

Special Educational Needs (SEN) Information Report

Wood Ley Community Primary school



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The aim of this information report is to explain how we implement our SEND policy and provides information on what services children, young people and their families can access from a range of local agencies, including

Education, Health and Social Care. If you would like to know more about our arrangements for, SEND, read our SEND policy, which you can find on our website <https://woodley.suffolk.sch.uk/index.php/school-information/policies/>

The SEND Information report should be read in conjunction with the following Wood Ley policies and plans: Accessibility Plan, Anti-Bullying Policy, and Behaviour Policy.

Note: If there are any terms, we've used in this information report that you're unsure of, you can scroll to the bottom of this document and find them in the Glossary at the end of the report.

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

Wood Ley Primary is an inclusive school that takes into account everyone's needs to ensure the continuity and progression of children's development and learning. In order to do this, many steps are taken to support them through their learning journey. For some children there are occasions when further additional support may be needed to help them make the best possible progress in school.

The four broad 'areas of need' are

- **Communication and Interaction:** support in this area may be required when the children and young people (CYP), despite reasonable adjustments and support, have persistent difficulties in some or all of the following – their speaking (expressive language) skills, listening to instructions (receptive language), social communication and interaction, being flexible in their thoughts and behaviour, accessing the learning at school, coping with their sensory needs, or their emotional self-regulation.
- **Cognition and Learning:** support for learning difficulties maybe required when children and young people learn at a significantly slower pace than their peers, even when appropriate and reasonable adjustments have been implemented.
- **Social and Emotional and Mental Health Needs (SEMH):** support may be required when despite reasonable adjustments and support, children and young people have sustained difficulties with their social and emotional development, forming and maintaining healthy relationships and behaviours, or demonstrate poor mental health.
- **Sensory and Physical Needs:** Support for CYP with sensory and physical needs may be required when a child or young person's needs impact on their ability to access educational opportunities. Sensory needs can be clinically diagnosed hearing loss and/or visual impairment. Physical difficulties can occur for a variety of reasons e.g. congenital conditions (some progressive), injury or disease.

At Wood Ley the highest area of need, amongst those children who experience difficulties, is Communication and Interaction, followed by Cognition and Learning. However, the data we have is a percentage of pupils within each primary need. It is clear that pupils may have a secondary need which cannot be represented in this data.



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

Class teacher

Responsible for:

- Delivering high quality first teaching (HQFT) – targeted classroom teaching.
- Checking on the progress of your child together with identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-Ordinator (SENDco) know as necessary.
- Providing in class interventions where appropriate, alongside additional interventions to be delivered outside the classroom if appropriate.
- Writing relevant Learning plans and pupil passports (assess, plan, do, review, process) – sharing and reviewing these with parents once a term and planning for the next term.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any additional needs.

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

The SENDco: Sarah Spinks 01449 616038

Responsible for:

- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Developing and reviewing the school's SEND policy.
- Ensuring that you are
 - i) Involved in supporting your child's learning
 - ii) Kept informed about the support your child is getting
 - iii) Involved in reviewing how they are doing
- Liaising with all the other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapists etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and Monitoring list, in addition to making sure that records of your child's progress and needs are kept.
- Providing support for teachers and support staff in the school so that they can help children and ensure all children make the most progress possible.

They have almost 10 years' experience in this role and are a qualified teacher, working as a teacher since 1991. They achieved the National Award in Special Educational Needs Co-ordination in January 2021 and is part of the senior leadership team (SLT).

The Headteacher: Sandra Renwick 01449 616038

Responsible for

- The day to day management of all aspects of the school; this includes the support for the children with SEND.

- Giving responsibility to the SENDco and class teachers, but still holds overall responsibility that all children's needs are met.
- Making sure that the Governing Body is kept up to date with issues in the school related to SEND
- Supporting the school SENDco in terms of budgeting the SEND provisions.

Teaching assistants (TAs)

We have a team of 22, including 5 higher-level teaching assistants (HLTAs) who are all trained to deliver SEND provision.

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

- Hamish and Milo – a Social, Emotional and Mental Health (SEMH) intervention for small groups
- Number Stacks – a Cognition and Learning intervention to be delivered on a 1:1 basis
- Precision Teaching – a Cognition and Learning intervention to be delivered on a 1:1 basis

The SEND Governor: Carolyn Trussell 01449 616038

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Challenging the school SENDco and teaching staff to ensure ALL children are reaching their full potential.
- Reviewing how the school uses the staff in school to support pupils with additional needs or disabilities.

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:

- Specialist Education Services
<https://suffolklearning.com/inclusion/specialist-education-services/>
- Speech and language therapists
https://infoLink.suffolk.gov.uk/kb5/suffolk/infoLink/service.page?id=XC-HsIMxH_s
- Educational psychologists
<https://infoLink.suffolk.gov.uk/kb5/suffolk/infoLink/service.page?id=RB3dMrbPbzs>
- Occupational therapists
https://infoLink.suffolk.gov.uk/kb5/suffolk/infoLink/service.page?id=eQ8_a3vfpn8
- GPs or paediatricians
- School nurses

- <https://www.suffolk.gov.uk/children-families-and-learning/childrens-health/school-nursing-service>
- Primary Mental Health Workers (PMHW)
- <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=la6i2-nerAE>
- Education welfare officers
- <https://www.suffolk.gov.uk/children-families-and-learning/schools/pupil-attendance-and-welfare>
- Social services and other local authority (LA)-provided support services
- <https://www.suffolklocaloffer.org.uk/social-care/childrens-social-care>
- <https://www.suffolk.gov.uk/children-families-and-learning/children-in-care-and-care-leavers/the-virtual-school-for-children-looked-after?nodeId=27ec2daf-d18d-5163-8f4d-51f8827d555c&entryId=0e186635-5ee9-50d1-95e2-2139b8b05c1d>

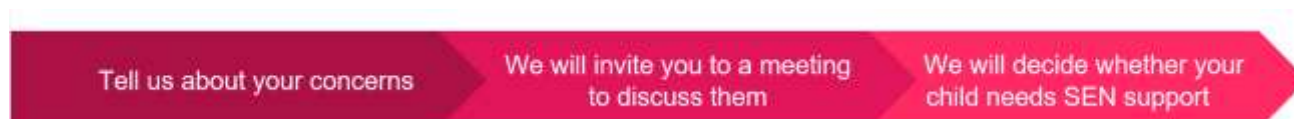
All staff attend regular training to support all children and children with special educational needs.

Staff have training to keep up to date with changes, build confidence, support teaching and learning, develop skills and knowledge, and to reflect upon and evaluate current practices.

Examples of training staff have attended –

- Safeguarding provided by Headteacher and Schools Choice team
- SEND In Mainstream Five a Day (Education Endowment Foundation EEF) provided by local Headteachers
- Social, Emotional and Mental Health and Well Being SEMH provided by Primary Mental Health Team and Suffolk Mind sessions
- Specific Learning Difficulties (SpLD) training provided by Specialist Education Services: SpLD team
- Speech and Language courses for targeted individuals provided by NHS SaLT team
- Sensory Processing and Motor Skills and Self-care Workshops provided by NHS OT Team
- Delivering Better Value courses in Precision Teaching and Hamish and Milo SEMH provided by DBV Team

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



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

You could contact them via DOJO within school hours or speak to them at the end of the school day.

They will pass the message on to our SENCO, Sarah Spinks, who may then get in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

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 SEN support, we will create a Learning Plan, and your child will be added to the school's SEND register or Monitoring List.

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

The identification of special educational needs is built into the school's approach to teaching and learning, along with monitoring the progress and development of all children. All of our class teachers and support staff are aware of the four areas of need and there are systems in place for staff to highlight pupils who are not making the expected level of progress in either their schoolwork or with regards to their social and emotional development.

If teachers feel that your child has a special educational need, this may be because they are not making the same progress as other pupils. The earlier we take action and adapt our provision, the sooner we can support the children and help them to develop. We will observe your child's learning characteristics and how they achieve within our learning environment. We will assess their understanding of the curriculum and where appropriate, use additional assessments to determine what might be causing difficulty.

Here is a list of possible ways a child might be identified as having an additional need:

- Liaison with the previous educational setting
- Tracking and pupil progress information – is the child working below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school based assessments carried out by the SENDco
- Concerns raised by parents
- Concerns raised by school staff
- Concerns raised by the pupil
- Liaison with external agencies
- Health diagnosis

When pupils have been identified as having a special educational need or disability, we will work closely with the people who already know them including parents, previous settings and specialists. We will then use all the information available to identify possible barriers to learning and implement strategies in order to overcome or remove these barriers. All teachers and support staff who work with the pupil will be made aware of their needs,

Levels of Support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met through the graduated approach (see below). Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census, these pupils will be marked with the code K.

Education, Health and Care Plan (EHCP)

Pupils who need more support than is available through the school-based SEND provision, and who may require a specialist setting, may be entitled to an EHC plan. This is a legal document that describes the needs of pupil, the provision and the outcomes that will be put in place. This will be funded from the school's notional SEND budget, and potentially the school could apply for an additional small amount from the LA High Needs Funding (HNF). On the census, these will be marked with the code E.

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

We will follow the 'graduated approach' to meeting your child's SEN needs in line with the SEND Code of Practice (2014). 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 annual reports on your child's progress.

Plus if your child has an individual Learning plan, your child's class teacher will share this with you three times a year 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 to make that progress
- Identify what we will do, as well as what we will ask you and your child to do

The SENDco may also attend these meetings to provide extra support or meet with you at other times during the year when it's necessary.

We know that you're the expert when it comes to your child's needs and aspirations and we hope to work together with you to work out the best way to support your child.

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.

The school also guides parents towards the Local Authority and school Local offers

The LA Local Offer <https://www.suffolklocaloffer.org.uk/>

- Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

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

Pupils with additional needs often have a unique knowledge of their own needs and circumstances, with their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in some of the decision-making processes, including setting learning targets and contributing to their Pupil Passports. These Pupil Passports are one page profiles which enable staff to understand how each child feels about their additional needs, things they are good at and how they like to be supported. Pupil voice is important to all staff at Wood Ley and we use this information to ensure we support the needs of each child. Pupil's views will be recorded and children will participate in pupil perception activities on a regular basis. The level of involvement will depend on your child's age and level of competence.

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

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey, or child's views form or talking mat activity.

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

At Wood Ley, high quality teaching, adapted for individuals, is the first step in responding to pupils who may have SEN. Our school recognises that additional support cannot compensate for a lack of good teaching and as result we expect quality first teaching from all teachers and adults involved with our pupils. Teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access additional support from teaching assistants or specialist staff.

Teaching is carefully and regularly monitored to ensure that all of our pupils receive the highest quality education. The progress of all children is tracked through lesson observations, work scrutiny and Pupil Progress Meetings on a termly basis in order to identify those at risk of underachievement. Discussions within Pupil Progress Meetings review the effectiveness and impact of the interventions which are in place to support vulnerable pupils.

Pupils make progress at different rates. Not all pupils learn the same way and need to be taught in different ways. All pupils will receive help through adapting, scaffolding and modelling but if the pupil does not make adequate progress, the school will do more to help.

We will adapt how we teach and/or the learning to suit the pupil's needs. 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:

- Adapting 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.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking of learning etc.
- Using meta-cognitive strategies and the seven step teaching model (I do, we do, you do) to ensure pupils are making progress and developing their independence.
- Adapting our resources and staffing, making sure opportunities for over-learning and repetition are included in planning where necessary.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Providing regular check-ins from either Class teacher or TA to make sure pupils understand and are on track
- Teaching assistants will support pupils on a 1-to-1 or small group basis when appropriate e.g. support during transitions etc. but school follows EEF guidance on making best use of TAs

We will also provide the following interventions:

▪ Literacy Gold intervention ▪ Reading Buddies ▪ Reading Elders ▪ Precision teaching ▪ Additional individual reading with class teacher or teaching assistant	▪ Number Stacks maths intervention ▪ Plus 1 and Power of Two maths intervention ▪ Breaking Barriers Numicon intervention ▪ Maths Buddies ▪ Catch up Maths
▪ Lunchtime Nurture Groups ▪ Hamish and Milo ▪ Read2Dogs intervention ▪ Emotional Literacy Support Assistant sessions (ELSA) ▪ Empower Mentoring ▪ Drawing and Talking Therapy ▪ Brain Buddies	▪ Gym trail ▪ Hand gym and finger gym ▪ Storm break
▪ Language Link intervention ▪ Individual speech and language practice with our Elklan trained HLTA's ▪ TALKABOUT and social skills interventions ▪ smiLE Therapy	

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

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

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**, as outlined on page 8. Our school identifies the needs of pupils by considering the whole child not simply their special educational needs. We use a range of assessment measures to enable us to fully understand the progress a child is making and to evaluate the effectiveness of provision:

- Your child's progress will be continually monitored by their class teacher through methods such as: checking pupil's understanding through a lesson/series of lessons, and other formative assessments taking place across a week, or half term to track the progress of pupils.
- Assessments for learning: setting achievable, measurable targets and monitoring pupil's success in achieving those targets
- Termly assessments which are shared and tracked at in-depth Pupil Progress meetings

- Standardised assessments such as Salford Reading Test, Vernon Spelling Test where appropriate
- Each term reviewing their progress towards their individual targets as set on their Learning Plan, before a future plan is written
- Reviewing the impact of interventions after ten weeks
- Using pupil questionnaires and regular pupil perception activities to gain further understanding of the views of each learner
- Information sharing between class teachers, teaching assistants, parents, support services and SENDco to share concerns/observations
- Monitoring by the SENDCO, Headteacher and Senior Leadership team through observations, book scrutinies and teacher's planning
- Observations by subject leaders, SENDco and Headteacher
- Specialised assessments maybe carried out by an advisory teacher or Delivering Better Value team if they are involved in an intervention
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The school will also hold an Early Annual Review at the request of a parent if, for example, a specialist place is being requested.

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

Every school's budget includes money for supporting children with SEND. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The SEND budget is allocated for each financial year, with schools spending this money on:

- Teaching Assistants
- Training for all teachers and teaching assistants so they can meet pupil's needs more effectively
- Additional resources including equipment such as specific books, seat wedges, writing slopes, special pens
- Research based interventions – training and materials
- Traded services and training from SES and Educational Psychology teams

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek to top-up this budget by applying for High Needs Funding, from our local authority, which will go towards any costs we incur.

Pupil Premium was introduced in 2011 and is allocated to schools for pupils who have been registered for free school meals (FSM) and at any point in the last six years. Schools also receive funding for Looked After and adopted children.

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

We ensure that the curriculum is fully inclusive – our pupils with additional needs are given the same opportunities as their peers with adaptations and reasonable adjustments being made when necessary.

We strive to make sure that all of our trips and extra curriculum activities are fully inclusive and work with parents and external professionals at times to ensure we can achieve this.

All pupils are encouraged to go on school trips, including our residential trips and reasonable adjustments are made where possible. Risk assessments are carried out for these events.

All pupils are encouraged to take part in sports day/school performances/parent workshops.

No pupil is ever excluded from taking part in these activities because of their additional needs or their disability.

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

We promote an inclusive learning environment that is accessible to all children – you can find our admission arrangements on the school's website <https://woodley.suffolk.sch.uk/index.php/school-information/admissions/> which also has a link to the Local Authority's website.

You can also view our Accessibility plan on the school website – this focuses on:

- Increasing the extent to which pupils with a disability can participate
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to pupils with a disability.

13. How does the school support pupils with disabilities?

At Wood Ley Primary we treat all people as individuals, including pupils, prospective pupils, staff, Governors and other members of the school community, taking reasonable steps and adjustments to avoid placing anyone at a substantial disadvantage. The school works closely with disabled pupils, their families and any relevant outside agencies to remove or minimise potential barriers to learning, which would put them at a disadvantage, in order to allow them to learn, achieve and participate fully in school life.

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 giving additional time during the school day to listen and speak with pupils individually, by carrying out regular pupil perceptions and creating a One page profile with each pupil on the SEND register.
- We run nurture clubs for pupils who need extra support with social or emotional development.
- We can also offer several other interventions to support any pupil's mental health, emotional and social development, for example Hamish and Milo, Drawing and Talking Therapy, ELSA sessions, and Empower individual mentoring, plus we have support from the Primary Mental Health team on a regular basis.
- 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?

We recognise that transitions and change can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

Between years

How we help pupils with SEN prepare for a new school year:

- Pupil passports with photographs of the new class and area are sent home
- Visits are made to the new classroom in the Summer term, with additional ad-hoc, pop-in visits taking place as well to familiarise the pupil with staff and the environment
- Individual pupils can make a short visit on a PD day before the other children start to ease them into the new term
- Transition meetings are held in the Summer term - information is passed onto the new class teacher in advance, and Learning plans are shared.
- A 'Meet the teacher' session is held for all pupils, in the last few weeks of the Summer term and an additional meeting can be made with the class teacher and SENDco if this is necessary.

Between schools

Between phases (from primary school to secondary school)

Staff from our local secondary settings will visit our school to meet the children and to discuss individual pupil's needs with the SENDco, headteacher and the current class teachers. Your child will participate in focused learning related to aspects of transition, to support their understanding of the changes ahead. Your child will visit their new school on several occasions, where possible we will endeavour to send a member of staff with them.

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

Mrs Sandra Renwick (Headteacher) is the designated teacher for looked-after children and previously looked after children. Mrs Renwick works closely with the SENDco (Mrs Spinks) to make sure that all teachers understand how a looked-after or previously looked after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported 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?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy. If needed, they can then contact the SENDco, a member of the Senior Leadership team or the Headteacher. If the concern is not resolved informally parents may lodge a formal complaint.

Here's the link for our Complaints Procedure Policy <https://woodley.suffolk.sch.uk/index.php/school-information/policies/>

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.

<https://www.suffolklocaloffer.org.uk/advice-and-support/resolving-disagreements#:~:text=Disagreement%20Resolution%20is%20voluntary%2C%20independent,already%20lodged%20a%20tribunal%20appeal.>

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 Suffolk's local offer:

<https://www.suffolklocaloffer.org.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIASS) services are: <https://suffolksendiass.co.uk/>



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
- › **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 stage