

Special educational needs (SEN) information report

Bramhope Primary School



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Dear parents and carers,

At Bramhope Primary School, we believe that all children have the ability and desire to learn and achieve. For some children, their capacity to learn may be affected by different abilities and disabilities. Through our Special Educational Needs Policy, we strive to ensure enjoyment in learning, pride in inclusion and sensitivity to each child's individual needs.

Your child's teacher(s) are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

All children are assessed and monitored carefully. Staff are all fully aware and have access to children's reports and records and are made aware of all pupils with specific needs. Children's records and meetings with the previous class teacher and SENCO, ensures teaching approaches and lessons are planned according to all groups of children in the class and individual children's needs.

We will adapt and scaffold how we teach to suit the way the pupil works best. There is no 'One 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. Gaps in their learning / understanding will be identified and support put in place to help them make the best possible progress.

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website in the 'Our School' - 'SEND' section: www.bramhopeprimary.co.uk

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment

	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Sue Farinha.

She has vast experience in this role and has worked as a SENCO, class teacher and assistant head teacher. Sue has been a freelance education consultant for several years and, along with Bramhope Primary School, is currently working as a SENCO for a specialist SEND Alternative Provision. Sue is a qualified teacher and has specific interest and expertise in dyslexia and Social Emotional Mental Health (SEMH).

The SENCO is allocated 1 day a week to manage SEN provision.

Assistant SENCO

Our assistant SENCO is Richard Street.

He has wide ranging experience in education has worked as a headteacher, deputy head, SENCO and class teacher.

Richard was the interim SENCO for Bramhope Primary School in 2022-2023 and has undergone wide ranging training across the four main areas of SEND need, including Team Teach; Autism and ADHD; specific learning difficulties including dyslexia and dyscalculia; SEN within the Leeds Authority, including Funding For Inclusion.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. On induction, all staff complete Level 1 Autism Awareness Training through Leeds STARS.

Teaching assistants (TAs)

We have a team of 11 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 11 teaching assistants who are trained to deliver interventions such as:

- ReadWriteInc.Phonics (EYFS/Key Stage 1)
- Dynamo Maths
- Nessy Fingers
- Handwriting
- RWI Phonics/Spellings (Key Stage 2)
- Maths (EYFS/Key Stage 1)
- Maths (Key Stage 2)
- Lexia
- Reading Inference
- Alpha to Omega
- Precision Spelling
- Speech and Language: pre-verbal
- Speech and Language (Away with Words)

- Pastoral Support
- Pastoral Support- family of school's cluster TAMHS
- Lego Therapy

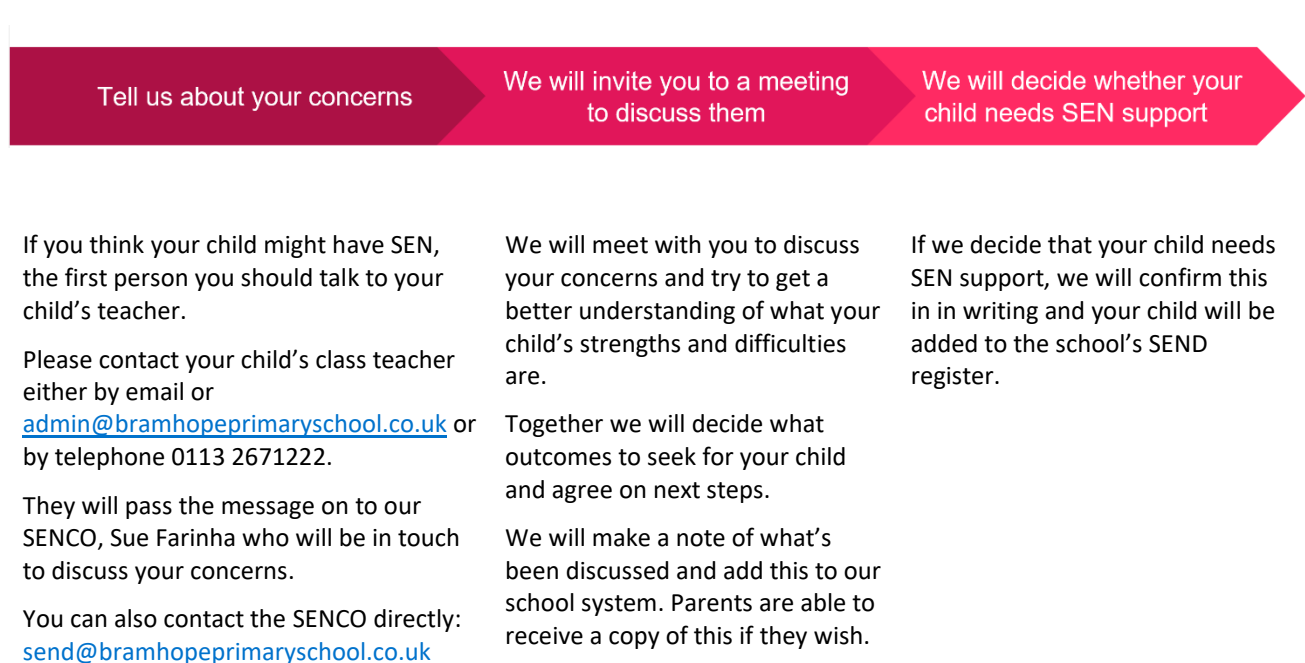
In the last academic year, TAs have been trained in autism, Picture Exchange Communication Systems, dyslexia, Lego Therapy and Dynamo Maths.

External agencies and experts

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

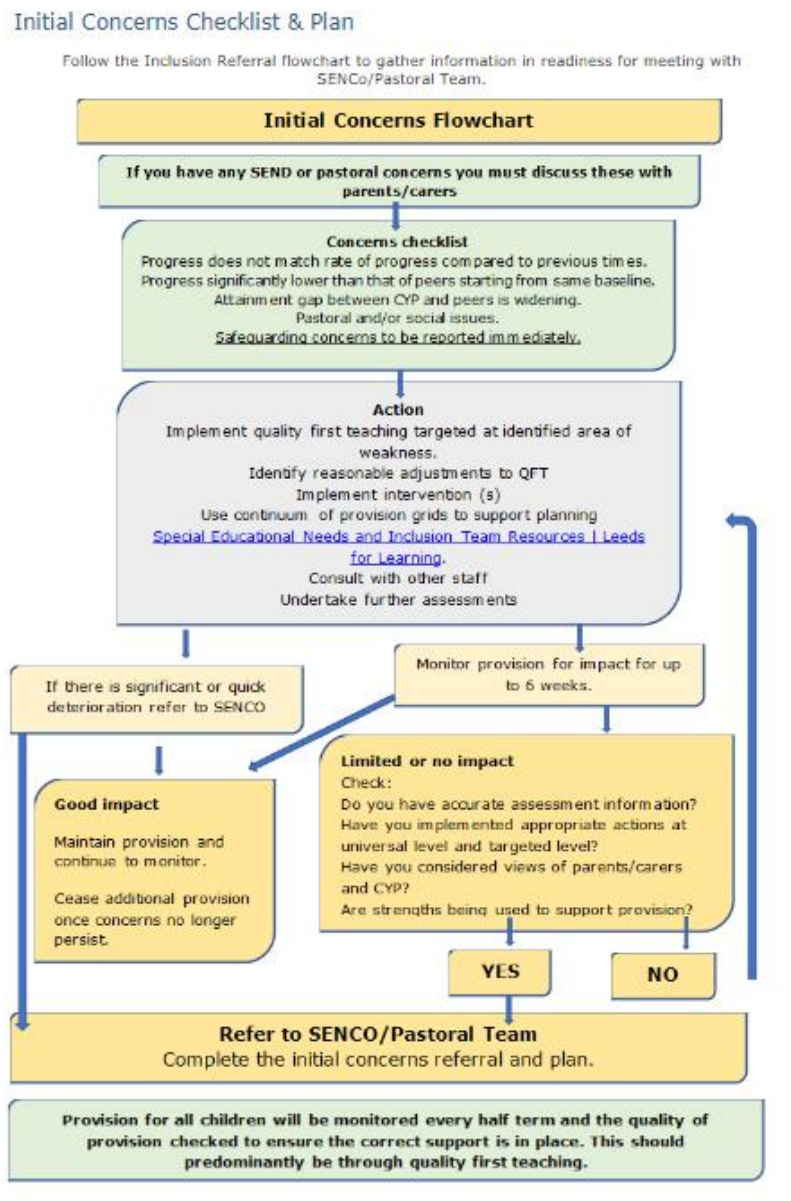
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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



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

The school follows the Leeds SEN initial concerns flowchart to help identify pupils requiring further support.



Once a referral been made to the SENCO, they will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

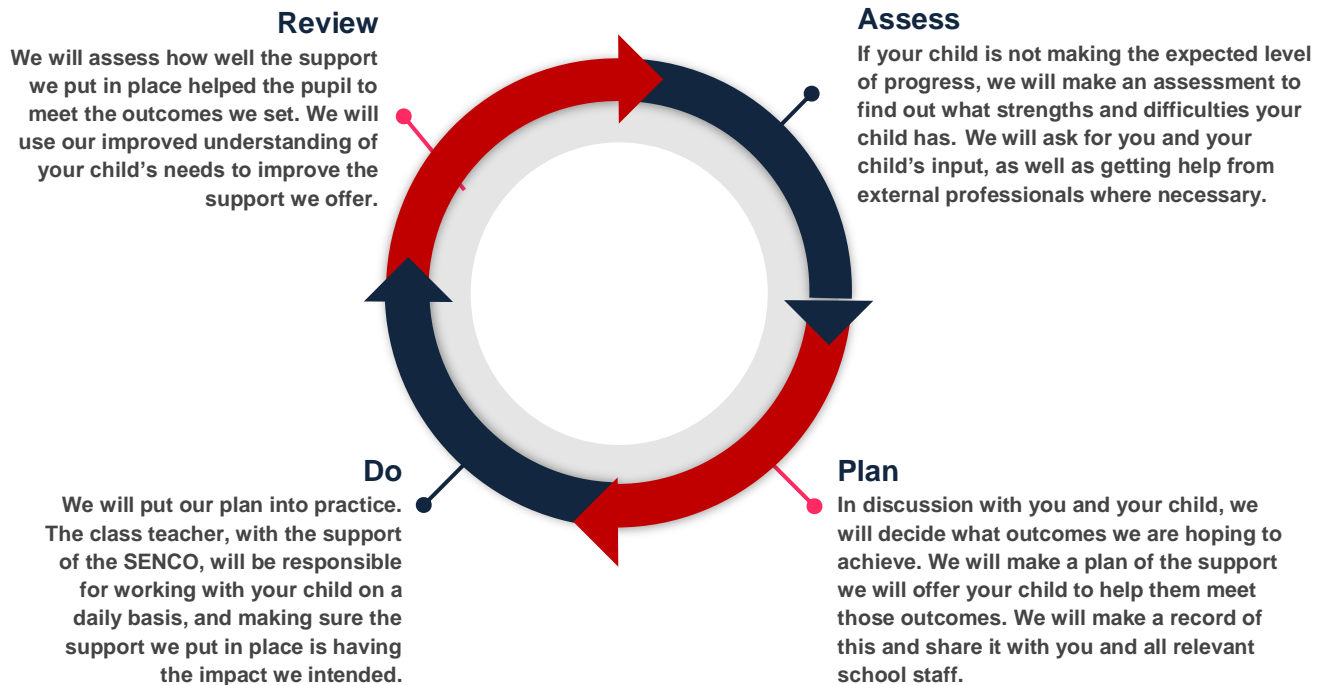
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

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 pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

It is important to note that the purpose of an intervention is to provide short, focussed activities with the aim of meeting specific, measurable targets that allow the pupil to utilise the strategies learnt in class. Interventions normally last 6-8 weeks.

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

As a minimum, we will provide termly reports on your child's progress.

Your child's class/form teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child 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 know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

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

If your child's needs 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 will form your child's learning plan and 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 by email or the school office at admin@bramhopeprimaryschool.co.uk or by telephone, 0113 2671222.

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

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

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

Your child's teacher(s) are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

All children are assessed and monitored carefully. Staff are all fully aware and have access to children's reports and records and are made aware of all pupils with specific needs. Children's records and meetings with the previous class teacher and SENCO, ensures teaching approaches and lessons are planned according to all groups of children in the class and individual children's needs.

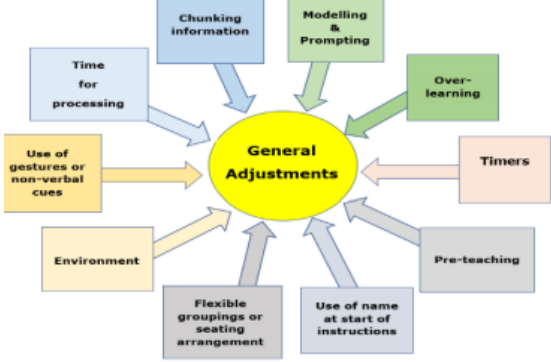
We will adapt and scaffold how we teach to suit the way the pupil works best. There is no 'One size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. Gaps in their learning / understanding will be identified and support put in place to help them make the best possible progress.

These adaptations include:

- Scaffolding our curriculum to make sure all pupils are able to access it, for example, by scaffolding of tasks; breaking tasks into smaller, more manageable, chunks; providing concrete support apparatus to support learning; encouraging short brain breaks or providing fidgets or seating supports; by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching assistants sometimes support pupils on a 1-to-1 basis depending on pupil need and where possible.
- Teaching assistants will support pupils in small groups depending on pupil need and where possible.
- Health care needs will be planned for and a designated member of staff will be named to be responsible for these needs.
- Personalised learning plans.

The school has detailed provision maps for the key areas of need which are too large to add to this document. These are available on request. Please contact the school office either by email admin@bramhopeprimaryschool.co.uk or by telephone 0113 2671222. Examples of universal, targeted and personalised support are provided in the following table. Please note these are an example of what the school can provide, more detailed provision maps are available on request.

AREA OF NEED	CONDITION	WE MAY SUPPORT PUPILS IN THE FOLLOWING WAYS (MORE DETAILED PROVISION MAPS ARE AVAILABLE ON REQUEST)
Communication and interaction	Autism spectrum disorder	 <ul style="list-style-type: none"> • Access to low arousal personalised work area. • Sensory circuits. • Speech and language sessions: Lego Therapy. • Play; Intensive Interaction; Play Therapy. • Picture Exchange Communication System (PECS). • Personalised Curriculum for example: life skills curriculum; project-based approaches; Reference to AET Progression Framework; BSquared (autism specific).
	Speech and language difficulties	Speech and language therapy- NHS; 'Away With Words' speech and language sessions; in-house interventions.
Cognition and learning	Specific learning difficulties, including	<ul style="list-style-type: none"> • Tasks differentiated, simplified, or extended. • Check for understanding.

<p>dyslexia, dyspraxia and dyscalculia</p>	<ul style="list-style-type: none"> • Visual cues and prompts. • Collaborative working opportunities – peer work. • Repetition and reinforcement of skills. • Use of worked examples. • Feedback – specific to learning outcomes, not always focussed on deficit. • Provide access to keywords and subject based vocabulary to support spelling confidence. • Ensure worksheets aren't too busy and are divided into sections to aid access. • Use dyslexia friendly fonts (e.g. century gothic, arial). • Set Interactive whiteboards to off-white to ease visual stress. • Sensitive seating, eg: near the front of the class or with study partners. • Classroom adaptations for working memory difficulties. <p><u>Small group targeted phonics programmes:</u></p> <ul style="list-style-type: none"> • Read Write Inc Fresh Start. • Alpha to Omega. <p><u>Computer programmes to consolidate learning:</u></p> <ul style="list-style-type: none"> • Nessy. • Lexia • Dynamo Maths <p>Touch Typing Courses:</p> <ul style="list-style-type: none"> • Nessy Fingers.
<p>Moderate learning difficulties</p>	<ul style="list-style-type: none"> • High quality inclusive teaching plus additional time - limited interventions, designed to increase rates of progress. • Structured interventions with reliable evidence of effectiveness. See EEF Guidance. • Timetabled targeted/guided sessions with entry, exit and success criteria, and agreed monitoring schedule. • Pre-teaching of language and key concepts. • Opportunities for overlearning and repeated practice. • Develop a range of memory strategies. • Explicit links made to QFT with planned opportunities to apply taught skills in QFT. <p>Practising and applying Reading skills:</p> <ul style="list-style-type: none"> • Phonically Decodable Books (age-appropriate) at the appropriate level so targeted input can be re-applied and consolidated. • SENIT Reading Fluency Model (Expert Practice Read).

	Severe learning difficulties	<ul style="list-style-type: none"> • High quality inclusive teaching plus personalised interventions to maximise progress. • Structured 1:1 or very small group interventions with reliable evidence of effectiveness. Teaching of specific skills identified through diagnostic assessment or similar. See EEF Guidance. • Personalised learning programmes based on multisensory principles with frequent overlearning. • Precision Teaching with opportunity to apply taught skills. • Additional planning and arrangements for transition including baseline assessments. • Provide Access Arrangements for tests and exams to reflect normal ways of working. • Specialist support if required.
Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none"> • Access to low arousal personalised work area. • Sensory circuits. • Calm box. • Pastoral support • Zones of Regulation
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> • High quality inclusive teaching plus personalised interventions to maximise progress. • Structured 1:1 or very small group interventions with reliable evidence of effectiveness. • Personalised learning programmes based on multisensory principles with frequent overlearning. • Precision Teaching with opportunity to apply taught skills. • Additional planning and arrangements for transition including baseline assessments. • Access Arrangements, Reasonable Adjustments and Special Consideration • Refer for specialist support if required (EP, SEMH Inclusion team, AIP, Cluster, CAMHS, Mindmate, MindMate SPA) • Personalised timetable with an emphasis on social emotional learning. • Personalised reward systems. • Clear exit strategy and safe space.

Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none"> • Personalised resources to enable access to the curriculum • Equality of access to a range of intervention groups to support learning delivered to meet the needs of the child. • Small group interventions to support SEMH and communication e.g. Deaf Friends • Use of assistive technologies e.g. Assistive Listening Devices • Appropriate exam arrangements • NDCS working memory Working memory (ndcs.org.uk) • NDCS secrets of words ndcs-literacy-research-briefing.pdf • SaLT resources • Staff time to support appropriate use of equipment and access to the curriculum • DAHIT Wellbeing curriculum • DAHIT Audiology curriculum • Designated time for SENCO, Class teacher, LSA to liaise with the Teacher of the Deaf • Access to support staff as appropriate e.g. for pre and post teaching • Accessing appropriate training offered by external agencies. • Online resources from cochlear implant manufacturers.
	Visual impairment	<ul style="list-style-type: none"> • Personalised resources to enable access to the curriculum • Staff time to support appropriate use of equipment and access to the curriculum • Designated time for SENCo, Class teacher, LSA to liaise with the Teacher of the Visually Impaired • Access to support staff as appropriate e.g., for pre and post teaching • Peer awareness (if appropriate) Interventions • Touch-typing • Developmental Journal for VI early-support-booklet-dev-journal • Use of iPads - apps/accessibility tools • Prodigy • Braille • School subscriptions to various providers • Access to braille and tactile diagrams for tactile learners. • Access to past examination papers in Braille for tactile learners. • Access to past examination papers in Large Print for low vision learners.

	Physical impairment	<p>The range of support will be considered across the following areas:</p> <ul style="list-style-type: none"> • Inclusion • Identity • Social experience • Emotional experience • Academic experience • Personal and medical care • Planning for the future <p>The team around the child should work closely with him/her to enable them to make choices regarding their education.</p> <ul style="list-style-type: none"> • Access to Voice, Influence and Change groups. • Access to specialist extracurricular activities which cater to specific needs and can highlight strengths. • Opportunities to meet other children and young people with similar needs. • Adapting playground activities and resources so they are accessible to the child and utilising a key adult to facilitate interactions on the playground. • Referral on to other specialist services via MindMate SPA, The Market Place or Cluster level support. • Consider ways that the child can 'keep up' not 'catch up' from missed appointments, e.g. use of IT at home to prevent the child becoming anxious about missed work and promote their self-esteem. • Consideration paid to timing of necessary absences, and ensuring the young person is not consistently having to miss reward activities or enrichment visits and an attempt is made to offer alternatives. • Consider the school curriculum – what reasonable adjustments will have to be made to ensure inclusion, how can this be planned for in the classroom and throughout their school journey? (e.g. alternative assessment and exam arrangements). • Consider ways in which the child can keep up and not 'catch up'. This can be done by planning for parallel situations. Flexibility is helpful e.g. Plan A - participation if a child is well and at school and Plan B what shall we do if this child cannot attend school this term? (e.g. use of IT, home school packs). • Specialist advice from relevant medical teams regarding personal and medical care and independence targets (e.g., diabetes team, epilepsy team, etc.) • Child/ young person has an Individual Health Care Plan, which is reviewed regularly and specifies the level of individual support and intervention they require. • Increased responsibility for appointments and health related -decision making. • Increased opportunities to co-manage or independently manage medical and personal care routines.
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| | | <ul style="list-style-type: none">• An ILP is in place that would support the child who is unable to access the school for up to 3 weeks due to a medical condition. |
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These interventions are part of our contribution to Leeds City Council local offer.

The school's Accessibility Plan can be found here <https://www.bramhopeprimary.co.uk/page/?title=Policies&pid=58> or here

<https://www.bramhopeprimary.co.uk/site/data/files/users/12/files/COBAA80306CD7070367570D8AE2DA726.pdf>

If you have any concerns about your child's progress or learning, please contact us immediately so that we can adjust our approach, personalise learning further, if necessary, and support with home tasks or targets.

If you use a strategy at home that you know is particularly helpful for your child, it may be possible to incorporate similar strategies in school. Please speak to your child's teacher or the SENCO about this.

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

The school follows the Leeds City Council Graduated Approach Toolkit which is framed around the Code of Practice and comprises guidance and documentation designed to support an effective and robust implementation of the graduated approach.

The graduated approach is a four-part cycle (assess, plan, do and review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Refer to Question 5 in this document for more information.

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 half a term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if children have an education, health and care (EHC) plan)

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

When a need has been identified, the school will plan and implement the appropriate resources to meet that need using the school's provision maps. 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

The school will use the graduated approach to assess whether the resources have had a positive impact in meeting the identified need(s).

The school may consult with external agencies to get recommendations on what will best help your child access their learning.

The school can apply for Funding for Inclusion (FFI) grants to help top up additional spending over the schools notional SEND funding.

For children with EHCPs, it is the local authority's duty to fund all resources in Section F of the plan.

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

The school's Accessibility Plan outlines our approach in ensuring that there are no barriers to any pupil with SEND enjoying the same activities as other pupils in our school, including physical activities.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school club called Kingfisher Buddies Before & After School Care.

All pupils are encouraged to go on our school trips, including our residential trips in Year 4, Year 5 and Year 6.

All pupils are encouraged to take part in our wider curricular events such as sports day, school productions, special visitors and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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

The school's admissions policy can be found at <https://collaborativelearningtrust.com/trust-policies>

In summary, the school will give priority 1 to:

- a) Looked after and previously looked after children
- b) Pupils without an EHC plan but who have Special Educational Needs, or exceptional medical or mobility needs, that can only be met at Bramhope Primary School (see note 2)

The priority will be given to children based on their exceptional medical or social needs. 'Social need' does not include a parent's wish that a child attends the school because of a child's aptitude or ability or because their friends attend the school. 'Medical need' does not include mild medical conditions as all Leeds schools are expected to be able to meet these needs. Each application must include evidence, from a medical specialist or social worker of the child's need and why they must attend this school rather than any other, based on those needs. This evidence must be submitted by a written request addressed to the Chair of Governors. If evidence is not submitted to the school with the application, a child's medical or social needs cannot be considered.

Waiting List

Under the Admissions Code, looked after children, previously looked after children, and those allocated a place at the school in accordance with a Fair Access Protocol must take precedence over those on a waiting list.

Fair Access Protocol

All schools have an active role in admitting pupils under the Fair Access Protocol. The protocol operates outside the boundaries of the Admissions policy. It is a statutory requirement and the Protocol applies to all Leeds schools. The aim is to make sure the most vulnerable children are offered a place at a suitable school as quickly as possible, and that no school, including those with places, is asked to take a disproportionate number of vulnerable children. Leeds City Council's Fair Access protocol can be found at www.leeds.gov.uk

13. How does the school support pupils with disabilities?

The majority of the school is one level. There is a disabled toilet in each building. We have a hearing loop and a radio aid system. We have a large number of computers, laptops and tablets to support individual programmes.

The school's Accessibility Plan can be found here <https://www.bramhopeprimary.co.uk/page/?title=Policies&pid=58>

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

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of a range of clubs, including Bramhope Buzz (School Newspaper), Bramhope Buddies, Sports Buddies and Art Council, to enable them to work as a team, develop leadership skills and build friendships.
- We provide extra pastoral support for listening to the views of pupils with SEN through our pastoral lead; SENCO monitoring of pupil voice and when we evaluate learning plans.
- We run a lunchtime nurture group for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying. Please refer to our anti-bullying policy for further information https://www.bramhopeprimary.co.uk/_site/data/files/documents/268CDF8BF576B827AC7F46F7FF9ECB21.pdf

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

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a meeting to discuss the pupil's SEN, including the learning plan, and any additional transitional arrangements needed;
- Schedule visits with the incoming teacher/adults towards the end of the summer term;
- Have a formal transition day where all children spend a day in their new class.
- Where appropriate, we may schedule additional visits for the child to attend their new class.

Between schools

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

For pupils moving to secondary school, the SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. They may meet the child.

Pupils will be prepared for the transition by:

- Attending a transition day at their new school
- Learning how to get organised independently

- Plugging any gaps in knowledge

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

Richard Street is the school's designated teacher for looked-after children and previously looked-after children.

Richard Street will work with Sue Farinha, SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Complaints about SEN provision in our school should be made to the class teacher in the first instance.

Depending on the nature of the complaint, the class teacher may speak with the school's SENDco and/or Headteacher.

They will then be referred to the school's complaints policy. The school's complaints policy can be found here <https://static1.squarespace.com/static/5c4eca1e85ede177fe4ebd13/t/648869bf1e5cec4e2ca32175/1686661567883/T+rust+Complaints+Policy+-+June+2023.odt.pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

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.

Mediation: Community Accord

Carlisle Business Centre

Carlisle Road

Bradford

BD8 8BD

Telephone: 01274 223313

www.communityaccord.com

This is a service used by Leeds Council.

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

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

To see what support is available to you locally, have a look at Leeds City Council's Local Offer page:

<https://leedslocaloffer.org.uk/#!/directory>

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

<https://sendiass.leeds.gov.uk/>

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

<https://northleeds.mumbler.co.uk/parents/support-services/charitable-organisations/>

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/yorkshire-and-humber/leeds>

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 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.
- > **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 plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- > **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **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 which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages