



## UTC Reading

### Special educational needs (SEND) information report.

Establishment Name:	UTC Reading College
Report Compiled by:	Georgina Craven
Date completed:	January 2024

This report details our arrangements for admitting and engaging with SEND learners. The report complies with [section 69 of the Children and Families Act 2014](#) and [regulation 51](#) and [schedule 1 to the Special Educational Needs and Disability Regulations 2014](#), where appropriate. This report also complies with section 6 of the [Special educational needs and disability code of practice: 0 to 25 years](#). The report also provides information as to the plan prepared by the governing body or proprietor under [paragraph 3 of schedule 10 to the Equality Act 2010](#).

The information published is normally updated annually however any changes to the information occurring during the year will be updated as soon as possible.

<b>Approved by:</b>	Local Governing Committee	<b>Date:</b>
<b>Last reviewed on:</b>	March 2023	
<b>Next review due by:</b>	March 2025	

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy and to demonstrate how we support students with SEND.

If you want to know more about our arrangements for SEND, please see our SEND policy. On our website:

[Our Policies and Procedures | UTC Reading](#)

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

UTC Reading provides for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder

	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child.

Our philosophy at UTC Reading is that we are “Team Student”. Each member of staff has an integral role in making sure that all students have a positive experience at our school. Below are some of the key staff that your son/daughter may come into contact with:

Role	Name	Email	
Special education needs coordinator	Georgina Craven	Georgina.craven@utcreading.org.uk	
SEND admin	Suia Abnett	Suia.abnett@utcreading.org.uk	
Designated safeguarding Lead	Jennie Thomson	Jennie.Thomson@utcreading.org.uk	
KS5 Student welfare co-ordinator and deputy safeguarding lead	Jackie Wynter	Jacqueline.wynter@utcreading.org.uk	
KS4 Student welfare co-ordinator attendance and deputy safeguarding lead	Charlotte Tennant	Charlotte.Tennant@utcreading.org.uk	
Head of Key stage	KS4	Lee Reynolds	Lee.Reynolds@utcreading.org.uk
	KS5	Stephanie Mitchell	Stephanie.Mitchell@utcreading.org.uk
Emotional literacy support assistants	Jackie Wynter	Jacqueline.wynter@utcreading.org.uk	
	Suia Abnett	Suia.abnett@utcreading.org.uk	

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Georgina Craven

Georgina has been the SENCo since 2018. She is a qualified Science teacher.

Georgina achieved the National Award in Special Educational Needs Co-ordination (NASENCO) in 2020 and the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A + AAC) in 2022

Georgina has a degree in Marine Zoology and is due to complete her Masters in Special Educational needs in 2024

### **Class/subject teachers**

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

All staff have received training from Autism Education Trust (AET) and Principles of Instruction Training via the Local Authority.

### **Learning support assistants (LSAs)**

We have a small team of 2 LSAs, who are trained to deliver one to one or small group SEN provision.

We have 1 learning support assistant who is trained to deliver the most appropriate reading interventions such as Reading Plus and That Reading Thing, an age-appropriate phonics-based program.

In the last academic year, LSAs have been trained in supporting learners with Autism, via the Autism Education Trust.

### **External agencies and experts**

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN 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)
- › Education welfare officers
- › Integrative Arts Therapists
  
- › Social services and other LA-provided support services
- › Voluntary sector organisations
- › Tutor Doctor
- › Academy 21

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

For most students, adaptations in the classroom will remove any barriers to learning. However, some students despite quality first teaching and additional in class support, do not make the anticipated progress. If you have any concerns regarding your son/daughter's progress, please follow the guidance below:

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Please either email the class teacher directly or email [enquiries@utcreading.org.uk](mailto:enquiries@utcreading.org.uk) and we will forward the message to the relevant person. They will explore these concerns with our SENCO, Georgina Craven, looking at what adaptations have already taken place and any additional support required. The SENCO will contact you to discuss your concerns.

You can also contact the SENCO directly.

[Georgina.Craven@utcreading.org.uk](mailto:Georgina.Craven@utcreading.org.uk)

We will meet with you, either face to face or virtually via TEAMS, 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 formally notify you in writing and your child will be added to the school's SEND register.

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

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include classroom work, internal class assessments and pre-public Examinations and mock examinations and during unstructured time.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra tuition to try to fill it. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the student in the classroom 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.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

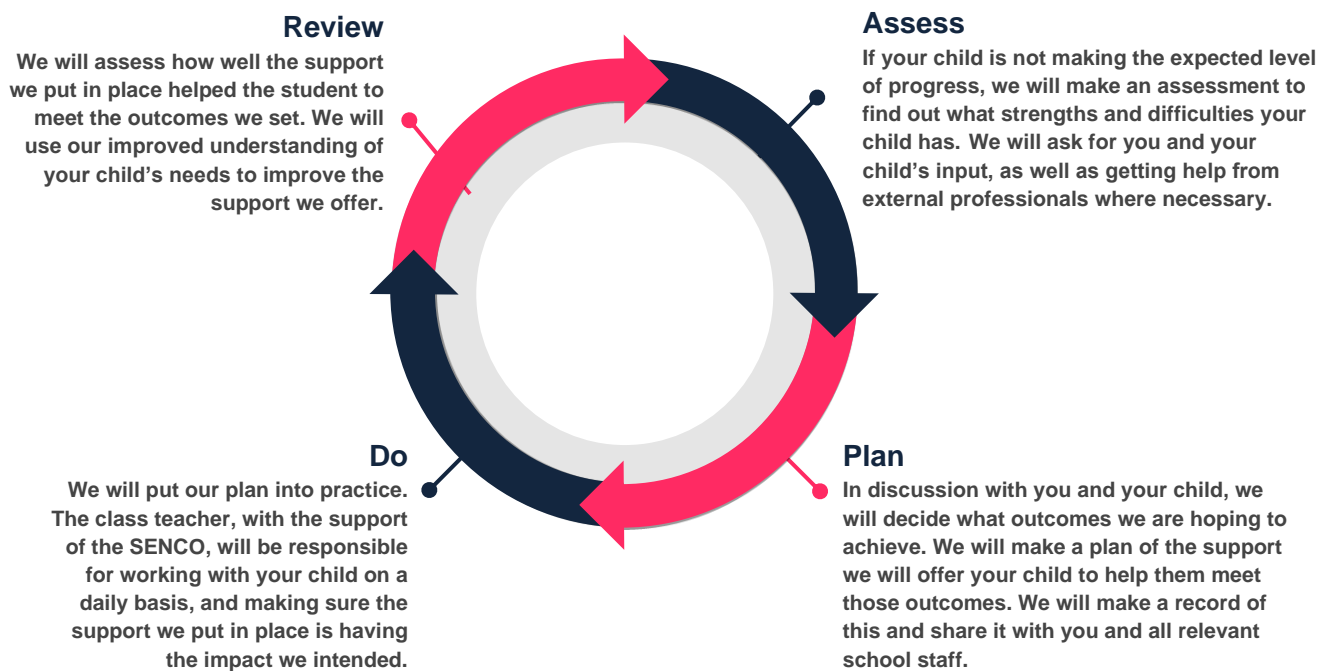
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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

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

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly reports on your child's progress.

Your child's class teacher will meet with you twice 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 make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We understand that you know your child best, So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher or the SENCO directly or use [enquiries@utcreading.org.uk](mailto:enquiries@utcreading.org.uk).

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

Students will be consulted, along with Parents/Guardians, when support plans are established.

Students and parents will be invited to review SEND provision at UTC Reading annually with the SENDCo, to contribute to policy and SEND report for the college. Students can, and are encouraged to, utilise the student executive board structure to feedback about daily operations at UTC Reading.

In addition to the above, SEND Students with an EHCP submit their views in writing as part of their annual review as well as to attend the review itself. Students and Parents/Guardians contribute to the setting of their own targets and strategies and is an important part of the ECHP and target setting for SEND.

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

Our accessibility plan can be located on our website at [GOV036.1 V2 Accessibility plan UTC-Reading.pdf \(alet.org.uk\)](#)

As a school we can access a range of services from within the local area and the Activate Learning group.

These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact [enquires@utcreading.org.uk](mailto:enquires@utcreading.org.uk).

## **The approach to teaching pupils with SEND and additional support available.**

Students with SEND are differentiated for appropriately within high quality teaching at UTC Reading and as such are offered the opportunity to participate in the school curriculum fully.

Students that continue to not meet the expected progress will have additional support put into place initially by their class teacher in conjunction with the SENDCO. Our teachers have high expectations of all students, including those with SEND. All teachers will be provided with information about your child's individual needs and teaching strategies that can be used to adapt their lessons to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities and assistive technology. This will remove barriers to allow your child to access the lessons fully.

Additional support resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated to achieve the objectives raised in their plan and in agreement with Parents/Guardians and the local authority when required. Learning Support Assistants are allocated, where resources allow and where suitable, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping students.

Provisions provided in a staged approach, with the least amount of support provided at each stage to promote independent learning techniques. Support will be increased or decreased as appropriate. If a student has had a certain level of support identified at a previous institution, we will, where possible, endeavour to provide a similar level of support.

## **How adaptations are made to the curriculum and learning environment of pupils with SEND**

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include additional literacy sessions; small group or one to one subject groups. . Due to the extensive offer of qualifications at UTC Reading, additional support sessions may impact other curriculum lessons. The need for additional support sessions will be carefully considered against the impact of curriculum lessons and overall aims of the student and family.

Our school is a safe and accessible building, and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help students with mobility needs, throughout our school including several lifts to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing.

## **How equipment and facilities to support children and young people with SEND will be secured**

Where a specific need is unable to be met with facilities available, we will investigate how we could meet the needs required. With consideration to the efficient use of resources, we will take appropriate action where required

Your child's teachers are responsible and accountable for the progress and development of all the students 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 focussed curriculum in each year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support students on a 1-to-1 basis as required.
- Teaching assistants will support students in small groups when as required.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
<b>Communication and interaction</b>	Autism spectrum disorder	Focussed area for one to one or small group work area. Support from Autism Education Trust ELSA Educational Psychologist support
	Speech and language difficulties	Advice sought and implemented from appropriate specialist
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Small group pre-learning and over-learning. Small group or one to one literacy support Reading Plus
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Movement breaks

	Adverse childhood experiences and/or mental health issues	ELSA Integrative Arts Therapist Focussed area for break & lunch
<b>Sensory and/or physical</b>	Hearing impairment	Advice sought and implemented from appropriate specialist
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Brighter Future’s local offer.

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

The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally, progress and attainment data for students is analysed for effectiveness and value for money of interventions.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

All students, including those with SEND, are assessed on a regular basis, in accordance with UTC Reading’s Assessment Policy. Teachers formally assess and review progress and attainment which is communicated to Parents/Guardians and young people by a report that is posted on our online person management system. Additionally, there are two specific parents’ evenings held each academic year, when there is an opportunity to discuss progress, attainment and next steps. Between these, Parents/Guardians are able to contact their tutors and meet with them, the SENDCO.

All students with an Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have regular reviews with the SENCO to review SMART targets, outcomes of which will be regularly communicated to Parents/Guardians via online portal “provision map”.

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

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

- Extra equipment or facilities
- More learning support 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.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## **11. How will the school make sure my child is included in activities alongside students who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our students including our enrichment activities.

All students are encouraged to go on our school trips, and additional support will be put in place to remove any barriers.

All students are encouraged to take part in all school activities, such as careers fairs, sporting activities.

No student 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 does the school make sure the admissions process is fair for students with SEN or a disability?**

Information regarding procedures and time scales for Students wishing to join UTC Reading are covered by the UTC Reading Admissions Policy. If a student has a specific need that they wish to discuss prior to taking up a place, the special educational needs co-ordinator (SENDCo) is available during open events and new parent evenings, both of which prospective Parents/Guardians are always encouraged to attend.

### **Admissions**

After joining UTC Reading the following procedure is undertaken;

1. Information from the application form is processed to produce an initial SEND Register.
2. Students and families are contacted individually by the SEND team so we can begin to build a picture of need.
3. School files are requested for those joining the school and, upon receipt, needs are identified wherever possible.

4. Further cross-school testing will be used to make sure that no student is ever disadvantaged by changing school and that all needs are identified as soon as possible.
5. As we get to know the students, the information will be updated, and this will then form the working SEND Register.
6. Parents/Guardians and students will be consulted to establish ongoing and changing support needs, and this will be considered in balance with professional reports and information available. Student and family voice is essential to identifying and assessing SEND needs.

### **In cohort identification**

A staff referral form is in use to allow staff the opportunity to refer students who they believe haven't been identified via admissions process or in previous schools and are showing signs of additional need within the class.

## **The arrangements for consulting and working with Parents/Guardians of young people with special educational needs in assessing and reviewing progress towards outcomes.**

Students will be consulted, along with Parents/Guardians, when support plans are established.

As part of the regular review procedure, students on the SEND register will regularly feedback and reflect on their own progress to a Learning support assistant (LSA) and this is further fed back to the Parents/Guardians for them via online portal "provision map".

Parents are encouraged to review and comment upon student support plans, provisions, and access arrangements via online portal "provision map".

Parents/Guardians are invited to attend Parents evenings throughout the year to discuss progress of students. Parents/Guardians are encouraged to access Progresso to review ongoing progress. Including attendance, behaviour, timetable, and assessments.

An additional Student support evening is held within the first term of the academic year, where operationally able, to allow Parents/Guardians to meet the student support team and other Parents/Guardians.

Students with EHCP's will have targets and strategies set by agreement with the student and their Parents/Guardians with input from relevant professionals, including the UTC Reading Staff. Annual reviews involving the student, Parents/Guardians, subject staff, and other professionals evaluate needs and progress towards pre-specified outcomes.

## **13. How does the school support students with disabilities?**

We make information readily available to all students in varying formats to facilitate access for SEND students. This includes reading software, dictation software, parental updates, and pastoral programmes. LSA's are involved in the communication of information to SEND students in varying formats based on

specific needs. If a pupil has a specific need that we are not currently able to meet, we will endeavor to improve the delivery of information to meet the specific need.

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

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

- › Students with SEN are encouraged to be part of the whole school, engaging in enrichment activities alongside lessons.
- › We provide extra pastoral support for listening to the views of students with SEN, via Pastoral support, ELSA and external agencies.
- › Supervised break out areas are provided for students who require a period to re-regulate.

We have a 'zero tolerance' approach to bullying. Our anti-bullying strategy can be found here

[GOV049\\_V2\\_Anti-Bullying-Strategy.pdf \(alet.org.uk\)](#)

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

For students who are leaving UTC Reading, we will make the student's file available to the new academic institution, including all standard school information and any SEND-related information where applicable and available.

Where possible, UTC Reading will aim to provide key information to students and Parents/Guardians pre-emptively to key points in transition.

## **Onto Adulthood**

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

For students who are ready to move on to the next phase of their education or to a workplace environment, careers support via one-to-one meetings is available to help guide students through this process. UTC Reading holds several careers fairs and works closely with employers to provide information and support for students.

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

Jennie Thomson will work with Georgina, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student'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 students 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?**

Concerns and Complaints are dealt with in line with the UTC Reading Complaints Procedure, which can be found here: [GOV015\\_V4-Complaints-Procedure.pdf \(alet.org.uk\)](#)

Complaints about SEN provision in our school should be made to the SENCO in the first instance. If a satisfactory outcome is not reached, you will then be referred to the school's complaints policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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

At UTC Reading, we are privileged to have pupils joining us from a large catchment area. This means that we currently work with five different local authorities, each of which service a different area and provide different services, known as the local offer.

To find out which other services are available to support your child or family, you should contact the district council for your place of residence.

Links to the local offers for the local authorities we deal with are linked below (correct as of Jan 2024).

## Reading Borough Council

Local offer: <http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

Support services:

[http://servicesguide.reading.gov.uk/kb5/reading/directory/results.page?familychannel=3\\_9\\_2](http://servicesguide.reading.gov.uk/kb5/reading/directory/results.page?familychannel=3_9_2)

## Wokingham District Council

Local offer: <http://www.wokingham.gov.uk/our-local-offer-for-children-and-young-people-with-additional-needs/>

Support services: <https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

## West Berkshire District Council

Local offer:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>

Support services:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/family.page?familychannel=3&localofferchannel=4>

## Bracknell Forest

Local offer: <http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>

Support services: [http://search3.openobjects.com/kb5/bracknell/directory/family.page?familychannel=6\\_7](http://search3.openobjects.com/kb5/bracknell/directory/family.page?familychannel=6_7)

## Slough Borough Council

Local offer: <http://servicesguide.slough.gov.uk/kb5/slough/services/localoffer.page>

Support services:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=gykyhJLii9s>

## Windsor and Maidenhead Borough Council

Local offer: [https://rbwm.afcinfo.org.uk/local\\_offer](https://rbwm.afcinfo.org.uk/local_offer)

Support services:

[https://rbwm.afcinfo.org.uk/local\\_offer/organisations?&search\\_organisation%5Bcategory\\_ids%5D%5B%5D=4092](https://rbwm.afcinfo.org.uk/local_offer/organisations?&search_organisation%5Bcategory_ids%5D%5B%5D=4092)

## Hampshire Borough Council

Local offer: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Support services: <https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-2#>

## Buckinghamshire

Local offer: <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

Support services: <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=lypVjro44uw>

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

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

## 19. Glossary

- › **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a student’s EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a student’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 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 student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- › **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area

- › **Outcome** – target for improvement for students 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
- › **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 students with SEN
- › **SEN support** – special educational provision which meets the needs of students with SEN
- › **Transition** – when a student moves between years, phases, schools or institutions or life stages