



Brennand's Endowed CE Primary School

Special Educational Need and Disabilities (SEND) Information Report

September 2025

Name of policy	SEND Information Report
Author	Catherine Taylor / Kate Taylor
Start date (approved by Governing board)	September 2025
Review Date	September 2026

This information report aims to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. If you want to know more about our arrangements for SEND, read our SEND policy:

https://www.brennands.lancs.sch.uk/_site/data/files/users/key-info/379B0D51C7AA1ABFF09E1C50202B6514.pdf

At Brennand's Endowed CE Primary School, we believe that all children should have access to an inclusive education that enables them to achieve their full potential. We provide a high-quality education, and our curriculum is enriched with real-life experiences and encourages children to think imaginatively and make intelligent choices. We see the education of our children to be a partnership between home and school and we work closely with parents as equal partners to ensure that the children's time at Brennand's is both enjoyable and successful.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2015) into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

All the additional provisions and strategies will be named on a child's Individual Education Plan (IEP). For children with more complex special educational needs, an application can be made to the local authority for an Education Health Care Assessment which may lead to an Education, Health and Care Plan (EHCP). Further information about an EHCP can be found on the Lancashire Local Offer Website <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>



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Key staff and contact details

Special Educational Needs/Disabilities Coordinator (SENDCO):

Catherine Taylor (Assistant Headteacher)

Kate Taylor (Associate SENDCO)

Headteacher:

Sarah White

SEND Governor:

Christine Seward

Contact details:

email: c.taylor@brennands.lancs.sch.uk / senco@brennands.lancs.sch.uk

tel: 01200 446664

The different areas of need provided for at Brennand's Endowed

We use our best endeavours to provide for children with SEND across the 4 broad areas of need identified within the SEND Code of Practice (2015):

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

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be due to difficulties saying what they want to say, understanding what is being said to them or because they do not understand or use social rules of communication. This area of need includes children with Autism.

Cognition and learning

Children may experience difficulties with all or some areas of learning. The cognition and learning area of need includes children with Severe (SLD), Moderate (MLD), and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties. Children may have more specific difficulties such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment difficulties.

Sensory and/or physical needs

These include vision impairment (VI) and hearing impairment (HI). Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

We recognise that some pupils' progress and attainment may be affected by factors other than a Special Educational Need, for example:



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- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

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

Before joining Brennan's Endowed Primary school in our Pre-School / EYFS class, each child will be visited in their placement settings and/or will receive a home visit from the class teacher and/or support staff.

For children with SEND we will liaise with parents, external professionals and the pre-school/nursery setting and attend any transition reviews. We can also arrange visits to school in addition to the visits attended by all new pre-school and EYFS pupils. Parents are always welcome to contact school if they have any queries which have not been met by the pre-school meetings we have in school for all children.

Brennan's Endowed CE Primary School is a Church of England VA primary school and as such we adopt the criteria for admission for Blackburn Diocese. The admissions policy can be found here:

Children with an EHC plan's school places are identified via the area-based SEN Teams who will liaise with the family and other professionals involved about a school place for your child.

You should contact the relevant SEND Team if your child has an EHC plan:

East - Hyndburn, Ribble Valley, Rossendale, Burnley and Pendle

Tel: 01254 220 553

Email: Inclusion.East@lancashire.gov.uk

Which staff will support my child?

The Headteacher is Mrs Sarah White, she is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND

The SEND Governor is Mrs C Seward, she is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

The Special Educational Needs Co-ordinator (SENDCO) on a daily basis is the Assistant Headteacher, Mrs C Taylor. She is supported by Kate Taylor (Associate SENDCO) who works in school 1 day per fortnight. They are responsible for:

- Co-ordinating SEND provision across the school
- Working with children and families to ensure they are involved in developing the support and reviewing progress



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- Keeping up to date with local and national legislation and procedures
- Reporting to Governors
- Developing and reviewing the school's SEND policy and other paperwork relating to SEND
- Holding SEND support meetings
- Liaising with all the other agencies that may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology. All information shared is treated confidentially and this will only be shared with the parent's permission
- Updating the school's SEND record (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept
- Providing specialist support, strategies and recommendations (this could be external training) for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible

Class Teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND. The class teacher is the key person in ensuring the needs of the individual child are met as they work with the children every day. The Class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need through well differentiated lessons, staffing support and resources.
- Writing Individual Education Plans (IEPs), and sharing and reviewing these with parents each term and planning for the next term (sooner if needed).
- Quality First Teaching
- Ensuring that the school's SEND Policy is followed in their classroom.
- Ensuring that children receive targeted learning and intervention if and when needed.

Teaching Assistants (TAs):

We have a small team of TAs, who are trained to deliver SEND provision. They may work with individual or small groups of children both supporting access to learning and delivering specific intervention.

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 SEND and to support their families. These include:

- Educational Psychology
- Community Speech and Language Therapy (SALT)
- School Nurse
- Occupational Therapy (OT)
- Community Paediatrician
- Social Services
- Child and Adolescent Mental Health Services
- Physiotherapists
- SEND Support Services, including advisory teachers
- SENDIASS
- Child and family well-being service



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How does the school identify needs and what should I do if I think my child has SEN?

We follow the graduated response set within the SEN Code of Practice 2015:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

As a result of observations, discussions, ongoing assessments, and tracking the progress of all individual children class teachers identify children in their class who may have special educational needs. We work with external agencies and parents to discuss any concerns.

Interventions and small group support are put in place as part of quality first teaching. If a child has a need that goes beyond being catered for by usual classroom adaptation then a concern form is completed and actions are agreed upon with parents and the SENDCO. The child may be added to the SEND 'monitoring list' in the first instance.

If there are still concerns about the child's progress following a review of this plan then pupils may be added to the SEND register at SEND Support and an Individual Education Plan (IEP) is developed. The IEP includes SMART targets that the child works towards with provision in place to support them. IEPs are reviewed and updated at termly intervals although targets may be reset within the term as the child makes progress. TAs often deliver individual and small-group support. The SENCO supports teachers in writing IEPs and identifying appropriate next steps when required.

At Brennand's we work in partnership with other agencies to meet the needs of our pupils. Some of these services are listed above. We work closely with health professionals, social care, specialist teachers and psychology support services who provide advice to school on provision and complete specialist assessment and advisory reports when needed, this advice is then incorporated into classroom practice to meet the needs of individual pupils.

When pupils have identified SEND before they start school, we work with the child's family and professionals involved with the child and use the information already available to identify how their SEND provision and support will look within our school setting.

If you tell us you think your child has a SEND we will arrange a SEN support meeting, we will then discuss this with you and put together some actions moving forward. We review the actions within an agreed timeframe with you and will agree next steps from there.

Close and careful monitoring of all children across the curriculum is carried out through summative and formative assessment.

If our staff think that your child has a SEND this may be because they are not making the same progress as other pupils; for example, they may not be able to follow instructions or answer questions. We will observe them; we will assess their understanding of what we are doing in school and use quality first teaching strategies and implement interventions to support areas of difficulty.

Any class teacher who has cause for concern will share their concerns with the child's parents and SENDCO. The SENDCO will give strategies and support to the class teacher to support the child's area of needs.



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Our graduated approach allows for strategies and recommendations to be implemented and evaluated to allow us to assess the impact accordingly. Children and their parents are at the heart of our graduated approach and we work in partnership with them to ensure the best possible outcome. More information on how we support children with SEND can be found in our SEND Policy.

If you feel your child may have a special educational need, you should speak to the class teacher in the first instance. Arrangements will then be made to meet to discuss concerns and agree any necessary next steps.

At Brennand's Endowed CE Primary School we provide a 'Graduated Approach' to identifying and meeting Special Educational Needs:

Universal: The effective inclusion of all children in high-quality lessons ('quality first teaching'). Children may be at any point on the 'graduated response' – that is, the usual differentiated curriculum or SEND Support.

Targeted: Small group intervention – e.g. phonics, numeracy, SALT, social and emotional intervention programs, and booster classes. Interventions are not primarily SEND provision and there is no requirement that the children involved should be placed on the Special Educational Needs register.

Individual: Specific targeted intervention for pupils identified as requiring SEND support. Pupils may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to their progress. Individual provision is often likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles, and/or individual support. It aims to reduce gaps in progress and improve access to universal provision. Children who access individualised provision will usually be identified as SEND and may have external agency involvement over time. Provision for children with an EHCP will have the type and amount of support written into their plan according to need and EHCP-identified provision (Section F of the EHCP).

How will the school measure my child's progress and keep me informed? How will I be involved in decisions made about my child's education?

All children with an EHCP / at SEND Support have an Individual Education Plan (IEP) which are discussed between the class teacher, child, parent and if necessary, external professionals

School will:

- Assess your children regularly through informal and formal assessments. E.g. observations and written assessments
- Discuss and review your child's progress at Parents Evenings and termly SEND support meetings
- Give children and parents access to an online platform in which messages can be exchanged between adults working with your child in school and yourself. The class teacher may suggest ways of supporting your child's learning.
- Send out reports detailing your child's progress in Reading, Writing and Math's as well as their overall attitude to learning. Our feedback to you will be about the progress your



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child has made but will also include an overview of where they are compared to national expectations.

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every Parent and Carer in the education of their child and to involve parents and pupils in the review and SEND support meeting process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance, contact the class teacher.

School operates an 'open door policy' so parents can contact the school office at any time and we will do our best to arrange a meeting with you and the relevant member of staff and/or the Special Educational Needs Coordinator as soon as possible.

Parents who have children on the SEND register will receive a copy of their child's IEP. This will detail specific targets for your child and what support is being put in place. New targets are set termly (sooner if needed). IEPs are reviewed and evaluated termly by the class teacher and/or SENDCO.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LEA. Parents and external agencies are strongly encouraged to attend and contribute to the review process.

Reviews in Year 5 are used to begin to establish the parent's choice of high school to assess the arrangements before the transition. A further transition review, when a high school place has been allocated, will be arranged and the high school SENDCO will be invited as well as your child's pastoral manager/head of year.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. translation, enlarged print or in audio format if requested.

The school bursar, Headteacher and / or SENDCO are available to support parents/carers to complete forms and paperwork when necessary and by signposting to agencies. Information, advice and guidance for families of children with SEND is available via the SENDCO and/or links on the website. The bursar will also support parents with online school applications if they do not have access to computer or Internet at home.

When children join the school, we have a comprehensive induction program including visits to nurseries a parent meeting, and stay and play sessions.

Annual Parent Questionnaires are sent home. From the analysis, as a school we work on areas that parents feel we could improve on.

We hold an open morning each autumn but prospective parents are welcome to visit the school anytime by making an appointment via the school office.



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We will provide advice on further activities and resources that can be used to support your child at home, as well as home learning to repeat and practice activities, or suggest websites which would be useful to them.

Parents are signposted to any courses or events which are relevant to them and their child.

School can liaise with your child's GP or medical services.

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

The level of involvement will depend on your child's age and level of development. Wherever possible we strive to involve them in decisions about their provision. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. We will gather this information. We may seek your child's views by asking them to:

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

Children with an EHCP will be invited to contribute to the review process via their One Page Profile and attendance at their review meeting if appropriate.

How will the school adapt its teaching / curriculum for my child?

The SENDCO will add your child's name to the Special Educational Needs and Disability register

- We offer wide curriculum opportunities that are well adapted by the class teacher to support the specific needs of your child.
- The class teacher will provide quality first teaching daily, targeted at each child's needs within the classroom. All staff have had training in Adaptive Teaching.
- Provision for all children with identified special educational needs in our school is coordinated by the SENDCO, who works in close consultation with the class teachers to devise and monitor support for children.
- We have Teaching Assistants who work with identified children, either individually or as part of a group, in order to support them achieve their full potential.
- The class teacher will meet with parents (this could be as part of parent's evening or SEND Support meeting) to discuss your child's needs, support and progress. We have an open door policy where parents are most welcome to discuss concerns regarding their child, should they feel the need.
- The SENDCO is available to parents so that they are able to share their thoughts and views in an informal meeting.
- Your child may have an Individual Education Plan (IEP). This will outline the support your child will receive in school. For further information, the SENDCO is available to discuss support in more detail.
- As an inclusive school we take reasonable action to ensure that your child can access all learning opportunities both in and out of school, such as school trips and local walks.

It is every class teacher's responsibility to meet the SEND needs of pupils in their class. The SENDCO will support teachers by offering advice, resources and arranging specialist assessment to identify



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specific needs and support required. Teaching assistants work predominantly in individual classes so that they can develop positive relationships with the pupils and understand their individual needs and as such are ideally positioned to deliver 1-1 and small group intervention support when necessary.

Access arrangements and support in tests are discussed between class teachers, assessment lead and the SENDCO and any necessary adjustments are applied for. Parents are informed of our decisions and the reasoning behind them.

How will the school evaluate whether the support in place is effective in supporting my child?

When considering how successful our SEND provision is, we will consider:

- Movement of pupils on/off the SEND record.
- The identification and assessment of SEND i.e. early identification – Baseline results.
- Pupil progress in the National Curriculum, Pre-Key Stage Documents, SATs and achieving targets.
- IEP SMART targets are reviewed termly.
- Progress is monitored using Target Tracker software and discussed in termly Pupil Progress meetings. PIVATs are used for some children to monitor small steps in progress.
- Comparative data from annual standardised tests in KS2.
- Parental views and opinions expressed at Parents' Evenings, SEND Support Meetings reviews and informal discussions.
- The SENDCO monitors individual progress, intervention groups and SEND provision. If an external agency is involved in the assessment, planning and review cycle they will also review progress.
- EHCP outcomes are reviewed formally as part of the annual review cycle.

How will the school resources be secured for my child?

The individual needs of children are considered when providing equipment and facilities. Children with an EHCP are provided with resources and support as identified in their EHCP.

Resources available to current children with SEND include iPads to assist with recording written work, writing slopes, Clicker, purchased intervention programmes including NESSY, Dynamo maths, and WellComm.

TA support is aimed at developing an inclusive approach for all. Support for regular specialist advice for individual children and at a school level is funded as part of the SEND budget. Decisions about the purchase of additional resources are made in collaboration between the classteachers, SENDCO and Headteacher.

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

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



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If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. If an external agency is involved in the assessment, planning and review cycle the children will be identified as SEND.

Provision for children with an EHCP will have the type and amount of support written into their plan according to need and EHCP recommendation. The EHCP allocation of money will be implemented in full.

How will the school make sure my child is included in all curriculum and extra curriculum activities?

Activities and school trips are available to all children in our school.

A risk assessment will be carried out if required and procedures put in place to ensure that your child can participate.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in every aspect of school life. No pupil is ever excluded from taking part in activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How accessible is the school?

The school is partly wheelchair accessible and to ensure access for all pupils and parents with disabilities, the school has ensured all exit doorways and entrances to all KS1 classrooms and one lower KS2 and one Upper KS2 classroom, are on a single level and some have ramp access. A low toilet with a wide door is available.

Information about school is freely available on the school website, with each class having their own web-site page. Paper copies are freely available from the school office and parents are encouraged to request further support with accessing information if required. Most furniture is modern and a suitable height appropriate to the age group of children being taught in that classroom.

We have no adjustable seating currently but will work with health professionals as needed to provide suitable resources for individual children.

The school has a range of ICT programmes for pupils with SEND in addition to iPads, headphones, computers and interactive whiteboards.

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

The well-being of your child is central to the ethos of our school, our open-door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Brennan's Endowed CE Primary to provide a happy safe and caring environment. The emotional wellbeing of your child is extremely important to us so feel free to contact school if you have any concerns.



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All children are taught about bullying, friendships and staying safe, through a combination of age appropriate PSHE, (personal, social and health education) lessons, circle time and daily worship. We also have play leaders and an active school council. The school has Designated Safeguard Leads to deal with issues of child protection and safeguarding. Groups are run in school to develop children's social skills and self-esteem. If your child has a medical need then a care plan will be prepared in consultation with you and the appropriate medical practitioners.

School has sign posted parents and children to specialist services for social, emotional and behavioural development. All children are encouraged to tell someone if they feel there are any issues, not just impacting on them but on their peers. The school's anti-bullying and behaviour policies are available on the website. Parents are encouraged to report any incidents of bullying to school so that they can be dealt with in the correct way. The views of children with SEND are important and are always included within annual review and SEND support meetings.

To enhance the PSHE curriculum regular PSHE theme days are held which focus on different aspects of Personal, Social, Health and Emotional development.

Counselling is provided via Child Action Northwest when a need is identified for individual children.

We understand that pupils' with SEND may be more vulnerable to bullying and safeguarding concerns. The school anti-bullying policy is published on the school website. Anti-bullying is a focus on a PSHE them day each year, discussed regular in class discussions and assemblies.

More information can be found: <https://www.healthyyoungmindslsc.co.uk/home>

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

A well established induction programme is in place for children joining us in Reception, this includes parent meetings, welcome booklets, stay and play sessions, visits to Nurseries and pre-school settings, small group starter sessions in September. Staff are always willing to have extra conversations and meetings to discuss individual needs.

In the summer term all children spend a morning in their next class with their new teacher and teaching assistants. Individual children are helped to get to know the staff they will be working with in the following year group through extra pop-ins and visits to help reassure and prepare children who may struggle with the change.

Year 6 pupils visit their designated High School for taster sessions and High School teachers will visit our school to help ease the transition from Year 6 to Year 7. High School Teachers have delivered assemblies and spent time in Year 6 classes to familiarise themselves with pupils.

Year 7 pupils visit Year 6 pupils to discuss relevant issues and visits to High School for special events are organised. An official handover of SEN information and documentation takes place between the SENCO and designated secondary teachers. Individual transition meetings and extra support is arranged when needed. Sessions, focused on transition to secondary school, are provided in the summer term for some pupils. All SEND information is transferred electronically via CPOMS, our online monitoring system.



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For children moving between year groups and key stages, the school holds an annual 'moving up' day/morning/afternoon in the summer term. Where appropriate, further bespoke transition programmes are provided for individual children. Social stories will be developed to support some children with this transition.

To help pupils with SEN be prepared for a new school year we ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

What support is in place for looked-after and previously looked-after children with SEND?

The SENCO and SLT work together to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND needs might interact, and what the implications are for teaching and learning.

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

What should I do if I have a complaint about my child's SEND support?

Complaints about SEN provision in our school should be made to the Headteacher or SENDCO, in the first instance. They will then be referred to the school's complaints policy which can be found here: <https://www.brennands.lancs.sch.uk/site/data/files/users/key-info/A21054A94AC8A224B01B84E99471AFFE.pdf>

Complaints under this report fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required. Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. More information can be found here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/dispute-resolution-mediation-and-appeals/>

Parents can find information about how the Local Authority seek to support families via the school website or the Lancashire Local Offer <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Parents can find more information about SEND at Brennand's Endowed CE Primary School from the SEND Policy on our website: <https://www.brennands.lancs.sch.uk/site/data/files/users/key-info/379B0D51C7AA1ABFF09E1C50202B6514.pdf>

Advice for parents can be sought via SENDIAS: <https://www.lancssendias.org.uk/>

What support is available for me and my family?



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School recommends appropriate support to families on an individual basis, signposting courses and activities that are of relevance in the local area. Parents are informed of SEND information events that are hosted by Lancashire. Information is included and updated on the school and Lancashire websites: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Lancashire Information Advice and Support for SEND: <https://www.lancssendias.org.uk/>

IPSEA: Offers free and independent legally based information, advice and support to help get the right education for children and young people with SEND. <https://www.ipsea.org.uk>

Contact: A charity for families with disabled children. Supporting and bringing families together and helping them take action for others <https://contact.org.uk>

NSPCC <https://www.nspcc.org.uk/>

ADHD Foundation: <https://www.adhdfoundation.org.uk/>

National Autistic Foundation <https://www.autism.org.uk/>

British Dyslexia Association <https://www.bdadyslexia.org.uk/>

Lancashire social care for children with disabilities <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/social-care/>

Foundation for Ribble Valley Families <https://frvf.co.uk/>

Child Action North West <https://canw.org.uk/>

Glossary of key terms

Access arrangements – special arrangements to allow pupils 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 /



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SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages