



Potter Street Academy's Special Educational Needs Information Report

March 2026

Approved by:	Standards Committee	Date: March 2026
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Last reviewed on:	New Report
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Next review due by:	March 2027
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Dear parents and carers,

The aim of this information report is 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.

You can find it on our website [Potter Street Academy - Statutory documents and policies](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

The following information is updated at least annually and outlines the provision parents/carers can expect their child to receive at Potter Street Academy Primary School.

Our School 	Our school ethos: At Potter Street Academy, we are committed to providing inspirational teaching that challenges and guide pupils, so they feel valued, supported and safe. We aim to equip our whole school community with resilience and perseverance so that all pupils can become independent thinkers and learners for life. Potter Street Academy is an inclusive school; we are very proud of the care and consideration our children and staff show each other daily. Our Vision: Our Vision is ambitious and wide ranging for the whole community. It is characterised by our commitment to providing a rounded educational experience so that we: <table><tr><td>Provide our community with engaging and enriching experiences both in and out of the classroom</td><td>Enable every child to aim high, setting themselves aspirational targets that will help them to achieve their goals</td><td>Develop children as global citizens so they understand how past and present events shape the future</td><td>Work in partnership with our community to learn and grow together</td></tr><tr><td>Provide opportunities for our community to learn essential life skills</td><td>Ensure our children will build on prior experiences, ensuring their knowledge and skills are embedded</td><td>Celebrate and develop an understanding of the diverse world in which we live</td><td>Build learners who are confident to take risks and have the resilience to see mistakes as an opportunity for learning</td></tr><tr><td>Create a community that has a life long love for learning which they will take with them on each step of their learning journey</td><td>Ensure every member of our community has the opportunity to be happy, confident and successful</td><td>Provide opportunities for our community to develop a rich and varied vocabulary so they can express themselves confidently and articulately</td><td>Offer a designed range of provision which support a full spectrum of academic, physical, spiritual, moral, social and cultural activities</td></tr></table>	Provide our community with engaging and enriching experiences both in and out of the classroom	Enable every child to aim high, setting themselves aspirational targets that will help them to achieve their goals	Develop children as global citizens so they understand how past and present events shape the future	Work in partnership with our community to learn and grow together	Provide opportunities for our community to learn essential life skills	Ensure our children will build on prior experiences, ensuring their knowledge and skills are embedded	Celebrate and develop an understanding of the diverse world in which we live	Build learners who are confident to take risks and have the resilience to see mistakes as an opportunity for learning	Create a community that has a life long love for learning which they will take with them on each step of their learning journey	Ensure every member of our community has the opportunity to be happy, confident and successful	Provide opportunities for our community to develop a rich and varied vocabulary so they can express themselves confidently and articulately	Offer a designed range of provision which support a full spectrum of academic, physical, spiritual, moral, social and cultural activities
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Our Inclusion Team	Our Special Educational Needs and Disabilities Coordinator (SENDCo) is Lucy Thomas. l.thomas@pclc.co.uk 01279 866504 Our Inclusion Manager is Charlotte Burns. Our Assistant SENDCo is Paula Cook. The school governor with SEND responsibility is Anita Lloyd												



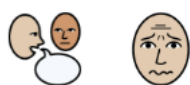
Special Educational Needs

Potter Street Academy has an enhanced provision (ASC). The ASC supports autistic pupils with an Educational Health Care Plan (where the primary need is Autism) in accessing mainstream school. Enhanced Provisions provide a safe space for pupils to overcome their barriers to learning within a mainstream school. The dedicated ASC teams support pupils to build their attendance in mainstream lessons over time. When in the ASC, pupils can access their work and complete timetabled interventions that meet their specific needs. Places within the ASCs are requested via the annual review process. All requests are carefully considered by the Essex Autism Panel.

At Potter Street Academy we also support children with a variety of differing special educational needs, and we pride ourselves on being a highly inclusive school.

SEND is categorised into the following areas in the SEN code of practise 2014:

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



Raising concerns

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.

They will pass the message on to our Inclusion Manager, Mrs Burns, who will be in touch to discuss your concerns.

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

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

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.



At Potter Street Academy we work closely as a team and if staff have a SEND concern about a child, they follow the 'Potter Street SEND Flowchart' which may lead to discussing concerns with parents/carers.

The following procedures are in place to identify children with special educational needs:

Step 1:

On entry assessment, then continuous assessment is undertaken by all teachers. Assessment data is entered into our data tracking software. When pupils join Potter Street Academy other than September of their Reception year, assessments from their previous school are transferred to us and are incorporated into our data. Progress and attainment are monitored every half term by: Class Teachers, Assessment Subject Leader, SENDCo, Subject Leaders and the Headteacher.

Step 2:

Teachers and Learning Support Assistants (LSAs) discuss concerns about individual pupils at any time with the SENDCo. The class teacher provides high quality inclusive teaching following the 'Ordinarily Available' document which targets areas of weakness, and this is discussed with parents/carers. Parent/carer concerns can be discussed with the class teacher at the parent conference meeting or indeed at any mutually convenient time either before or after school by appointment. Meetings can be offered virtually, when appropriate. parents/carers may also contact the SENDCo directly.

Step 3:

Monitoring the child during a period of around 6-8 weeks and if the pupil's progress continues to be a concern, despite the child receiving targeted support for their area of weakness, along with the child's needs being 'different from and additional to their peers' and 'they have a significantly greater difficulty in learning than the majority of others of the same age' or they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, then the child is identified as requiring SEND support and will be placed on the SEND register for our school. Parents/carers will be invited to a meeting where we will share the targets your child is working on and the support they are receiving.

At all times parental involvement is integral to the process and parents/carers will be asked to give their views and insights about their child when they are in their home environment.

Some children being monitored who are working at below key stage standards will have small step targets set in lessons to allow them to achieve and begin to work independently. Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. If necessary, we may seek expert advice from: Educational Psychologist/Inclusion Partner, Specialist Teachers, Health Professionals and Speech and Language Therapists.

Staff can access the Ordinarily Available Guidance (January 2024) to help support children's learning within the classroom.



At Potter Street Academy we work closely as a team and if staff have a SEND concern about a child, they follow the 'Potter Street SEND Flowchart' which may lead to discussing concerns with parents/carers. A child may then be placed on the SEND support register, and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and 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.



Our Approach to Teaching Children with SEND

Our approach to teaching pupils with SEND is exemplified in our Trust vision **"Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential."** We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

At Potter Street Academy we are committed to providing inspirational teaching that challenges and guides pupils, so they feel valued, supported and safe. We aim to equip our whole school community with resilience and perseverance so that all pupils can become independent thinkers for life. To achieve this, we follow the Essex 'Ordinarily Available Framework'.

The Ordinarily Available sets out a common set of expectations about the provision and practice that is expected in all Early Years settings, mainstream schools and Post 16 providers for children and young people with SEND. It is what a young person, parent/carer or family can expect to be "normally" or "ordinarily" available to their child without the need for involving specialist support.

Ordinarily Available consists of two frameworks:

Ordinarily Available: Inclusive Teaching Framework – universal support - for all pupils – for classroom teachers, supported by the lead for teaching and learning and the SENCO.

Ordinarily Available Targeted Support – additional to and different from - for some pupils – for classroom teachers, pastoral and SEND teams.

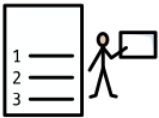
The concept of Ordinarily Available is grounded in the SEND Code of Practice: (6.15)

Underlining the 'Ordinarily Available' is the high-quality inclusive teaching and learning that is embedded throughout our classes in the school.

Teachers are reflective of their planning and teaching and can ensure that their individual practice is inclusive and meets the needs of all learners. They look at areas such as the learning environment;

Attention and listening; Relationships and behaviour; Motivation, recognition and feedback; Planning teaching; Literacy Language and understanding Maths along with task support/ scaffolds.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. Also, when appropriate, staff are deployed to give children additional interventions in small groups outside the classroom.



Curriculum adaptations

How adaptations are made to the curriculum and the learning environment of children and young people with SEND:

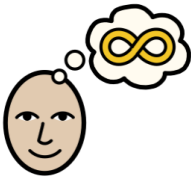
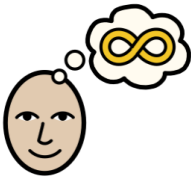
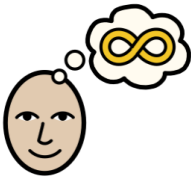
At Potter Street Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. ***Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, each pupil is unique.***

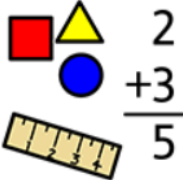
Visual timetables	Tasks boards	Sensory Equipment
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instructions
White Boards	Fidget Toys	Breakout desks

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We seek advice and equipment from outside agencies as and when the need arises. This may include

	accessing counselling and wellbeing support where appropriate. We provide a Well-being Hub for break and lunchtimes for vulnerable pupils who would find a whole hour on the playground challenging or who find the busy dining hall overwhelming. During this time the pupils have different activities and crafts and the opportunity to practise their social skills with support of our Learning Mentor. Wheelchair access is available from the playground and the main entrance. There is a disabled toilet situated in the corridor close to the large hall. It is possible for wheelchair access to most of the building. The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained. Children who need specific Speech and Language programmes, Social, Emotional and Mental Health Support, fine and gross motor programmes, and literacy and maths interventions are supported by trained Learning Support Assistants (LSAs) or our Learning Mentor. Our Accessibility Policy can be found here: download.asp
 Parent Consultations	Our arrangements for consulting parents/carers of children with SEND and involving them in their child's education: Potter Street Academy firmly believes that an effective partnership with parents/carers plays a key role in promoting a culture of cooperation between home and school. Parents/carers know their own child and hold key information and have a critical role to play in their child's education. They have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting their child's development both in school and at home. Parents/carers of children who have an Education, Health and Care Plan, a One Plan or require specialist support (over and above what is ordinarily available). We will invite parents/carers in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate their child's learning, look at the progress they have made against the targets set, create new targets and discuss next steps. If there are any agencies and professionals involved with the child, they are also invited to these meetings together with the pupil, class teacher and SENCo (if required). A copy of this will always be sent home following the meetings.
 Child Consultations	Our arrangements for consulting young people with SEND and involving them in their education: Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. The degree of participation is reflected by a child's evolving maturity, and all children are given the opportunity to make choices and understand that their views matter. Children with special educational needs are encouraged to: • Play an active part in assessment and developing agreed outcomes. • Develop independence • Understand the aims of an intervention and their contribution to it • Be consulted about any individual support provided • Have their views sought and recorded in all reviews • Attend review meetings Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.
 Evaluating Provision	Evaluating the effectiveness of our provision: Pupil's progress is measured termly, and statutory assessments take place at the end of EYFS, and KS2. Phonics assessment takes place at the end of Y1 and again in Y2 if the child did not meet the standard and teacher assessment at the end of each academic year. We also test, statutory, MTC towards the end of year 4. The effectiveness of interventions is monitored by measuring progress from baseline assessment, which is completed at the start of the intervention and the end of intervention assessment. Both formative assessments, which are teacher assessments based on observing and talking to the child about their learning and summative assessments, which are test based and give a score or rating according to performance, are used. Children do not continue with an intervention if it is proving to be ineffectual. Parental and pupils' views are sought via the review meetings. Parents/carers are encouraged to give their assessments on what they have observed at home. All assessments and progress towards outcomes are discussed at

	the One Planning meetings. As a result of assessments, all parties will agree on the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the child are made aware of their needs, the support provided and any teaching strategies or approaches that are required. Children's progress is also reviewed in Senior Leadership Meetings (SLT) progress of children with SEND is analysed against national comparison data and discussions are had about next steps. Teachers will often discuss and share ideas in staff meetings to ensure up to date research and policy is in place. There are also termly reviews for children who are on Education Health and Care Plans, One Plans and those requiring specialist support.								
  Admissions	Admission to the school for pupils with Education Health and Care Plans (EHCPs) is through the West Essex Statutory Assessment Service. A consultation process takes place and, if the school is deemed able to provide appropriate provision, is 'named' on the statutory paperwork. All pupils identified as needing Additional Intervention and SEND Support come through the general admission process in line with our Admissions Policy.								
 Staff Training	The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured: Our SENDCo holds the National Award for Special Educational Needs Coordination. She regularly attends training and briefings in addition to this to keep up to date with current local and national initiatives. At Potter Street Academy we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support the children. When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with. The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training would be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. Requests for specialist expertise can be made by parents/carers and can be accessed via the SENDCo or by a health professional. All specialist expertise can only be arranged with parental permission using the Essex agreed formats. Teachers and Learning Support Assistant's training needs are met through in house and external training, organised by the Assistant Headteachers and SENDCo as required. LSAs are deployed on a need's basis. When staff attend a course, they have an opportunity to disseminate to relevant staff. Some of our staff have completed training in the following areas: <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>Speech and Language</td><td>Phonics (Catchup)</td><td>De escalation</td><td>Understanding Autism</td></tr></table>					Speech and Language	Phonics (Catchup)	De escalation	Understanding Autism
									
Speech and Language	Phonics (Catchup)	De escalation	Understanding Autism						

			
Nurture	Attachment	Lego Therapy	Specific Learning Difficulties
			
Reading Interventions	Maths Interventions	Bucket Time	Spelling Interventions



Transition support

Our arrangements for supporting children and young people in the transition between phases of education and in preparing for adulthood:

Transition to Reception:

We contact pre-schools as part of our transition to school. We hold a parent/carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher. The SENDCo and class teacher attend preschool meetings with parents/carer in the summer term along with any observations of the child in their current placement, if appropriate.

In addition, we hold two 'taster' sessions in the second half of the summer term in preparation for the child's September start.

End of Year transition:

When children move up a year, we provide letters to parents informing them of their child's new teacher and classroom.

The children go up a week before the end of the summer term for a 'shuffle Up Week' allowing the children to join their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. For some children we also create a transition booklet which notes things that are staying the same and things that are changing for the following year. There are photos of the classroom environment and photos of any new teachers or adults that will be working with them. They can then take the booklet home and look at it over the summer holidays.

Class teachers meet with each other during the summer term to discuss the needs of the children and share any One Plans, the SENDCo and Inclusion team are also on hand to support transition discussions with class teachers.

Secondary Transition:

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Once a child's secondary place is known, staff from the receiving school are invited to attend our Annual Review meeting with parents/carers and pupils. On transition to secondary school, pupils with SEND are usually offered additional visits, with school staff if appropriate. The SENDCos of both schools liaise and handover relevant paperwork.

Mainstream School to Specialist School Provision:

For some children we also support them through the transition from mainstream school to a specialist provision school. We liaise closely with the specialist school and often they will send a member of their staff to observe the provision in place for the child, and they will talk to the class teacher, LSAs and SENDCo about the child's needs. Also, if the specialist school allows it, we arrange a couple of mornings or afternoons when the child, along with their 1:1 LSA, attend sessions at their new school so that they become familiar with their new learning environment.

	To prepare for adult life, children's learning is scaffolded by good quality adult and peer interactions, which promotes independence and self-help skills.
 Wellbeing	Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying: All pupils are supported by the school's Anti-bullying and Behaviour policy, details of which can be found on the school website. We provide a safe and supportive environment, in which children have access to a range of teaching and learning strategies to suit their needs. Staff are good at observing any changes in children's emotional and social development and interventions are put in place to support children. This may be in many forms, e.g. support from our learning mentor and lunch time in the Well-being Hub. We promote independence and resilience as a learner, without over-reliance on adult support. Children are encouraged to communicate their needs appropriately throughout the school. We encourage parents/carers to work in partnership with school, to maintain close links to help support their child throughout their learning and social and emotional development - for example, through attending meetings, parent evenings and talking to class teachers as and when necessary. Also, we encourage parents/carers to maintain close communication links with the class teacher, LSAs, SENCo, Inclusion Team, Assistant Headteachers and Head Teacher as appropriate. Teachers are available by appointment both before and after school to discuss any issues. We welcome the involvement of parents/carers in their child's education by supporting at home, using remote learning facilities such as Times Tables Rock Stars and with specific events or trips. The views of pupils with SEND are regularly sought regarding all aspects of their life, not just their emotional and social development.
 Outside Agencies	How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families: We work with the following agencies, specialists and medical professionals to provide support for children with SEND: ● Specialists in other schools e.g. teaching schools, special schools ● Special Educational Needs Support Service – Inclusion partner ● Educational Psychologist Service ● Speech and Language Therapists ● Occupational Therapists ● Hearing Impairment team ● Visual Impairment team ● Physical and Disability Support Service ● Autism and Sensory Support ● Autism Outreach Team ● Educational Welfare Officers ● Social Care input is also available where needed. ● Child & Adolescent Mental Health Service ● ESSET Outreach Support There is no guarantee that the local authority will be able to provide this on request, but the school does everything within its power to access support. We have limited access to an Educational Psychologist who may make observations, provide reports and recommendations and meet with parents/carers as appropriate. All the above are always invited to attend Annual Review meetings if their input has been sought. We will ask parents/carer permission before we arrange for any outside agencies to come in and work with their child. Once the feedback has been received, we will call parents/carer in for a meeting to share the advice.
	How children with SEND are enabled to have access to facilities and extra-curricular activities available to all children in the school: All pupils are actively encouraged to participate in all aspects of school life, both on and off site; this includes being encouraged to take part in sports day, school competitions, school assemblies and performances, school visits, the year 6 annual residential trip and many other activities.

Clubs and Trips	All children are encouraged to apply for roles of responsibility in school e.g. Play Leaders. We welcome parent/carer/relative involvement in all activities which will further support inclusion for all. Appropriate adaptations have been made to accommodate individual needs to enable them to participate in all aspects of school life. Training, when appropriate, is arranged for members of staff, so that children can access extra-curricular activities. Children are not excluded from activities based on their SEND. Wraparound care The Chillout club are a locally run after school club who offer wraparound care with a pick-up service. They offer a safe, supervised space for children to unwind, play, and socialise after school. They understand that every child is different, so offer a wide variety of activities that suit all interests - whether it's getting creative with arts and crafts, enjoying some quiet time with a book, or letting off steam in their outdoor play areas. Parents can feel confident knowing their child is in capable hands, supervised by qualified and caring staff who create a supportive environment. More information can be found on their website: Chillout Kids Club After School & Holiday Kids Club in Harlow The Hangout holiday club are also a locally run holiday club which run during all school breaks. This club is run at Purford Green Primary School. At The Hangout, they believe every child deserves the chance to shine. Their programmes are tailored to meet the needs of all children, including those with Special Educational Needs (SEN) and additional needs. Their dedicated team ensures that The Hangout is a positive, safe space where every child feels valued and has equal opportunities to participate and grow. More information can be found on their website: The Hangout Holiday Club Exciting Kids Holiday Activities in Harlow Essex
 Additional Information	Additional information: Special Needs pupils who are entitled to the Pupil Premium Grant will receive support as appropriate and this is detailed on the school website. The Governing Body has a contingent of Parent Governors, they also have an assigned school governor with SEND responsibility, who is Anita Lloyd. The Governing Body as a whole, regularly seeks views of parents/carers and pupils through school surveys and through conversations and discussions.
 Looked after and previously looked after children	Miss Witter, our Designated Safeguarding Lead, will work with Mrs Burns, our Inclusion Manager, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.
Complaints	Arrangements for handling complaints from parents/carer of children with SEND about the provision made at the school: The school has a thorough complaints policy which can be found on our school website at: https://www.potterstreetacademy.com/attachments/download.asp?file=2267&type=pdf
 Outside Support	Parents/carer can be supported by Family Solutions, if appropriate, which is an Essex County Council service working together with a range of other agencies and organisations including district councils, Job Centre Plus, police, housing providers and charities. Family solutions will arrange home visits to help identify how to achieve best solutions for families. Arrange meetings for all agencies to meet to ensure the best provision is being made for families.

	Their contact details are: Essex Family Solutions General Enquiries: 0300 247 0022 West Essex: 0300 247 0122 family.solutionsmid@essex.gov.uk Parents/carers can also be supported by Families in Focus, who are a leading independent parent-led registered charity providing holistic support to families of children with disabilities and special needs (aged 0 to 19) across Essex, who require advice, information and support, particularly at times of change, challenge and crisis. Families in Focus will help with filling in forms, independent parental support (IPS) attend meetings at parents/carers request as an impartial supporter. They can be contacted on: 01245 353575 http://www.familiesinfocusessex.org.uk/ Essex SEND IASS provides free, confidential and impartial information, advice and support about Special Educational Needs and Disability (SEND) for children and young people (0-25), parents and carers. They can be contacted on: 01245 204338. https://www.essexsendiass.co.uk/ Other agencies who may advise us are: SNAP - www.snapcharity.org - 01277 211300 FACE - Families Acting for Change Essex https://www.councilfordisabledchildren.org.uk Local GP surgery Local Library Parent Partnership - 01245 436036 Parentpartnership@essex.gov.uk for the GB. Essex Local Offer which can be found at https://send.essex.gov.uk/ For the most up to date information on support services visit here: download.asp
 Glossary	- o Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams - o Annual review – an annual meeting to review the provision in a pupil's EHC plan - o 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 - o CAMHS – child and adolescent mental health services - o Differentiation – when teachers adapt how they teach in response to a pupil's needs - o 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 - o 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 - o First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN - o 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 - o Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind - o 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 - o Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

	- o Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability - o SENCO – the special educational needs co-ordinator - o SEN – special educational needs - o SEND – special educational needs and disabilities - o SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND - o SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN - o SEN support – special educational provision that meets the needs of pupils with SEN - o Transition – when a pupil moves between years, phases, schools or institutions or life stages
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