt the environment where necessary.

➤ Physical Difficulties

➤ How we identify needs, assess and review progress	➤ How we adapt teaching to ensure access to the curriculum	➤ How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> ➤ On home visits/visits to pre school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. 	<ul style="list-style-type: none"> ➤ Provide suitable equipment for children on the advice of outside agencies, e.g. writing slopes, pencil grips, stress balls. ➤ Provide suitable activities to develop skills, 	<ul style="list-style-type: none"> ➤ Referral to Occupational therapy. ➤ Cool kids programme/Fizzy Kids. ➤ Use of specialised equipment in classrooms.

<ul style="list-style-type: none"> ➤ We observe children in class, at playtimes, lunchtimes etc. ➤ We look at progress through the EYF development matters stages of development. ➤ Tracking progress through the national curriculum and identifying barriers to learning. ➤ Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these. ➤ Provide a person centered plan which is reviewed termly. 	<ul style="list-style-type: none"> e.g. Cool Kids as an extra activity. ➤ Ensure tables and chairs are the correct height. ➤ Ensure that the environment is free from clutter and is tidy and organised. ➤ Regular PE sessions with extra adult support and differentiated activities. 	<ul style="list-style-type: none"> ➤ Teaching assistant support on an individual basis or in small groups.
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2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is the headteacher and has 12 years experience in this role and has worked as a class teacher for almost 25 years, teaching every year group.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. One of whom also holds the National Award for Senco Qualification.

Teaching assistants (TAs)

We have a team of 1 apprentice and 6 teaching assistants, which includes 1 (ELSA trained staff member), who are trained and being trained in delivering SEN provision across the school.

Over the last couple of years, staff have been trained in the ELSA programme, Speech and Language Interventions, Dyscalculia and Mathematical learning difficulties.

We use specialist staff for the ELSA programme, phonic interventions including fast track and Fresh Start. We also have 2 staff who are in the role of new family support workers and Early help trained.

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 SEN and to support their families. These include:

We work with the following agencies to provide support for pupils with SEN:

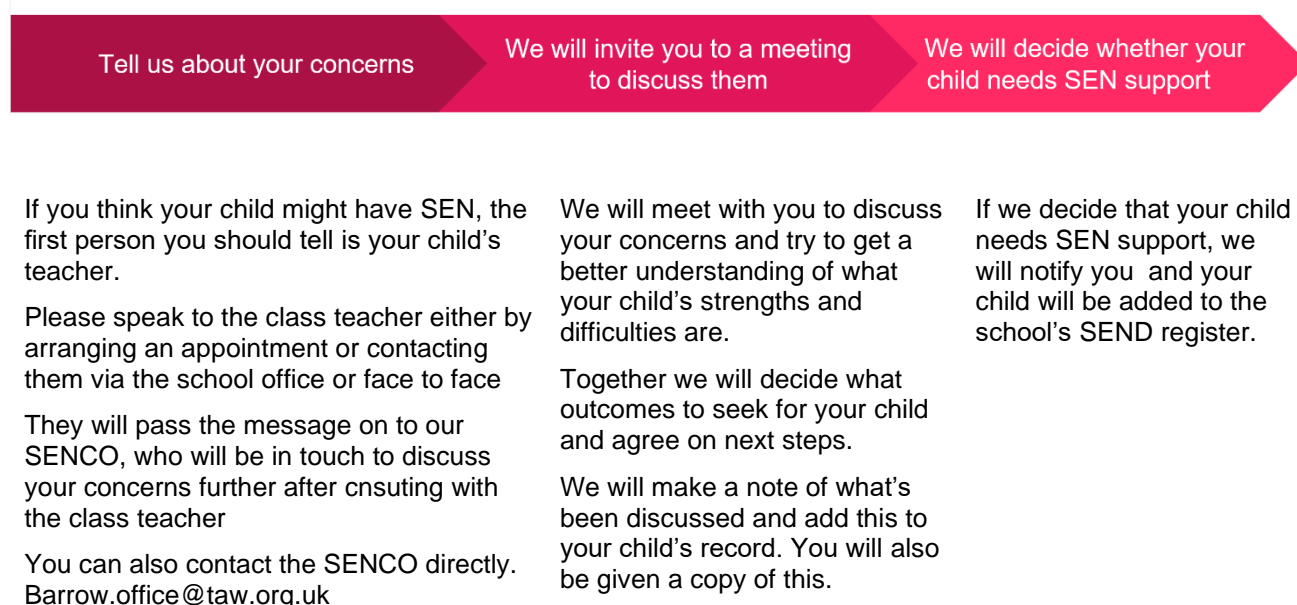
Shropshire SEND Team

Telford and Wrekin SEND Team

Woodlands Outreach Service
Shropshire Educational Psychology Team
Consultancy EP Service
Wren Assessments- Georgina Roycroft
Shropshire Speech and Language Service
Reach for Inclusion
Shropshire Occupational Therapy Service
Virtual School

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

Please speak to the class teacher and raise any initial concerns



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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

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 tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN and needs some additional support

The SENCO will observe the pupil in the classroom and in the playground 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 SENCO 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.

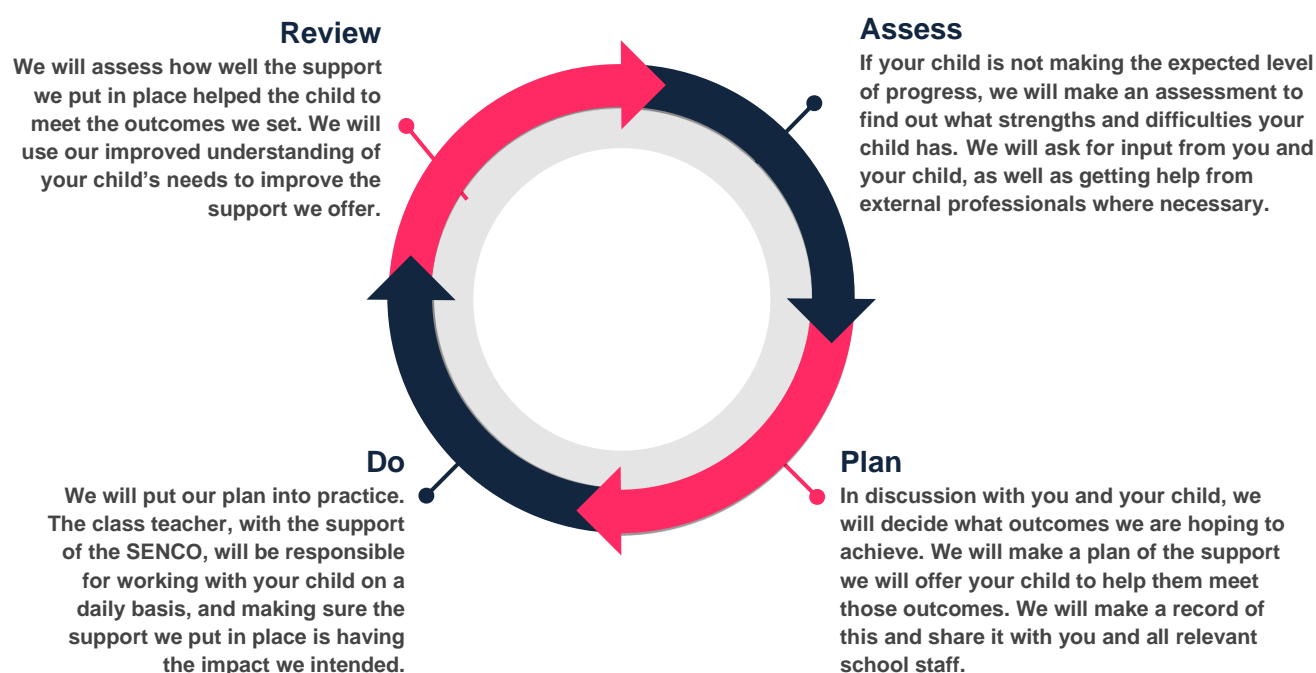
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO and class teacher will work with you to create a SEN 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 SEN 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 SEN 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?

We will provide termly verbal reports on your child's progress through 2 parents evenings and a formal end of year report

Your child's class/form teacher will meet you 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 SENCO 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 SEN 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, either via the school office or Seesaw/E-mail.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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

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

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

Your child's teacher/s are 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.

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.

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 deemed appropriate

Teaching assistants will support pupils in small groups when deemed appropriate to do so

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	EISA support
Sensory and/or physical	Hearing impairment	
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Ear defenders
	Physical impairment	

These interventions are part of our contribution to Shropshire's local offer.

9. 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 a series of half a term/a maximum of 8 weeks

- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

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

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

If funding is needed beyond the SEN notional budget, then we will seek it from our local authority in the form of Graduated Support Pathway Funding or an Educational and Health Care Needs Assessment

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

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 SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

Please refer to our admissions policy

13. How does the school support pupils with disabilities?

Please refer to the school's accessibility plan.

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

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

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN by additional support and check ins from staff, additional support provided by our ELSA trained member of staff Jaki Parker
- We have a 'zero tolerance' approach to bullying.

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

Between years

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

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Additional relationship building activities for the new class teacher to chat with pupils and relationship build prior to September

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 SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Additional meetings with representatives
- Additional visits if deemed necessary
- Learning how to get organised independently
- Plugging any gaps in knowledge

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

Ms Anita Ward is the designated teacher for looked-after children and previously looked-after children here. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Please reverence our complaints procedure and policy. Initial concerns should be addressed first to the class teacher and then raised with the headteacher

Complaints about SEN provision in our school should be made to the headteacher in the first instance or discussed with the Sendco prior to this. They will then be referred to the school's complaints policy.

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

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

If you have questions about SEN, 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 offer through Shropshire. publishes information about the local offer on their website:

<https://next.shropshire.gov.uk/the-send-local-offer/>

Telford and Wrekin SEND local offer:

<https://www.telfordsend.org.uk/site/index.php>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services

<https://www.kids.org.uk/sendias-home/>

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

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 known as BeeU
- **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 SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages