

Rhyddings

SEND Information Report

Date October 2026

Dear Parents and Carers,

The aim of this information report is to explain how SEND support works in our school.

If there are any terms and abbreviations that you are unsure of what they mean in this information report. Please see the additional information and key terms explained further at the end of the report.

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1. Which staff will support my child?

At Rhyddings, we believe that inclusion is everyone's responsibility. We are committed to ensuring that every pupil feels they belong, can participate fully in school life and achieves their potential.

We recognise that pupils learn in different ways and may face different barriers to learning. Our role is to identify those barriers, work in partnership with families and make the adaptations necessary for pupils to thrive.

Every teacher is a teacher of pupils with SEND. High-quality inclusive teaching is the foundation of our approach, with additional support provided when required through our graduated approach.

While every member of staff has a responsibility to support pupils with SEND, some staff have specific roles in coordinating provision, providing specialist advice and working closely with families and external professionals. The staff listed below work together to ensure pupils receive the right support, at the right time, while remaining fully included in school life.

The Trust SEND lead and SENCO (Special Educational Needs Coordinator) at Rhyddings is Mrs Nagina Johnstone.

Contact details: Johnstonen@LET-EDU.org
01254 231 051

SEND Manager is Miss Kerry Widdowson, she is in charge of the day-to-day operation and delivery of effective provision for pupils identified as having Special Educational Needs (SEND).

Contact details: Widdowsonk@rhyddings.co.uk
01254 231 051

Higher Level Teaching Assistant (HLTA) Roles in SEND Provision

Our HLTAs play a crucial role in supporting pupils with a range of additional needs, particularly within our SEND provision. Each HLTA brings specialist expertise to their role, ensuring that pupils receive targeted support tailored to their individual needs.

HLTA Nurture Lead

The HLTA Nurture Lead supports pupils who may require additional help with their social, emotional and mental health (SEMH) development. Through targeted interventions and pastoral support, they help pupils build emotional resilience, confidence, communication skills and positive relationships.

Responsibilities include:

- **Delivering the Nurture Curriculum** to support pupils in developing emotional literacy, self-awareness and resilience during key stages of transition.
- **Providing Emotional Literacy Support (ELSA)** through structured interventions that develop self-esteem, emotional regulation and coping strategies.
- **Facilitating Communication and Interaction Interventions** to strengthen social communication, self-advocacy and relationship-building skills.
- **Supporting Self-Regulation and Wellbeing** through access to The Hub, providing structured support and guidance that enables pupils to develop confidence, manage emotions and engage successfully in learning.

HLTA Cognition and Learning Lead

The HLTA Cognition and Learning Lead works closely with teaching staff and the SEND team to support pupils who may experience barriers to learning. Through specialist assessment, advice and targeted intervention, they help ensure that pupils can access learning, develop confidence and make progress across the curriculum.

Responsibilities include:

- **Specialist Assessment:** As a Level 7 qualified assessor, the HLTA carries out psychometric assessments to identify strengths and areas of need, helping to inform appropriate support and provision.
- **Access Arrangements Coordination:** They coordinate examination access arrangements, ensuring that pupils have appropriate and evidence-based support in assessments and examinations, in line with Joint Council for Qualifications (JCQ) guidance.
- **Supporting Inclusive Classroom Practice:** The HLTA works collaboratively with teachers to ensure that recommended strategies, reasonable adjustments and resources are implemented effectively across the curriculum.
- **Delivering Targeted Interventions:** The HLTA leads evidence-informed interventions to develop literacy, numeracy and learning skills, helping pupils to become increasingly independent and successful learners.

Roles and Responsibilities of SEND Teaching Assistants

Our Teaching Assistants play an important role in supporting inclusive practice across the school. Working alongside teachers, pastoral staff and the SEND team, they help to ensure that pupils can access learning, participate fully in school life and develop increasing independence.

Teaching Assistants may provide support in a variety of ways depending on a pupil's individual strengths and needs. This may include:

- Supporting pupils within lessons to access learning and develop confidence.
- Promoting independence and encouraging pupils to become successful learners.
- Helping teachers implement appropriate adaptations and reasonable adjustments.
- Supporting communication, social development and emotional wellbeing.
- Delivering targeted support where this has been identified as beneficial through the graduated approach.
- Working collaboratively with families, teachers and external professionals to ensure pupils receive appropriate support.

Our approach is flexible and personalised. Not all pupils with SEND will require additional intervention or individual support. Many pupils' needs are successfully met through high-quality adaptive teaching and inclusive classroom practice.

2. What are the types of SEND needs that Rhyddings provides for?

At Rhyddings, we support pupils with a wide range of special educational needs and disabilities (SEND). We recognise that every pupil is unique and that strengths, needs and barriers to learning can vary considerably from one individual to another. Support is planned according to a pupil's identified needs rather than a particular diagnosis, and many pupils may experience needs across more than one area.

The Department for Education identifies four broad areas of SEND. If a pupil has SEND, their needs will usually fall within one or more of these categories.

Here are some examples of identified areas of need and associated conditions:

Area of Need	Examples of Need
Communication and Interaction	Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN)
Cognition and Learning	Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties
Social, Emotional and Mental Health (SEMH)	ADHD, ADD, difficulties with emotional regulation, mental health needs
Sensory and/or Physical	Hearing Impairment, Visual Impairment, Multi-Sensory Impairment, Physical Disability

3. How will the school know if my child has a special educational need?

At Rhyddings, we recognise that pupils learn and develop at different rates. Some pupils may need additional support at different points in their school journey, and identifying needs early helps us provide the right support at the right time.

A pupil's SEND may be identified through:

- Information shared by their previous school or setting.
- Concerns raised by parents or carers.
- Concerns raised by teaching or pastoral staff.
- Assessment information and progress data.
- Discussions with the pupil.
- Advice from external professionals such as health, education or social care services.

Our Approach

At Rhyddings, inclusion is everybody's responsibility.

We believe that every pupil should feel valued, included and able to achieve their potential. We have high expectations for all pupils and are committed to providing a broad, balanced and ambitious curriculum for every learner.

High-quality adaptive teaching is the foundation of our approach. Additional intervention and support cannot compensate for a lack of effective classroom teaching. Our first response is therefore to ensure that teaching is adapted appropriately so that pupils can successfully access learning alongside their peers.

Every teacher is a teacher of pupils with SEND

All staff are responsible for meeting the needs of pupils with SEND. Teachers:

- Have high aspirations for every pupil.
- Adapt teaching to remove barriers to learning and participation.
- Use a range of strategies to support understanding and engagement.
- Monitor progress and identify emerging needs.
- Work collaboratively with parents, carers and support staff.
- Ensure pupils can access a broad, balanced and relevant curriculum.
- Promote inclusion and participation in all aspects of school life.

What happens if concerns are identified?

If a teacher identifies a concern regarding a pupil's progress, learning, communication, social development or emotional wellbeing, they will first review the support already in place and consider any barriers that may be affecting learning.

Teachers may make adjustments to their teaching, provide additional support and monitor progress over time. Where concerns remain, discussions will take place with parents, carers, the pupil and relevant staff to decide whether further assessment or support is required.

Where appropriate, the SENDCo may become involved and, with parental involvement, further assessment may be undertaken to help identify needs and determine the most effective provision.

4. What should I do if I think my child has special educational needs?

If you have concerns about your child's learning, communication, social development, emotional wellbeing or progress, we encourage you to contact school as soon as possible. Early communication between home and school helps us to build a fuller understanding of your child's strengths and any potential barriers to learning.

Your first point of contact will usually be your child's Form Tutor, who will discuss your concerns and help identify any appropriate next steps. If required, they may involve your child's Year Leader, the SENDCo or other members of staff who know your child well.

Next steps

- We will listen carefully to your concerns and gather information about your child's strengths, needs and experiences both in school and at home.
- We may seek feedback from teaching staff, pastoral staff and, where appropriate, the pupil themselves.
- We will consider whether any adaptations, additional support or further assessment may be helpful.
- We will work in partnership with you to agree appropriate next steps and review the impact of any support put in place.
- If it is agreed that your child requires SEND support, we will discuss this with you and your child before adding them to the school's SEND register.

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

At Rhyddings, we believe that pupils should be actively involved in decisions about their education and support. We place a high value on pupil voice and recognise that young people are often best placed to tell us what helps them learn, participate and succeed. Pupils are encouraged to share their views, strengths, interests, aspirations and support needs through their Pupil Passport. This helps staff to develop a better understanding of each pupil as an individual and ensure that appropriate support is in place.

The Pupil Passport may include information about:

- What is important to me
- My strengths and interests
- How I communicate
- What helps me to learn successfully
- Any support or adjustments that I find helpful
- My aspirations and goals for the future

We seek pupils' views regularly and involve them in reviewing their support wherever possible. This may include:

- Discussions with teaching and pastoral staff.
- Contributions to their Pupil Passport.
- Meetings with key adults in school.
- Participation in SEND reviews and planning discussions.
- Sharing views before Education, Health and Care Plan (EHCP) annual review meetings.

Pupils with SEND can also speak to a trusted adult, including their Form Tutor, Key Worker, Year Leader or a member of the SEND team, if they have concerns, questions or ideas about the support they receive.

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

We believe that effective partnerships between home and school are essential in helping pupils achieve positive outcomes. Parents and carers know their children best, and their views play an important role in helping us understand each young person's strengths, needs and aspirations.

We aim to work collaboratively with families and involve parents and carers in decisions about support, provision and next steps throughout their child's education.

Parents and carers can be involved in a number of ways, including:

- Attending Parents' Evenings to discuss progress, learning and wellbeing with subject teachers.
- Contacting school through Arbor or by speaking directly with relevant members of staff when they have questions or concerns.
- Sharing information about their child's strengths, interests, experiences and any changes that may affect learning or wellbeing.
- Contributing to discussions about support strategies and reviewing their effectiveness.

Parents and carers will have regular opportunities to discuss their child's progress, wellbeing and support with school staff. We value the contribution that families make and recognise that they play a vital role in helping us understand each young person's strengths, needs and aspirations.

Where a pupil has a **Pupil Passport** or **Targeted Learning Plan**, parents and carers can access this information through **Provision Map (Edukey)**. This allows families to view agreed targets, strategies and support, contribute their views, celebrate successes and work in partnership with school when reviewing progress and identifying next steps.

All relevant staff have access to this information to ensure a consistent and coordinated approach to supporting pupils across the curriculum and wider school life.

We value open and honest communication and encourage parents and carers to contact us whenever they have concerns, questions or information they would like to share. By working together, we can develop a shared understanding of a young person's strengths, needs and aspirations and provide the most effective support possible.

6. How will the curriculum be adapted to meet my child needs?

At Rhyddings, high-quality adaptive teaching is the foundation of our approach to inclusion. We believe that all pupils should have access to a broad, balanced and ambitious curriculum, regardless of their starting point, identified need or ability.

Every teacher is responsible for the progress and achievement of all pupils in their classroom. Teachers plan lessons carefully and make adaptations where appropriate to ensure that pupils can access learning, participate fully and achieve success.

Inclusive Classroom Practice

Teachers may adapt their teaching in a variety of ways, including:

- Breaking learning into smaller steps.
- Providing clear explanations, modelling and guided practice.
- Using visual supports and worked examples.
- Pre-teaching key vocabulary and concepts.
- Allowing additional processing and thinking time.
- Using assistive technology and adapted resources where appropriate.
- Providing opportunities for overlearning and retrieval.
- Making reasonable adjustments to support individual needs.
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These adaptations form part of our everyday classroom practice and benefit many learners.

Additional Support

Where a pupil requires support that is additional to, or different from, that ordinarily available through high-quality teaching, further provision may be considered through the graduated approach.

This support is personalised and may include:

- Short-term targeted interventions.
- Small-group or individual support.
- Access to specialist resources or technology.
- Support from teaching assistants.
- Advice from external professionals.
- Pastoral, communication or emotional wellbeing support.

The support provided will depend on the individual strengths, needs and aspirations of the pupil and will be reviewed regularly to ensure it remains effective.

Early Identification and Assessment

As part of our transition process, pupils joining Year 7 complete a range of assessments which help us understand their strengths and identify any areas where additional support may be beneficial. We also consider information from primary schools, parents, carers and external professionals when planning appropriate support.

Specialist Support

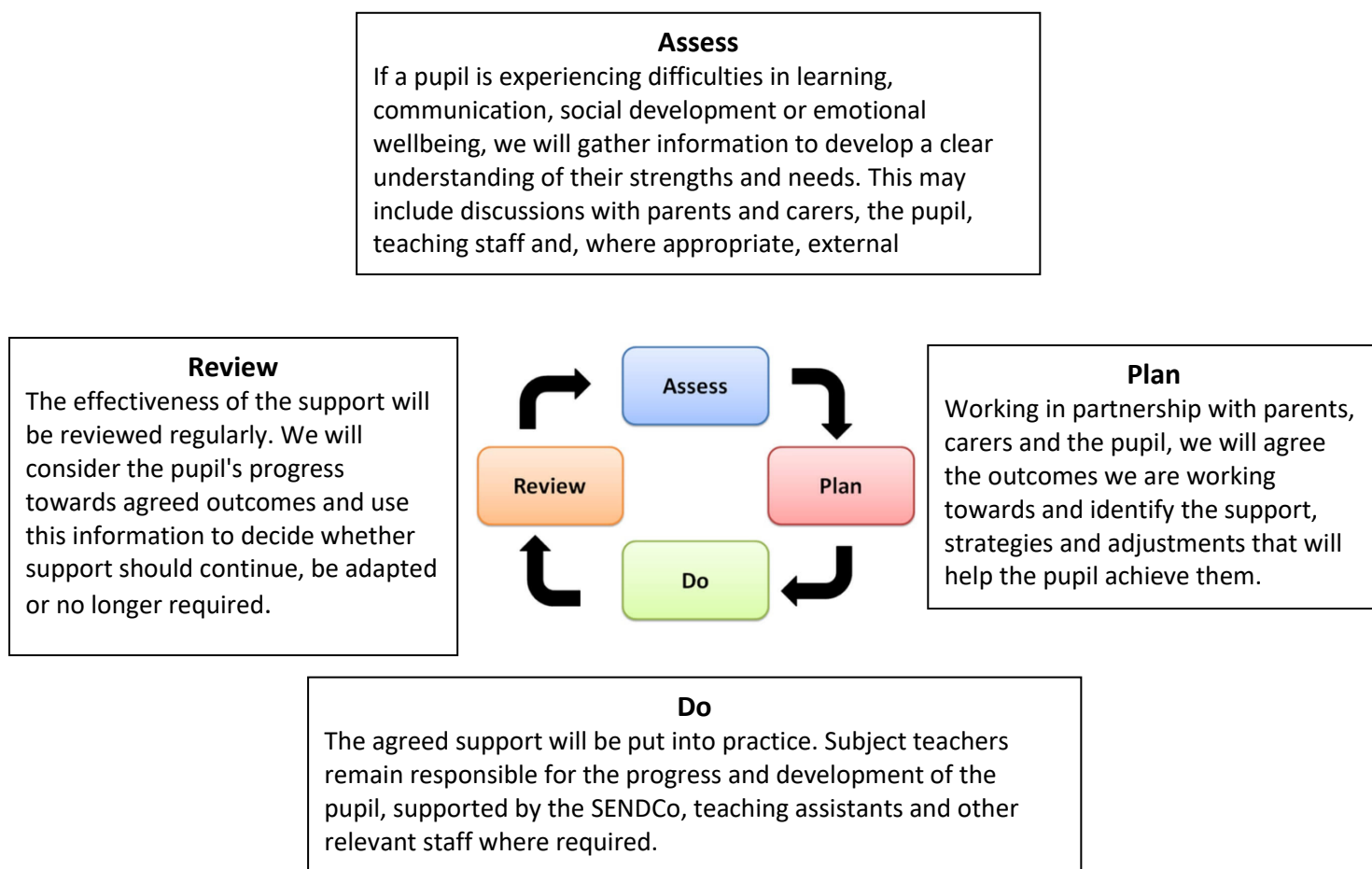
Some pupils may require more specialised provision. In these circumstances, school staff may work with external agencies and specialist practitioners to identify and implement appropriate recommendations, resources or support strategies.

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

We regularly gather information from teachers to monitor the progress, attainment and wellbeing of all pupils. This information helps teachers, curriculum leaders and pastoral staff identify strengths, celebrate successes and provide support where it is needed.

If a pupil is identified as having SEND, we will use our best endeavours to provide support that is additional to, or different from, the adaptive approaches ordinarily available through high-quality teaching.

At Rhyddings, we follow the graduated approach, a four-stage cycle of:



Parents, carers and pupils are important partners throughout this process and will be given opportunities to contribute to reviews and discussions about future support.

The graduated approach is a continuous cycle. As we learn more about a pupil's strengths and needs, support can be adjusted to ensure it remains effective and appropriately targeted.

Where evidence suggests that a pupil may require provision beyond that ordinarily available through SEND Support, the school may work in partnership with families and external professionals to request an Education, Health and Care (EHC) Needs Assessment.

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

We regularly review the support provided to ensure that it is helping pupils make progress, develop independence and achieve positive outcomes.

We evaluate the effectiveness of support by:

- Reviewing progress towards agreed outcomes and targets.
- Gathering feedback from pupils, parents and carers.
- Monitoring progress, attendance, participation and wellbeing.
- Ongoing evaluation by teachers, pastoral staff and the SEND team.
- Reviewing information recorded through Provision Map (Edukey).
- Assessing the impact of any additional support or interventions that have been provided.
- Holding annual review meetings for pupils with an Education, Health and Care Plan (EHCP).

Support is reviewed regularly through the graduated approach to ensure that it remains appropriate, effective and responsive to a pupil's changing needs. Where necessary, support, strategies and outcomes will be adjusted in partnership with pupils and their families.

10. How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

We are committed to ensuring that pupils with SEND are able to access an inclusive, high-quality education and achieve positive outcomes.

Support and resources are allocated according to individual need. The level and type of support provided will depend on a pupil's strengths, identified needs and the provision required to help them access learning successfully.

This may include:

- Adaptations to teaching and learning.
- Additional adult support where appropriate.
- Specialist resources, equipment or assistive technology.
- Staff training to develop expertise in specific areas of need.
- Advice and support from external professionals and specialist services.

The needs of pupils are reviewed regularly through the graduated approach to ensure that support remains effective and appropriate.

Where additional specialist advice or resources are required, we will work in partnership with external agencies and seek guidance on the most effective ways to support the pupil. In some circumstances, a pupil may require provision that exceeds the resources ordinarily available within school. Where appropriate, the school may work with families and external professionals to seek additional support or funding through the local authority.

Exam Access Arrangements

Examination access arrangements are intended to remove barriers for pupils with identified needs and allow them to demonstrate their knowledge, understanding and skills fairly.

Access arrangements may be considered for pupils who experience significant difficulties in areas such as reading, writing, processing information, communication, sensory needs or physical difficulties. Examples may include extra time, a reader, a scribe, rest breaks or the use of assistive technology.

Access arrangements are awarded in line with national examination regulations and must reflect a pupil's **normal way of working** in the classroom. This means that any adjustments used in examinations should be part of the support routinely accessed during lessons and assessments.

The school assesses pupils in accordance with the guidance set by the Joint Council for Qualifications (JCQ) and keeps arrangements under regular review to ensure they remain appropriate and meet the pupil's needs.

11. What specialist services or expertise are available at or accessed by the school?

At Rhyddings, we work collaboratively with a range of external professionals and specialist services where additional advice, assessment or support may be beneficial. These services help us to develop a deeper understanding of a pupil's strengths and needs, and to ensure that appropriate support is in place.

Where appropriate, we will consult with parents, carers and the young person before seeking involvement from external agencies.

Specialist services accessed by the school may include:

- Speech and Language Therapy Services
- Educational Psychology Services
- Occupational Therapy Services
- School Nursing Services
- General Practitioners (GPs) and Paediatricians
- Mental Health Support Team (MHST)
- East Lancashire Child and Adolescent Services (ELCAS)
- Social Care and local authority support services
- Learning Disability Services
- Specialist Teachers for specific areas of need
- Counselling and wellbeing services
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Recommendations from external professionals help inform our understanding of a pupil's needs and may contribute to classroom adaptations, targeted support, staff training, specialist resources or longer-term planning.

We value the expertise that external professionals bring and work closely with families and partner agencies to ensure support is coordinated, effective and centred around the needs of the young person.

12. How will my child/young person be included in activities outside the classroom, including school trips?

We believe that all pupils should have the opportunity to participate fully in school life, including educational visits, enrichment activities, extra-curricular clubs, leadership opportunities and wider school experiences.

We are committed to ensuring that pupils with SEND are included alongside their peers wherever possible. When planning activities, we consider any reasonable adjustments that may be required to enable pupils to participate successfully and safely.

This may include:

- Adapting activities, resources or equipment.
- Providing additional adult support where appropriate.
- Making adjustments to routines or expectations.
- Planning carefully for medical, sensory, communication or physical needs.
- Working with families and external professionals where specialist advice may be beneficial.

Risk assessments are carried out where appropriate to ensure that activities can be accessed safely by all participants. These assessments help us identify and remove potential barriers to participation wherever possible.

In the rare circumstance that an activity is not considered suitable despite reasonable adjustments being made, we will work with pupils and families to identify an appropriate alternative that provides similar learning opportunities.

The Hub

Pupils who may benefit from additional support during social times can access **The Hub** at break and lunchtimes. The Hub provides a structured environment where pupils can develop confidence, social communication skills, self-regulation and positive relationships while remaining fully involved in school life



13. How accessible is the school environment?

Rhyddings is committed to ensuring that all pupils can access education and participate fully in school life. We work proactively with pupils, families and external professionals to identify and remove barriers to learning wherever possible.

The school operates across four buildings and much of the site is accessible to wheelchair users.

Accessibility features include:

- Lifts providing access to key areas of the school.
- Accessible toilets and changing facilities.
- Disabled parking bays.
- Ramp access to support movement around the site.

While a small number of areas present accessibility challenges, we work closely with families, the local authority and relevant professionals to identify and implement reasonable adjustments where required. Individual risk assessments, accessibility arrangements and personalised support plans may be developed to ensure pupils can access learning, enrichment activities and wider school life safely and successfully.

Further information can be found in the school's Accessibility Plan.

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

We recognise that periods of transition can be exciting but may also bring uncertainty for some pupils. We work closely with pupils, families, schools and other professionals to ensure that transitions are carefully planned and that pupils feel confident, prepared and supported.

Primary to Secondary Transition (Year 6 to Year 7)

We work closely with our feeder primary schools to ensure that information about a pupil's strengths, needs, support strategies and aspirations is shared appropriately before they join Rhyddings.

Our transition programme includes:

- Close liaison between primary schools, families and school staff.
- Visits to feeder primary schools to meet pupils and gather transition information.
- Transition meetings for pupils with additional needs where appropriate.
- Additional visits and enhanced transition opportunities for pupils who may require further support with the move to secondary school.
- An induction day for all Year 6 pupils to experience lessons, meet staff and become familiar with school routines.
- An Induction Evening for parents and carers.
- Sharing relevant information with teaching and support staff before pupils begin Year 7.
- Opportunities for vulnerable pupils to visit the school site and meet key staff before starting school.

On the first day of the Autumn Term, school is open initially to Year 7 and Year 11 pupils. This supports younger pupils in becoming familiar with routines and the school environment before the full school community returns.

Transitions Between Year Groups

Information about pupils' strengths, needs, successful strategies and support arrangements is shared with staff to ensure continuity of support as pupils move through the school.

Moving Schools

If a pupil joins or leaves Rhyddings during the school year, we work closely with the previous or receiving school to ensure information is transferred appropriately and transitions are as smooth as possible.

Preparing for Adulthood

Preparing pupils for adulthood is an important part of our provision. We aim to develop independence, resilience, communication skills, self-advocacy and confidence so that pupils are well prepared for their next stage of education, employment or training.

Pupils are supported to explore their aspirations through the school's careers programme, impartial careers guidance and transition planning. For pupils with SEND, preparation for adulthood outcomes are considered as part of ongoing planning and review processes, particularly for those with an Education, Health and Care Plan (EHCP).

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

At Rhyddings, we recognise that emotional wellbeing, positive relationships and a sense of belonging are fundamental to successful learning and personal development. We are committed to creating a safe, supportive and inclusive environment in which all pupils can thrive.

Our pastoral system is designed to provide consistent support throughout a pupil's time at school. Pupils are part of a Continent House and tutor group, supported by their Form Tutor and Year Leader, who work closely with pupils and families to promote wellbeing, attendance, engagement and achievement.

This approach enables staff to develop strong relationships with pupils and build a detailed understanding of their strengths, needs and aspirations. Form Tutors and Year Leaders are often the first point of contact for parents and carers regarding pastoral, social or emotional concerns.

Support available may include:

- Daily support from Form Tutors and Year Leaders.
- Access to The Hub and other structured spaces during social times.
- Emotional literacy and wellbeing support.
- Support with social communication, friendships and self-regulation.
- Access to ELSA-informed approaches where appropriate.
- Support from the Mental Health Support Team (MHST).

Referral to external services where additional support may be beneficial.
Attendance and family support where barriers to school attendance have been identified.

We encourage pupils to develop positive relationships, resilience, independence and self-confidence. Through our positive behaviour and rewards system, we celebrate achievement, effort and contribution to the school community. Where concerns arise regarding a pupil's emotional wellbeing, mental health or social development, we work closely with families and, where appropriate, external professionals to ensure that appropriate support is put in place.

Further information can be found in the school's Behaviour Policy, Anti-Bullying Policy and Supporting Pupils with Medical Conditions Policy.

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

The Designated Teacher for Looked-After Children works closely with the SEND Manager and other relevant staff to ensure that the needs of looked-after and previously looked-after pupils with SEND are understood and appropriately supported.

We recognise that the experiences of looked-after and previously looked-after children may influence their learning, wellbeing and development. Staff work collaboratively to ensure that support is tailored to each young person's strengths, needs and aspirations.

Pupils who are looked-after or previously looked-after and have SEND will receive support in line with the graduated approach, alongside any additional support required to meet their individual circumstances.

Looked-after children will also have a **Personal Education Plan (PEP)**. The school works closely with carers, social workers and other professionals to ensure that Personal Education Plans, SEND Support Plans and Education, Health and Care Plans (EHCPs), where applicable, complement one another and promote positive outcomes for the young person.

We are committed to working in partnership with families, carers and professionals to ensure that looked-after and previously looked-after pupils feel included, supported and able to achieve their potential.

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

We recognise that supporting a child or young person with SEND can sometimes feel challenging, and we are committed to working in partnership with families. If you have any questions, concerns or would like advice about your child's learning, wellbeing or support, please contact us. We are here to support you, your child and your family.

A range of local and national services are available to provide information, advice and support for children and young people with SEND and their families.

Lancashire Local Offer

The Lancashire Local Offer provides information about education, health and social care services available for children and young people with SEND and their families.

[View the Lancashire Local Offer](#)

Lancashire SEND Information, Advice and Support Service (SENDIAS)

SENDIAS provides free, confidential and impartial information, advice and support for children, young people and parents/carers.

[Visit Lancashire SENDIAS](#)

Lancashire SEND Partnership

The Lancashire SEND Partnership provides information about SEND services, developments and support available across Lancashire.

[Visit the Lancashire SEND Partnership](#)

National Organisations

The following organisations provide information, advice and support for families of children and young people with SEND:

- [IPSEA](#)
- [SEND Family Support](#)
- [Spring North ASD Support](#)
- [Special Needs Jungle](#)

Working Together

We believe that the best outcomes are achieved when families, pupils and school staff work together. We encourage parents and carers to contact us whenever they have concerns, questions or information they would like to share so that we can provide the most effective support possible.

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

We are committed to working in partnership with pupils and families and aim to resolve any concerns as quickly and effectively as possible.

If you have a concern about your child's SEND support, we encourage you to discuss this initially with the SEND Manager, Miss Widdowson, who will work with you to understand your concerns and seek an appropriate resolution.

If you feel that your concern has not been resolved, or if the matter is more serious, you may contact the Headteacher, Mr Williams, via the school office.

If you remain dissatisfied with the school's response, you have the right to follow the school's formal complaints procedure. In some circumstances, this right may also apply to the young person themselves.

Further information can be found in the school's Policy and Procedure for Handling Complaints, which is available on the school website.

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 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

EHC 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.

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.

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 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