

Daventry Hill School
SEN Information Report 25-26



Complied by: AHT Post 16 & Careers	Date: Sep 25
Committee: LGB	Date agreed by Governors: Nov 25
Review Cycle: Annual	Review Date: Sep 26

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

Daventry Hill School is a special needs school in West Northamptonshire for children aged 4-18 years with significant cognition and learning delay and an Education Health Care plan (EHCP). In addition to students EHCPs stating cognition and learning as their primary area of need, our pupils may also have additional need falling within these categories:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
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 staff are more than educators—they are champions of every child's potential. United by our shared vision to inspire and empower young people, our team brings warmth, dedication, and expertise to every part of school life.

We are proud to have a passionate and skilled team who work closely with families, therapists, and specialists to create a nurturing and inclusive environment. Whether in the classroom, around the school, or behind the scenes, every member of our staff plays a vital role in helping our pupils grow in confidence, develop their strengths, and celebrate their successes.

Together, we live our values of positivity, curiosity, resilience, community, and respect—ensuring that every child feels seen, supported, and proud of who they are.

Our special educational needs co-ordinator, or SENCO

Our lead SENCO is Tracy McKay (t.mckay@daventryhillschool.org.uk)

They have 5+ years' experience in this role and have worked as a teacher in both mainstream and special educational schools. She is a qualified teacher, and senior leader and is the Deputy Head Teacher for Daventry Hill School.

They lead, oversee and manage the SEN Provision at Daventry Hill School

Pastoral Lead

Our Pastoral Lead is Jenny Johnson (j.johnson@daventryhillschool.org.uk)

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She has 5 years' experience in this role at Daventry Hill school, and many years' experience prior to that working for Northamptonshire safeguarding.

Class/ subject teachers

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

Staff training includes:

- Team Teach
- Attention Autism
- TEACCH
- Reading
- Moderation
- RWI Phonics/Fresh start
- Marking
- Manual Handling
- Safeguarding
- Medical/First Aid
- Colourful Semantics
- Restorative Justice
- Zones of Regulation
- Communication

Teaching assistants (TAs)

We have a team of TAs, including TA3 and TA4 teaching assistants who are trained to deliver SEN provision.

We have Level 4 teaching assistants who are trained to deliver interventions.

In the last academic year, TAs have been trained in

- Educational offsite visits
- Attention Autism
- Reading
- TEACCH
- Manual Handling
- Safeguarding
- Medical/First Aid
- TACPAC
- Sensology
- Colour Semantics
- Zones of Regulation
- Restorative Justice
- Communication

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 SEN and to support their families. These include:

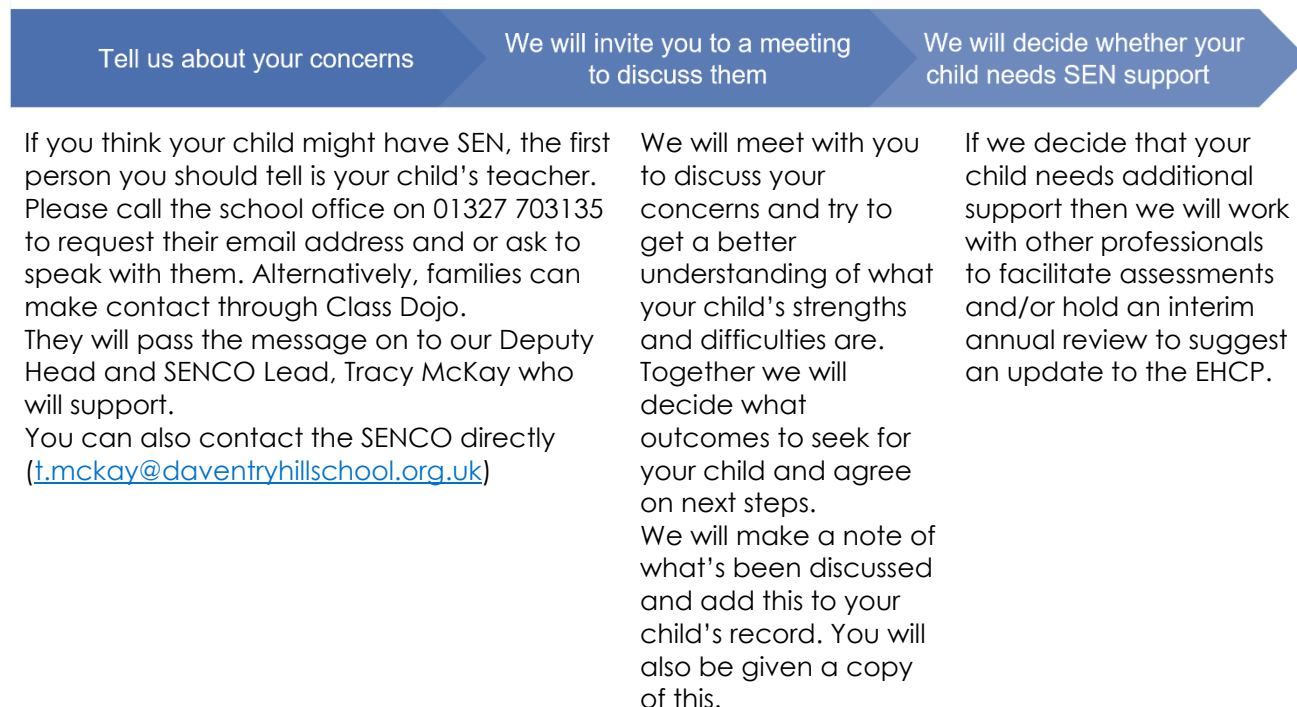
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

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- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has additional or different SEN to that specified in their EHCP?



4. How will the school know if my child needs additional or different SEN support than that specified in the EHCP?

Each pupil's needs as outlined in their EHCP, is summarised in their Educational Health Care plan. This plan is available to all staff within the school via our Management Information System, Arbor. Staff have also developed Personal student Plans (PSPs) for each pupil and an Annual Review of the EHCP takes place annually. The Annual Review report will be available from Arbor and will show what SEN support is available for the pupil, including class-based provision and considerations, the pupil's preferred safe space and team of supporting adults within school, interventions and exam access arrangements. Parents/carers are sent a copy. The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

We will have regular discussions with the pupil and their parents when identifying the special educational provisions required. These consultations will include:

- Direct discussion with the pupil, group work sessions and 1:1 work
- Setting of learning targets
- Contributions towards personal plans and assessments of need
- Choice of schools
- Transition meetings
- Reintegration meetings
- Parent evenings

These discussions will ensure that:

- Everyone develops a good understanding of the pupil's area of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

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Notes of this early discussion will be added to the pupils' record and a copy offered to their parents

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

At Daventry Hill School we believe that all our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life opportunities.

All pupils are entitled to an education that enables them to:

- achieve their best
- develop their skills in line with the school's five core values: Positivity, Curiosity, Resilience, Community and Respect communication.
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Pupil progress is measured holistically three times a year in terms of:

- Progress against EHCP targets
- Progress against the school's five core values
- Academic progress
- Behaviour data (both positive and negative)
- Attendance

For more information, please see our Assessment Policy

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

We will provide an annual report on your child's progress.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

We will have regular discussions with the pupil and their parents when identifying the special educational provision required. The consultations will include:

- Direct discussion with the pupil, group work sessions and 1:1 work
- Setting of progress and assessment targets
- Contributions towards personal plans and assessment need
- Choice of schools
- Transition meetings
- Reintegration meetings

These discussions will ensure that:

- Everyone develops a good understand of the pupil's area of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and a copy offered to their parent/carer.

All parents and carers of pupils at Daventry Hill School are to be our partners. They will be supported to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement withing the SEN framework

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- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective, school staff will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the pupils' strengths as well as their areas of additional need
- Recognise the personal and emotional investment of parents/carers and be aware of their feelings
- Ensure that parents/carers understand procedures. Are aware of how to access support in preparing their contributions, and are given documents to be discussed in advance of meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs which parents/carers themselves may have, such as a disability or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings

It is vital for the school to maintain positive and clear communication with parents/carers throughout the school year to make sure pupils feel fully supported.

Class teachers and the class team inform parents/carers of the pupil's school life and experiences, both positive and negative, regularly.

Meetings are offered in-person, online via Teams, or by telephone.

The Pastoral Lead and team, works very closely with parents/carers to ensure they are fully involved in their child's education, whether this be about accessing school trips, attending meetings, completing forms or links to other agencies.

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher via email or phone.

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

Pupils are enabled and encouraged to participate where appropriate in all decision-making processes in education. They need to be part of the process, to know that they are listened to and that their views are valued.

The level of involvement will depend on your child's age and level of development. We recognise that no pupils 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
- 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

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

It is the intention of our school that every child, regardless of difference in mind, body or social circumstance, will be provided with the opportunities to fulfill their potential, contribute to their community and find their place within society.

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We aim to provide a rich learning environment flexible enough to meet the needs of all members of our school. To do this we:

These adaptations include:

- Baseline all pupils during the first term of the academic year
- Offer a personalised curriculum pathway based on pupils Developmental age and cognition
- Provide a broad and rich curriculum to inspire and empower all our learners to achieve their own personal success
- Rigorously monitor the progress of all pupils to ensure learning is taking place
- Rigorously monitor the availability and impact of cognition and learning interventions for all applicable pupils to ensure the effectiveness of the provision and that learning is taking place
- Provide access to a range of qualifications across the curriculum, at Entry, Functional Skills, BTEC and Vocational accreditation
- Provide timetables to support pupils and maximise achievement
- Refer to external agencies, if further professional advice is required
- Take advice from the Local Educational Authority

High-quality teaching is our first step in responding to pupils who have SEN. This will be through a personalised setting. Pupils are taught in small class sizes and teachers are supported by at least one teaching assistant. Where possible, pupils are taught in Key Stage groups and follow where appropriate a curriculum based upon the National Curriculum. The individual needs and learning styles of pupils will determine the methodologies used.

Your child's teacher is 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 every year they are at our school. We will personalise(or adapt) 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.

These adaptations include:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Adapting our learning environments to meet the needs of pupils
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Apply for exam access arrangements for pupils

We also provide a range of interventions, including:

- small group reading
- small group maths and English
- specialist teaching across the curriculum
- Play based therapy
- Emotional awareness group work
- Outdoor learning
- Pupil support with pastoral

These interventions are part of our contribution to West Northamptonshire's local offer which can be found on our website.

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Our accessibility plan can be found on our website

Our school improvement plan focuses on developing learning for all and details our planned continued professional development (CPD) opportunity for all our staff.

Where pupils make significant progress and parents/carers and professionals agree that the EHCP plan is no longer required; the school will work with the Local Authority to ensure appropriate new provision is identified.

9. How will the school support pupils moving between phases of education and preparing for adulthood?

Transition is a part of life for all learners. This can be transition to our school, having a new teacher, or moving on to another school, training provider or moving into employment. Daventry Hill School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all our learners. We offer a carefully developed transition program for new pupils joining the school, including:

- A 'Welcome to 'Daventry Hill School' booklet, providing information about the school day, staff, the building and contact details
- Staff liaison meetings with the prior setting
- New Pupil Paperwork completed by the prior setting/parent/carers to detail needs, home circumstances, likes and dislikes and exposure to early-life traumatic events
- Home visits by the Class teacher or Pastoral Team
- School tours
- Liaison with the Senior Leadership Team and/or Pastoral Lead
- Access to members of staff during the Summer break preceding Year 7

For our KS4 pupils considering their Post-16 destinations, we offer the following:

- Careers advice and assistance in completing application forms and personal references
- Work experience placements
- Support and visits to Post 16 providers
- Careers personal guidance
- Individual transition agreements to Post 16 destinations to manage anxieties and fears about moving on

We will share information with the school, college, or other setting the pupil is moving to.

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

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

- Reviewing their progress towards their EHCP Targets three times a year
- Assessing their Core Value Priorities three times a year
- Reviewing their performance in lessons in terms of their Attitude & Engagement and Academic Progress three times a year
- Reviewing the impact of interventions six times a year Using pupil questionnaires
- Monitoring by SLT, Leadership and the class team
- Using a personalized progress and assessment tracker to measure progress
- Holding an annual review annually
- Holding a PEP and/or LAC review (if they are a looked after child)

11. How will the school resources be secured for my Child?

The school receives base funding from their Local Education Authority (Currently, £10,000 p.a. per child). In addition, each pupil is allocated top-up funding based on their level of need and risk under the West Northamptonshire RAS system.

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

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- Extra equipment or facilities
- Additional adult support
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. We will also consult with West Northamptonshire LEA to attempt to secure additional funding if this is required to meet need.

12. How will the school make sure my child is included in activities which pupils at other schools who don't have SEND may expect to participate in?

All pupils have an EHCP detailing their SEN. Most learners are transported into school from across the county, there is no opportunity to access extracurricular activities after school hours. However, we offer a range of opportunities throughout the school year to ensure our pupils can explore different activities and enrichment programs, including:

- Breakfast club five mornings a week (additional charge)
- Outdoor learning
- Preparation for Adulthood and Personal Development curriculums for every pupil offering enrichment activities, including outdoor learning, out and about in the community, sports, drama, cookery and biking
- Pupils in Years 6, 9, 11 and 13 can experience a school residential (additional charge)
- KS3 and KS4 have access to activities linked to the world of work through the Kings Trust accreditation
- KS4 pupils have access to select options in Drama, IT, Alternatively, pupils can work towards a pre-entry BTEC Level 1 vocational qualification and the Duke of Edinburgh 'Bronze' Award
- Selected pupils can work towards an additional Level 1 Digital Skills qualification in Computing
- KS3, KS4 and KS5 pupils are invited to apply for internal and external work experience.
- KS2, KS3, KS4 and KS5 pupils are invited to participate in a varied range of Employer engagement activities and workshops
- KS3 and KS4 engage in a variety of sporting events across the county
- All pupils engage in End of term trips out of school, including the zoo, theme parks, cinema, bowling, laser tag, farm visits. (additional charge)
- Parent/carer and Pupil events, including sporting events, charity mornings, sports day and Christmas and a summer fete.

No pupil is ever excluded from taking part in these activities as a direct result of their SEN or disability and we are committed to making reasonable adjustments to ensure participation for all, so please contact the school to discuss specific requirements. Risk assessments and risk reduction plans are carried out to increase safety, as required.

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

Pupils must have an EHCP to be admitted to Daventry Hill School. The primary need within this EHCP is likely to be Cognition & Learning or Communication and Interaction. All of the students must be working significantly behind their age expected outcomes.

Daventry Hill School does not admit pupils diagnosed with SEMH, as their primary area of need as we are not suitable to meet their needs.

- West Northamptonshire Local Authority (LA) is the school admissions authority. In accordance with Northamptonshire (Northants) LA policy, all children and young people admitted to Daventry Hill School will have an Education Health and Care (EHC) Plan.
- If you would like your child to be considered for a place at Daventry Hill School, you should inform the local authority. This could be done through the annual review process in your

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current setting, naming a preference when asked by the LA, or contacting the EHC team directly.

- We strongly recommend families to look around the school before applying, as every SEND school is different, and it is important you find the right one for your child.
- We offer a tour each half-term which can be booked through our [school reception](#).

How the School manages the application process:

- All admissions will be dependent on places being available in the school and within the right learning peer group.
- The LA and school recognise the importance of parental preference and referrals will be considered from outside the school's recognised catchment area.
- On receiving a consultation from the local authority (LA), the Senior Leadership Team will review the EHCP of the student. This will include:
 - Identifying their year group
 - Identifying their needs

14. How does the school support pupils with disabilities?

Our school aims to treat all pupils fairly and with respect, in accordance with the provisions of the Equality Act 2010. This involves providing access and opportunities for all pupils without discrimination of any kind, including:

Pupils meeting the admissions criteria of the school will be the subject of reasonable adjustments made to facilitate their physical access to the learning environment, including:

- All areas of the school have ramped/lift access
- All outside sports facilities have ramped access
- All doors comply with The Discrimination and Disability Act 2010
- Disabled toilet facilities are provided the school has taken the following steps to prevent disabled pupils from being treated less favourably than other pupils:
- Continuous review of the school environment, including planning, preparation and teaching of the curriculum, including minimising those areas of the curriculum which have limited access to those with disabilities
- To provide CPD opportunities for new and existing staff, including training on specific needs, such as attachment and childhood trauma
- All staff ensure that pupils can access and understand the information provided to them
- To provide an atmosphere where pupils feel safe and valued
- To promote an understanding of disability and work to show positive role models of others with disabilities
- To avoid the use of stereotypes
- To use language which emphasises the person, rather than the disability Access investigation is included as an explicit element of the school's planning cycle to ensure it is a prominent area of regular review

The school's accessibility plan can be accessed via the school website

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

At Daventry Hill School, our purpose is to support all students towards happy, successful futures. We aim to inspire and empower all our learners to achieve their own personal success.

Our five core values are:

- Positivity
- Curiosity
- Resilience
- Community
- Respect

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Our Core Values are a set of fundamental values that drive our organisation. Our students, staff, governors and families are all expected to always demonstrate our values. They are the foundations on which every aspect of our work and success is built upon.

All our students are taught the Core Values, and our relationship (behaviour) policy is linked explicitly to them.

We provide support for pupils to improve their emotional and social development.

Staff are aware of the importance of emotional wellbeing and work in creative ways with children and families to boost self-confidence, manage their social and emotional needs and increase social development.

The school's five core values are embedded within our school culture; every aspect of the school day reflects pupils' development of these core life skills to enable them to lead happy and fulfilling lives beyond the school gate and in their adult lives, and to be positive contributors within their community

Pupils are supported and encouraged to participate in:

- Roles of responsibility including the school council and peer mentoring
- Representing the school in sports tournaments
- A range of enriching activities and opportunities to develop social and emotional skills through our PfA and PD Curriculums
- Activities in the community, including enrichment activities, curriculum-based day trips and residential stays
- A range of teamwork and social situations during unstructured times of the day, such as lunch and breaks, supervised by trained staff
- A range of locations to enjoy break and lunch with their peers
- Regular contact and liaison with parents, including the ability of parents to arrange a meeting with staff by appointment
- Targeted interventions designed to promote emotional awareness, trust and support from school adults
- Targeted involvement of the Pastoral lead/team with pupils and their families
- Targeted involvement of external agencies, such as Play Therapy, Thrive, Educational Psychologists etc
- Carefully developed transition programs between settings

We have a zero-tolerance approach to bullying and racism. Our policy on this can be found on the school website.

16. 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 SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a handover meeting of the year when the pupil's SEN is discussed
- Offer a transition week with the incoming class teacher and team in the final week of the summer term
- Offer a meet the teacher parent evening, for families and carers to meet the incoming class teacher and team

Between schools

When your child is moving on from our school, we will meet with the SENCO or Pastoral team of the new school to share and pass on relevant information with the new setting.

Between phases (for EYFS and Primary)

The staff of the transitioning school will have the opportunity to liaise with the leadership staff from our school. They will discuss the needs of all the transitioning pupils.

Pupils will be prepared for the transition by:

- Visiting our school setting

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- Transition visits to current setting
- Home visits – if required

Between phases (for Secondary Schools)

- The Staff/SENCO of the primary school meets with a member of our Leadership team to discuss the needs of the incoming pupils at the beginning of the summer term.
- We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.
- We set up new pupil transition events and visits.

Moving to adulthood (Year 11 and Post 16)

- We provide all our pupils with appropriate advice on paths into work or further education.
- We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.
- We support with visits to vocational and further education providers across the county.
- We host an annual transition event
- We support and sign families to vocational and further educational open events/days
- Provide 1:1/group personal guidance to support with future decision making
- Provide a transition booklet

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

Tracy McKay our Deputy Head Teacher will work with our Pastoral Lead, 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. Our designated teacher for Looked After Children is Anna Browning.

18. 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. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complains about SEND provision in our school should be made to the Head Teacher Vicki Bond v.bond@daventryhillschool.org.uk, in the first instance.

They will be handled in line the school's complaints policy.

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 [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, 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.

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

If you have questions about SEN, 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 West Northamptonshire's local offer.

Links are as follows: <https://www.westnorthants.gov.uk/local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/east-midlands-0/west-northamptonshire>

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

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

20. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEN 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 / 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

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- > **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

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