



Pebworth First and Blackminster Middle Schools
Federation



Special Educational Needs Information Report

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Approved by:	Full Governing Body
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy and allocate support in our schools. If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website: <https://www.blackminster.worcs.sch.uk/wp-content/uploads/2023/11/SEND-Policy-2023-2024-Nov-23-FED.pdf>

Alternatively, you can contact our federation SEND Co-ordinator (SENDco) and Inclusion Lead Miss Lewis: mlewis@blackminster.worcs.sch.uk

This report was produced by the SENDco in consultation with the Headteacher, the SEN Support staff and the Governing Body. It is based on the Special Educational Needs Code of Practice and with close reference to the Worcestershire County Council's SEN e-Book of Information and Guidance for Schools and SENDcos.

1. What types of SEN do the schools provide for?

Pupils have Special Educational Needs (SEN) if they have a **learning difficulty** that calls for additional support or provision to be made for them. This provision is different or additional to the regular teaching provided.

Listed below are the four main Areas of Need and some common educational needs we support in our settings.

Area of need	Condition
Speech, Language and Communication	Autism spectrum disorder (ASD)
	Speech, language, and communication difficulties (SLCN)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia (SpLD)
	Moderate learning difficulties (MLD)
	Severe learning difficulties (SLD)
	Attention deficit hyperactive disorder (ADHD)
Social, Emotional and mental health	Social, Emotional or Mental Health need (SEMH)
	Anxiety and Emotional Based School Avoidance (EBSA)
Sensory and/or physical	Hearing impairment (HI)
	Visual impairment (VI)
	Multi-sensory impairment (MSI)
	Physical impairment (PI)
	Medical Need

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

Our special educational needs and disabilities co-ordinator, or SENDco

Our SENDco is Miss Morganna Lewis

They have three years' experience in this role. They are a qualified teacher, with seven years' experience teaching in schools. They achieved the National Award in Special Educational Needs Co-ordination in 2022.

They are allocated three days a week to manage SEND provision for the federation.

Their role involves the co-ordination of provision throughout the federation. This includes providing advice and training to staff, maintaining contact with parents of pupils with SEND, observing pupils to identify needs, assessing pupils needs to ensure they make progress, managing the teaching assistants (TAs) and completing any required documentation for pupils with SEND.

Class teachers

All our teachers receive in-house and external SEN training, and are supported by the SENDco to meet the needs of pupils who have SEN. We have staff trained as an Autism Mentor.

Teaching assistants (TAs)

We have a team of eight TAs, including two higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision; six are based at Blackminster Middle School and two at Pebworth First School. Our TAs are trained to deliver interventions such as Zones of Regulation and Talkabout, as well as to provide support in class for pupils and during assessments.

External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- External counsellors or charity counselling support services
- Hearing and Vision Impairment specialists
- Worcestershire Children First Learning Support Team

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

If you have a concern about your child, or believe they have an unmet need, please contact your child's form tutor in the first instance. Form tutors' emails are found on the school websites and below:

Pebworth First School:

Acorn class: lkibblewhite@pebworthfirst.worcs.sch.uk

Oak class: amanning@pebworthfirst.worcs.sch.uk

Blackminster Middle School:

6CB – cbaldwin@blackminster.worcs.sch.uk

6CC – ccridland@blackminster.worcs.sch.uk

6RA – radkins@blackminster.worcs.sch.uk

6TL – tlyndon@blackminster.worcs.sch.uk

7HC – hclutterbuck@blackminster.worcs.sch.uk

7KS – kshattock@blackminster.worcs.sch.uk

7LH – lholloway@blackminster.worcs.sch.uk

7PD – pdowning@blackminster.worcs.sch.uk

8JB – jblakely@blackminster.worcs.sch.uk

8NS – nsmith@blackminster.worcs.sch.uk

8RM – rmorris@blackminster.worcs.sch.uk

8SP – spenny@blackminster.worcs.sch.uk

Form tutors will refer as appropriate to the SENDco and SEND team for further investigation. You can also contact the SENDco directly for additional information or support:

mlewis@blackminster.worcs.sch.uk

Either the SENDco or your child's form tutor will speak with you to discuss your concerns and to try to get a better understanding of what your child's strengths and difficulties are. Together, we will decide what outcomes to seek for your child and agree on next steps. If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

Please see our [Contact and Support](#) and [Referral System](#) documents for further information on timescales for identification of needs and allocation of different levels of support.

4. How will the schools 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, socially, emotionally, or physically. This might include identifying continued difficulties with friendships, behaviour challenges in school, difficulties with reading, writing or numeracy, difficulties with memory or concerns around hearing, vision, or movement.

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 support 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 SENDco, and will contact you to discuss the possibility that your child has SEN. The teacher will complete a referral to the SENDco, which states their concerns and any conversations had with family or carers.

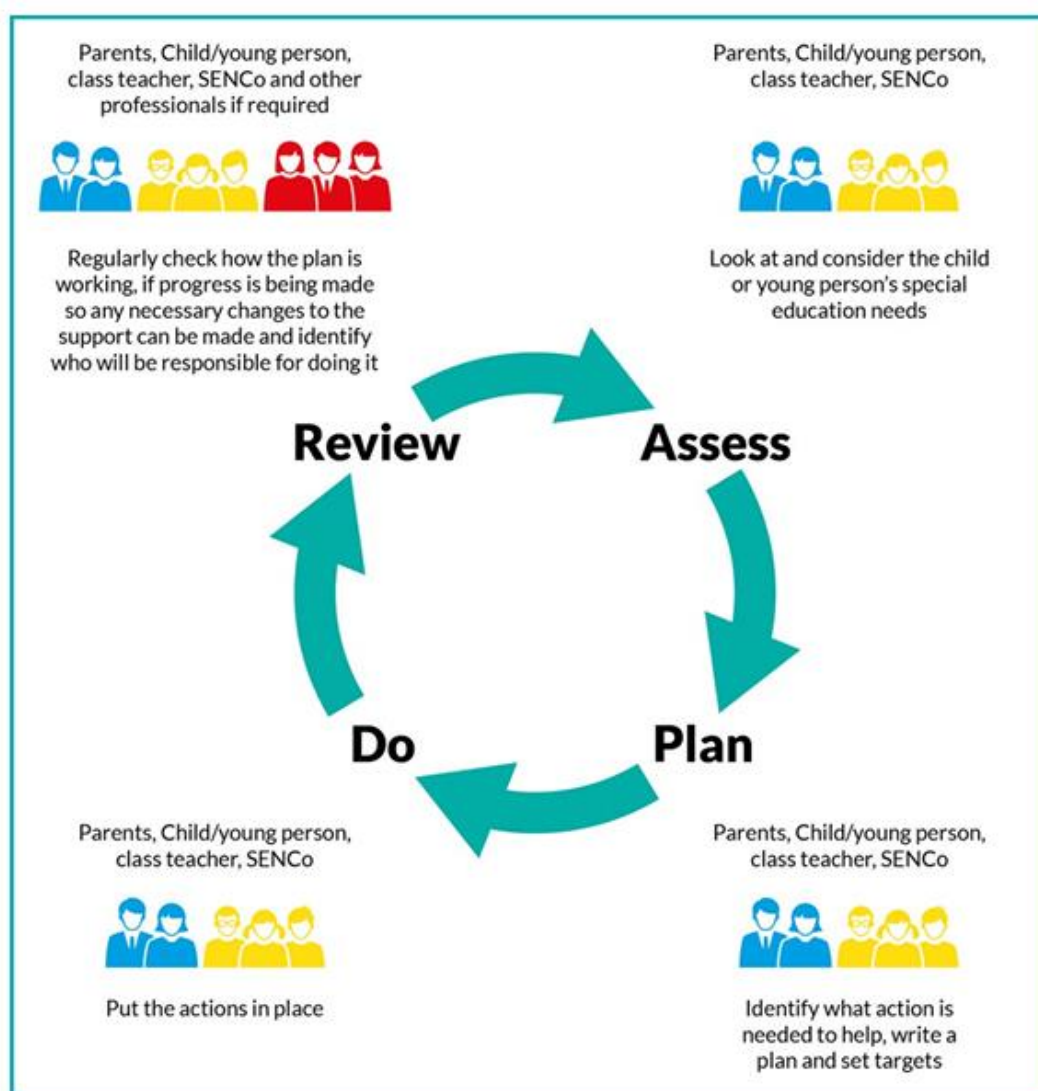
The SENDco will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The 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 SEN support. If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCo will work with you to create a SEN support profile for them.

5. How will the schools 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**.



The SENDCo with the support of the pupil and their family will:

1. **Assess**: If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

2. **Plan:** In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
3. **Do:** We will put our plan into practice. The class teacher and teaching assistants, with the support of the SENDco, will be responsible for working with your child daily, and making sure the support we put in place is having the impact we intended.
4. **Review:** We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These are included on their pupil profile, which you will be invited to review with the SENDco three times a year at 'Meet the SENDco' evenings.

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 adapted.

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

We will provide termly opportunities for you to meet the SENDco to review your child's progress and support. This is in addition to parents' evenings, where form tutors will also review progress towards your child's outcomes. However, please feel free to contact the SENDco or your child's form tutor at any time with concerns or questions.

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 change at any time, please let us know right away so we can keep our provision as relevant as possible. If you have concerns that arise between meetings, please contact your child's form tutor or the SENDco; emails are provided in section three, page three of this report.

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 understanding. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to attend meetings to discuss their progress and outcomes, provide written feedback to the SENDco or discuss their views with a trusted member of staff. If your child is anxious or uncomfortable sharing with staff, we are happy to seek support from family or friends in understanding their views and wants.

We work to ensure all our pupils are happy with their allocated support. Where a child or their family are unhappy with their provision, we will invite the child, their parents or carers and any other involved parties to discuss this with the SENDco or Senior Leadership Team.

8. How will the schools adapt their teaching for my child?

Blackminster Middle and Pebworth First take an inclusive approach to education; we believe that all pupils with SEND should have their needs met and this should normally be done within the schools, as much as possible. Inclusion of all pupils is a key expectation for all staff at our schools, and we are proud to promote the ethos that all teachers are teachers of pupils with Special Educational Needs. The governing body, Headteacher, SENDco, support staff and all other members of staff have a responsibility to our children with SEND.

Firstly, your child's teachers 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 schools.

Staff will also adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adaptation, and we work on a case-by case basis to make sure pupils needs are appropriately met.

Teachers are expected to make every effort to ensure that pupils with special educational needs are fully involved in the life of the class by providing appropriate scaffolded learning opportunities. For some pupils it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to their needs. This may be delivered by a teacher, Student Welfare Support or Teaching Assistant.

These adaptations include but are not limited to:

- Scaffolding our curriculum to make sure all pupils can access it, for example, by grouping, one-to-one work, adapting the teaching style or content of the lesson, etc.

- Adapting our teaching style, for example, giving additional time for understanding, pre-teaching of key vocabulary, reading instructions aloud, providing reminders to pupils, 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 one-to-one basis when a pupil presents with significant difficulties with remaining in class or accessing learning in lesson.
- Teaching assistants will support pupils in small groups when the pupil requires structured group support beyond that offered one to one by the teacher or teaching assistant in lesson.

We may also provide the following interventions:

Area of need	How we support these pupils
Speech, Language and Communication	Visual timetables Early leave or lunch pass Fidget tools or doodle books Adapted behaviour system support (additional warnings) Behaviour contracts or risk assessments Social stories or Comic Book Conversations (one to one or small group intervention) Awesome Autism (small group intervention) Talkabout (small group intervention) Art Therapy (one to one intervention) Autism mentor support (one to one intervention) Speech and Language testing (British Picture Vocabulary Scale) Referrals to Speech and Language Therapy (external: Katy Essex, Worcestershire Children First) Referrals to the Complex Communications Needs team (external: Nick Appleton, Worcestershire Children First) Referral to the Educational Psychologist (external: Vicky De Cloedt, Worcestershire Children First)
Cognition and Learning	Writing slope Handwriting pens Scribe, reader, separate room, or extra time for assessments Colour stress testing Additional time for tasks Laptop and/or typing practice Access to dictated sections of lesson, using a laptop or tablet Movement breaks Overlays, resources printed on colour, and coloured books In class learning support (teaching assistant support) Spellings groups (small group intervention) Handwriting intervention (small group intervention) Phonics intervention (small group intervention) Literacy Gold (for dyslexia) (small group intervention) PiXL interventions (for literacy or numeracy) (small group intervention) Precision literacy or numeracy (one to one intervention) English or Math tutors Reduced or scaffolded homework

	Referrals to the Learning Support Team (external: Helen Davies and Sarah Soley, Worcestershire Children First) Referral to the Educational Psychologist (external: Vicky De Cloedt, Worcestershire Children First)
Social, Emotional and Mental Health	Quiet workstation Movement breaks or time out pass to a trusted member of staff or safe space Access to the SEND hub at break and lunch Access to a quiet club at break and lunch Fidget tools Doodle books Zones of regulation (small group intervention) In class learning support (teaching assistant support) Art therapy (one to one intervention) Mental Health drop in sessions Counsellor support sessions, once weekly (external, one to one) Referral to CAMHs (Children and Adolescents Mental Health Support) (external) Referral to the Educational Psychologist (external: Vicky De Cloedt, Worcestershire Children First)
Sensory and/or physical	Limiting classroom displays Access to headphones or ear plugs Early leave pass for lunch or lessons Toilet pass Adapted timetable, including early/late arrival and leave times. Risk assessments Adaptions to uniform Providing set seats in classrooms, which minimise sensory, visual or auditory overload Access to storage spaces for bags and equipment Wheelchair accessibility, including lifts and ramps in both buildings. Adapted seating or wobble cushions Tension bands Fidget tools Personalised or adapted equipment (scissors, seats, pens, etc) TA support for movement between spaces Buddy system for movement around school Learning environment audits, for pupils struggling to access spaces Extra time or separate rooms for assessments Individual Health Care Plans created, shared and updated as appropriate In class learning support (teaching assistant support) Referral to the Educational Psychologist (external: Vicky De Cloedt, Worcestershire Children First) Referrals to the Complex Communications Needs team (external: Nick Appleton, Worcestershire Children First) Referrals to the Occupational Health or Therapy (external) Referral to Hearing and Vision Impairment teams (external, Elena Reid (HI) and Claire Bradnock (VI))

These interventions are part of our contribution to Worcestershire Children First's local offer.

9. How will the schools 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, as part of the Meet the SENDco evenings
- Reviewing the impact of interventions after a set number of weeks. The length of this period depends on the length of the intervention. Intervention cycles at Blackminster and Pebworth last between six and ten weeks typically. Pupils can be entered for more than one cycle if needs are persistent.
- Using pupil and parent questionnaires
- Monitoring by the SENDco
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care plan (EHCP))

10. How will the schools 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. Our federation has professional links to the local authority Worcestershire Children First's range of provision and advice, including support from Complex Communications Team (CCN), Educational Psychologists, Hearing and Vision Impairment, Learning Support Team, Speech and Language Therapy (SALT), Occupational Therapy and more. We will also consult where necessary with agencies that are already involved with your child due to medical needs or external diagnosis, such as paediatrics or your GP.

The schools will cover up to £6,000 of any necessary costs to support your child. If funding is needed beyond this, we will seek it from our local authority. This may be through the application for top up funding or an Education Health Care Plan (EHCP).

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

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs and lunch time clubs. Staff are allocated to support pupils with SEN during these, as appropriate to their level of need and the number of pupils taking part.

At least one member of staff on a school trip will be first aid trained, and any pupil with an Individual Health Care Plan (IHCP) will have a risk assessment completed prior to any trips or extracurricular activities.

All pupils are encouraged to take part in sports events and school performances, such as our Blackminster's Got Talent show, Sports Days, House Events and Santa Runs. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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

Our schools have an inclusive policy which aims to maximise the opportunity to meet parental preference. The Governors do not support the use of selective policies and will adopt the Admissions Policy of Worcestershire County Council. This includes adopting the Fair Access Protocol, which aims to ensure that schools admit pupils including those with challenging educational needs on a fair and equitable basis.

Initially, the SENDco can be contacted to organise a tour of either school for prospective pupils who may struggle to view a school during an open evening due to sensory overload, access challenges or other difficulties. The SENDco is happy to arrange school tours at a time to suit you and your family, and is available for queries in person, over the phone or via email. During any meeting or conversation, the SENDco and family will discuss the resources and support available, and how appropriate this would be to the needs of the child.

Children will not be discriminated against as laid down by the Sex Discrimination Act 1975, The Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, The Human Rights Act 1998, The Special Educational Needs and Disability Discrimination Act 2005 and The Equality Act 2010.

Once you and your child have chosen Blackminster Middle or Pebworth First, the SENDco will arrange meetings with the setting your child is currently attending during the spring term, where applicable. This may include a visit to observe your child in their current setting and meetings with their current SENDco or SEND support team, including their class teachers and TAs as required. The SENDco will make detailed notes on your child's strengths, weaknesses and current provision and begin to plan support required for the upcoming academic year.

If your child is in receipt of an Education Health Care Plan (EHCP), the SENDco is required by the Local Authority to review this and assess the suitability of the school to support your child's needs. This process is called consultation, and parents or carers have the right to consult with schools they feel are appropriate to their child's needs. We work hard to ensure our schools can meet a wide variety of needs and adopt a consistently inclusive approach. However, we will acknowledge where we feel a child's needs are too great to be met by the staffing and training of those in our settings and will reject consultations as required.

13. How do the schools support pupils with disabilities?

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our accessibility plan contains relevant actions to improve access to the physical environment of our schools, and the addition of specialist facilities as necessary, to increase access to the curriculum and to improve the delivery of our curriculum to ensure equal access for all pupils regardless of disability.

We have this far ensured our school provides the following to support pupils with disabilities, and continue to expand this list:

- Number of accessible car parking spaces and disabled parking bays expanded and ensured clear as required
- Ramp access to both school blocks and emergency fire exits throughout the buildings at Blackminster Middle. Ramp access at Pebworth First and no stairs.
- Accessible unisex toilets in both school blocks at Blackminster Middle. Accessible boys, girls and disabled toilets at Pebworth First.
- Colour contrasted handrails on staircases at Blackminster Middle.
- Training for staff on appropriate differentiation of the curriculum
- Classrooms optimally organised to promote the participation and independence of all pupils
- Provision of aids, resources and equipment to adequately support pupils with disabilities

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

At Blackminster Middle and Pebworth first, we believe the holistic development of your child is as important as their academic progress. As community schools, we understand that it is our responsibility to help children to become their best and healthiest selves to allow them to access future independence and contribute towards their community.

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 councils and input to how the schools operate and support pupils
- Pupils with SEN are also encouraged to take part in all our extracurricular offers, including breakfast club, after school activities, trips and lunch time clubs.
- Our pupils are encouraged to openly discuss and understand what mental health is when in school, through PSHE lessons, assemblies, special events and more.
- Interventions are provided as appropriate to pupils with social or emotional needs, including mental health drop ins, in class support, breaks from lessons, part time timetables, adapted timetables, small group interventions such as Zones of Regulation, Talkabout, Lego Therapy and Art Therapy, access to counselling in school, and referrals to external support.
- We work closely with School Nurses and Children and Adolescents Mental Health Services (CAMHS) to ensure that pupil access support appropriate to their needs.
- We provide extra pastoral support for listening to the views of pupils with SEN, through our Student Welfare Support Lead and Teaching Assistants.
- We take seriously all complaints of bullying. We prevent bullying in the schools by receiving reports of bullying from a variety of sources, including the pupil, friends, witnesses, staff and parents or carers. We investigate promptly and adopt a restorative approach, where appropriate and agreed by the victim. Parents are informed and sanctions in line with our behaviour policy are adhered to.
- We promote the celebration of all pupils, through our positive praise systems such as achievement points on BromCom or ScholarPack and hot chocolate with the headteacher.

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 SEND be prepared for a new school year we:

- Ensure the pupil's profile and provision map are up to date, in consultation with the child, their family and any other involved professionals, including any external.
- Discuss with the pupil whether they are happy in their current form group and the group of pupils they are with, and what group or form tutor they would feel most comfortable with in the following year.
- Discuss with the pupil which lessons they find most challenging and which TAs they would prefer to be supported by in the following year.
- Schedule lessons with their incoming form tutor and teaching staff towards the end of the summer term.

Between schools (nursery to first school, and first school to middle school)

To help pupils with SEND be prepared for a move to one of our settings we:

- Offer open days and evenings, where you and your child can view the school, see our facilities and meet our staff
- Offer tours of our schools for prospective pupils who cannot access our open evenings. The SENDco is happy to arrange school tours at a time to suit you and your family, and is available for queries in person, over the phone or via email.
- SENDco will arrange meetings with the setting your child is currently attending during the spring term. This may include a visit to observe your child in their current setting and meetings with their current SENDco or SEND support team, including their class teachers and TAs as required.
- SENDco will make detailed notes on your child's strengths, weaknesses and current provision and begin to plan support required for the upcoming academic year.
- Organise a SEND only transition event or day, where pupils who will be on the SEND register can visit our schools and meet our staff, ahead of their first day in September.
- Invite parents of children with SEN to meet the SENDco and discuss how best we can welcome their child into our community.
- If your child is in receipt of an Education Health Care Plan (EHCP), the SENDco is required by the Local Authority to review this and assess the suitability of the school to support your child's needs. This allows the SENDco to prepare any resources specifically required for your child.

Between schools (middle school to high school)

When your child is moving on from Blackminster Middle, we will ask you and your child what information you want us to share with the new setting. The SENDco will meet with the SEND team at their chosen next school, to discuss your child's needs, and will provide a 'profile' for your child that details any intervention or support they have access whilst in our setting.

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

Our SENDco will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP).

We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Complaints about SEND provision in our schools should be made to the SENDco or Headteacher in the first instance, to see if we can resolve your concerns. If you would still like to issue a formal complaint, you will then be referred to the school's complaints policy. You can find a link to our complaints policy here for our federation which covers both Blackminster Middle and Pebworth First:

<https://www.blackminster.worcs.sch.uk/wp-content/uploads/2022/09/Complaints-Fed-2022-23.pdf>

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 SEN Code of Practice:

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

If you feel that our schools 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, and making reasonable adjustments, including the provision of auxiliary aids and services. Before going to a SEND tribunal, you can go through processes called mediation, where you try to resolve your disagreement before it reaches the tribunal.

For further information regarding disagreement resolution and mediation services, please see Worcestershire Children First's website: <https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer/im-not-happy-decision/im-not-happy-my-childs-0>

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

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

To see what support is available to you locally, have a look at your local authority Worcestershire Children First's local offer. The SEND local offer is a hub for information and advice to support the families of children with SEN in our area. To understand more about what this is, please watch the video link: <https://www.youtube.com/watch?v=LyEo2FySjiQ>

The Local Authority publishes information about the local offer on their website:

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer>

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

<https://www.worcestershire.gov.uk/sendiass>

For more information on local charities, groups and organisations that offer information and support to families of children with SEND can be found on Worcestershire Children First's website:

https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer/support-send-children-young-people-and-their-1?field_districts_target_id=All&a-z=

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the four areas of need describe different types of needs a pupil with SEND can have. The four areas are speech, language and communication; 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 / EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **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
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages