



SEND Information Report and Local Offer

DOCUMENT CONTROL

This document has been approved for operation within:	Fred Longworth High School
Date effective from	September 2024
Date of next review	July 2025
Review Period	Annually
Status	Statutory- Schools
Owner	Trustees
Version	I

SEND Numbers September 2024

	Year 7	Year 8	Year 9	Year 10	Year 11
EHCP	3	10	6	5	5
K	56	43	47	55	54
Primary Needs					
Cognition and Learning	18	20	19	23	26
Communication and interaction	26	18	10	10	13
SEMH	13	14	21	22	17
Physical Disability	2	1	3	5	3

Guiding Principle

Fred Longworth High School is a mainstream inclusive school and aims to ensure that all students achieve their best possible outcomes academically; emotionally; socially; personally, in all areas of the curriculum. The provision and delivery of a curriculum experience matched to the special educational needs of students at Fred Longworth High School is underpinned by the following guiding principle:

We aim to provide a quality learning experience which is valued by the student. There is an emphasis on high expectations, personal challenge and achievement within caring 'family' environment, which allows individuals to thrive regardless of their ability.

To support this:

- the student is placed at the centre of the process
- positive relationships with students based upon trust and mutual respect are a priority
- a graduated approach is employed
- home and school form a mutually supportive partnership to serve the interests of the student

What types of SEN does the school provide for?

Our school provides for students with the following needs:

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
	Attention deficit hyperactivity disorder (ADHD)

Social, emotional and mental health	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Which staff will support my child?

SENCO

The Director of Inclusion and SENCO is Donna Waring.

Inclusion Manager

Jacqui Gannon.

Learning Coaches

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

Mrs Anderson

Mrs Bailey

Miss Bennett

Mrs Calcutt

Miss Casey

Miss Collins

Mrs Haymes

Miss Pennington

Mr Potkin

Miss Zareba

Mental Health and Wellbeing Co-Ordinator

Mrs Naylor

Exams Assessor

Miss Campbell

Does my child have SEND?

A young person has Special Educational Needs or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for them. If the impairment has a substantial and long term effect on a person's ability to carry out normal day to day activities it may amount to a disability.

If your child is identified as having a SEND we will inform you and place them on the SEND register.

Arrangements at Transition

Students with SEND are identified throughout the transition process. Meetings take place between the Year 6 teacher and SENCO and our Inclusion Manager and HLTA Inclusion. We offer a range of support during transition to help students make the move from what is often a smaller primary school setting to a larger high school. Information on students with an identified SEND is gathered from all relevant primary schools. The Inclusion manager/HLTA Inclusion will arrange an enhanced transition package where necessary for any students who it is felt will benefit from this.

Within the enhanced transition package arrangements will be made for some students to make extra visits to Fred Longworth. During these visits we will address any worries or concerns that the student might have. A pre 'Moving Up' day is held for students on the SEND register who have been identified as needing extra transition support. This day is designed to give students the opportunity to meet with their peers prior to 'Moving up' day. Support for parents is provided during the transition stage. Key staff are available during Open Evening and Year 6 Parents' Evening.

How will my child's needs be identified?

All children are entitled to receive help according to their needs. It is recognised that, as levels of severity increase, so does the input from the school. There is no time restriction for a child to be regarded as having Special Educational Needs so movement up and down the SEND Register is monitored regularly by the SENCO and Inclusion Manager.

On Entry

During their first term all students are given a standardised reading test and some students will complete additional academic testing with our Assessor. Students with low reading, spelling or numeracy scores will be identified and interventions put in place if necessary. Parents will be informed via discussion and letter about the precise interventions to be delivered throughout the academic year.

Throughout school

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially.

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

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

The SENCO / Learning Coaches will observe the student in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

Class teachers also make regular assessments of progress for all students and identify those whose progress:

- Is significantly below that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

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, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register and this will be shared with their classroom teachers. The student will complete an All About Me with a member of the Inclusion Team which is their voice, their barriers and how they like to be helped in the classroom. If your child needs additional support to the Adaptive Teaching Strategies for each subject, your child may also have a Learning Plan written by the SENCO.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Your child's progress can be discussed with the SENCO and Inclusion Manager at any point.

What should I do if I think my child may have special educational needs?

We believe positive working relationships with our students and families is vital for your child's development as you have vital and unique knowledge about your child's needs. If you are concerned about your child do not hesitate to contact your child's Head of Year or SENDCO Mrs Waring or Inclusion Manager Mrs Gannon who will be able to advise on the next steps. We will call or 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. This may involve further assessments in school, referral to your GP or other external agencies dependent on the nature of the concern. If we decide that your child needs SEN support, we will add your child to the school's SEND register.

Please email: SEND@flhs.wigan.sch.uk

How will Fred Longworth High School support my child?

For the majority of students, quality first classroom teaching will fulfil their learning needs. Some students, however, may require the curriculum to be slightly for the individual to make progress. Each faculty has their own adaptations document as to how they support students with SEND with subject specific strategies.

Some students may require 1 to 1 or small group intervention from a member of the SEND team to bridge a learning gap or to develop strategies to cope with a particular need.

If a child has a SEND need, Mrs Waring and the SEND team in school will do everything that they can to support the child. Mrs Waring will endeavour to respond to parent communications within 72 hours.

Seeking specific diagnosis and working with or without a diagnosis

ASD, ADHD, Dyslexia, Dyscalculia and Dyspraxia

Some parents contact us assuming that we can diagnose specific learning conditions such as ADHD and ASD. This is not the case. Only a paediatrician, referred to you by a GP can provide a formal diagnosis. If a parent suspects that their child has traits of any these conditions, in the first instance they need to go to their GP to initiate the diagnosis process. School will then be contacted to provide evidence to support a diagnosis. Parents also need to inform school of their concerns so that we can alert teaching staff.

Our staff are adept at supporting children with ASD and ADHD traits and learning needs. Staff are continually trained on the range of approaches they can use in the classroom to support students. All staff have an extensive SEND Handbook which outlines the strategies to be used. Regardless of whether or not a child has a formal diagnosis, these strategies are rooted in good teaching and consistency. We do not need a formal diagnosis to do the right thing.

For students with a formal ADHD diagnosis, Mrs Waring and the team run small self-help groups for students, this is to help them understand their condition better and to provide them with strategies to help them cope with situations more effectively. We also work closely with the NHS Mental Health Support Team and a referral will be made to develop strategies around worry management, low mood and anxiety.

Communication across our staff also plays an important part in alerting staff to children who are presenting with difficulties. Each morning we hold a daily briefing for Heads of Year and Senior Staff to discuss children who may be struggling in school. We also hold weekly whole-staff briefings and during these our staff are also alerted to children presenting with specific challenges and how teaching staff can support them. Children's learning difficulties are always recorded on our management information system. This is crucial information which staff access and utilise to plan their lessons.

Dyslexic Screener

We can only partially help to identify students who may have conditions such as dyslexia. If parents and school suspect there are traits the SEND team are able to conduct a Dyslexic Screener, but this is not a full diagnostic assessment. This purpose of the screener is to identify children who are having difficulties that are often linked with dyslexia. It will inform us if a child needs further investigation. The results from the screener are not intended to give firm evidence that dyslexia is present at this stage. When we believe a child is showing dyslexic traits and staff are alerted, the handbook illustrates the support that a classroom teacher can put in place. However, as a school we cannot provide a formal diagnosis. If a parent is seeking a formal diagnosis for dyslexia, dyscalculia, or dyspraxia the parent would need to arrange this privately.

Private Diagnosis

If a parent chooses to go down the private route for a diagnosis, please think carefully about the company that you select. Parents are advised to use a company that does a thorough investigation of the child which includes observations within the school environment and face to face appointments. School will work closely with the company.

Also, for information if you have a private diagnosis for ADHD and decide to medicate your child, you will not be eligible for free NHS prescriptions. You still have to go through the whole diagnosis process with the NHS to be able to access NHS free prescriptions.

Printing Resources on Different Coloured Paper

The research about whether printing resources for students with dyslexic tendencies on a different colour of paper, such as pink or blue, helps students is inconclusive. As a reasonable adjustment for students who may struggle with the glare from resources being printed on white paper, we ensure that all our resources are printed in an off-white colour. Coloured overlays can be provided for students.

Children with Medication for ADHD

If a child has been prescribed any form of medication to help manage their condition and behaviours throughout the day, parents need to ensure that their child has been medicated at the appropriate time in the morning before school. When children come to school unmedicated, it can subsequently present challenges for them during the day. Please let us know if your child has not taken their medication so staff can be aware and support.

Educational Health and Care Pathway and the Graduated Approach

The vast majority of our students who have special educational needs and disabilities (SEND) will not need a referral to the EHC Pathway because their needs can be met through the provision made through our Graduated Approach to SEND. Only students requiring exceptional support and additional school funding will need a referral to the Education, Health and Care (EHC) Pathway. The EHCP process is complex as applications are externally assessed and approved. It can take a couple of months to prepare the documentation and gather the evidence for the application.

Arrangements made for Exam Access Arrangements

The school works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student. A Form 8 or Form 9 will be completed for all students with access arrangements at KS4. This will then be able to be passed onto post 16 provision.

Support and Interventions

Following identification of learning needs, the SEND team will initiate personalised intervention. Intervention may include:

Intervention Name	Objective
Sounds Write	Sounds-Write is a quality first phonics programme. Its purpose is to provide classroom professionals with a comprehensive system with which to teach reading, spelling and writing.
Toe by Toe	a highly structured multi-sensory reading programme
Reading Between The Lines	This is used to develop inferencing skills.
Talking partners	Is a structured, time limited (10 weeks) oral language programme and can be used as part of an integrated approach to raise levels of achievement by improving student's speaking and listening skills.
Precision Teaching	Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It

	has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught.
Maths Intervention	Bespoke individual intervention to help close the gaps in a student's understanding in maths.
Maths Recovery	Maths Recovery is a programme which emphasizes ongoing assessment, careful observation, gauging student's current knowledge and strategies, and building on them to increase the student's knowledge, ability and self-confidence in mathematics.
Nurture Group	Nurture groups are focused on developing children with particular social, emotional, behavioural and attendance difficulties which can create barriers to learning. Nurture allows the building of relationships and development of self-esteem and confidence.
Social, emotional, mental health intervention	Self-awareness, self-management, social awareness, wellbeing, coping with anxiety, healthy relationships and responsible decision making, and resilience. This includes the BEST programme (anger / stress management, managing anxiety, organization, relaxation techniques). 1:1 counselling, 1:1 mental health support and mentoring Support for young carers
Support during unstructured times in the Inclusion Centre	A calm and quiet environment to support building relationships and friendships.
Mental Health Support Team MHST	A referral be made to develop strategies around worry management, low mood and anxiety.
TESS	Specialist teaching from the Targeted Education Support Service.
In class support from a Learning Coach	This is an additional adult in the classroom that will support a number of children with SEND.
1:1 Mentoring	Daily or weekly 1 to 1 support
Homework Club	Homework Club is available Monday to Friday 3pm-4pm A week and Tuesday to Friday 3-4pm B week.
Provision of alternative learning materials / special equipment.	Use of ipads, hearing aids, specialist equipment.

External agencies that might be involved with your child.

We also work with external bodies including health and social care bodies, local authority support services and voluntary sector organisations to provide support for students with SEND and support for their families:

- Child and Adolescent Mental and Health Services (CAMHS)
- Mental Health Support Team (MHST)
- Speech / occupational / physiotherapists therapists- medical pediatricians
- Social Services; Child Protection Plan, Child In Need, Looked After Children, Child Advocacy and Early Help
- Family Support Team (FST)
- Inclusion Support Specialist Teachers (Autism and Specific Learning Difficulties)
- Educational Psychologist Service (EP)
- Special Educational Needs Advisory Teacher
- Targeted Education Support Service (TESS Team)
- The Engagement Centre
- Paediatrics and specialist units
- School Health Nurse - drop in clinic in school and referrals
- Young Carers - support for children who are young carers
- KOOOTH - online support for emotional well being
- Young Minds – online support for emotional well being
- Wigan Family Welfare Counselling Services
- Willow Counselling Services
- Speech and Language Therapy Services
- Police
- Sensory Advice Team- Teacher of the Blind & Visually Impaired, Teacher of the Deaf & Hearing Impaired
- Wigan and Leigh Substance Misuse.
- Outreach service: a coordinated team of specialist staff Oakfield and Willow Grove Schools
- Careers Advisory Service

How will my child's SEND be shared with staff?

Children with moderate to severe SEND will be placed on the school's SEND Register which is regularly reviewed and used to track student progression and monitor effective provision. Students on the register and students with an EHCP have an All About Me outlining their barriers and how they liked to be helped in the classroom. Some students may also require a Learning Plan which includes brief student background, barriers to learning and specific teaching and learning strategies. This will also include any additional reasonable adjustments specific to your child. Both the All About Mes and Learning Plans are shared with teaching staff to ensure information has been communicated via Satchel One. Progress of students on the SEND register is regularly monitored.

Student data and personal information is only shared and discussed when it is professionally pertinent to do so.

How will Fred Longworth High School support my child's overall well-being?

At Fred Longworth High School, we recognise that for some children school is not always an easy experience. Children occasionally face social and emotional challenges which can impede their learning; for these more vulnerable children our involvement might need to be intensified, and to this purpose we run five nurture groups.

Nurture groups at Fred Longworth High School are modelled on the key principles of nurture as identified by the Nurture Group Network. We recognise that:

- Children's learning is understood developmentally
- The classroom offers a safe base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication

These five principles provide a framework from which we operate to offer a more intensive level of support for our more vulnerable or anxious students. We work closely with Heads of Year, form tutors and external agencies. We offer a comprehensive package of support allowing students the opportunity to share their worries or concerns with a specially trained member of staff. Some students may need to remain under the care and guidance of our nurture groups throughout their time at Fred Longworth whereas for others, their time might be more short term. Every child is very much an individual and their needs are assessed as such. We welcome any student in need, and always maintain a secure and supportive working relationship with parents and carers.

The school offers a range of activities during unstructured times and after school including access to the Library, sporting activities and two nurturing environments.

We also have a Mental Health and Wellbeing Co-Ordinator who supports students with their mental health. We work closely with our Mental Health Support Team and make referrals when we feel young people would benefit from intensive support e.g. Cognitive Behavioural Therapy, coping with anxiety, worry management etc.

How can I be involved as a parent / carer?

At Fred Longworth High School we aim to work in cooperation with parents and students to create the best outcomes for individual students. We will invite parents into school regularly throughout the academic year to

discuss their child's progress. This will usually take place review meetings, parents' evenings, progress review days and the reporting progress. EHCP students will have a yearly Annual Review. If you would like an additional meeting please contact the SEND team direct on SEND@flhs.wigan.sch.uk

Other situations may arise where it is necessary to contact home to:

- request parental permission for specialist assessment of a student. This is followed by a formal letter/referral.
- discuss new/arising issues regarding a student's behavioural or academic need not presently identified.
- discuss reports following external intervention from a service such as Speech and Language Service.
- informally speak with parents regarding their child's needs and progress.

My child has a Education and Health Care Plan. How will this be reviewed?

- The Annual Review ensures that, once a year, the parents, student, Local Authority, school, and all the professionals involved consider both the progress the student has made over the previous 12 months and whether any amendments need to be made to the EHC Plan.

What will happen during an annual Education and Health Care Plan review?

The Annual Review should aim to:

- Celebrate the successes and progress made.
- assess the student's progress towards meeting the objectives specified in the EHC Plan and to collate and record information that the school and other professionals can use in planning their support;
- review the special provision made, including appropriateness of special equipment provided, in the context of the National Curriculum and assessment and reporting arrangements;
- Where appropriate, school will provide a profile of current levels of attainment in basic literacy, numeracy and a summary of progress achieved in other curriculum areas; indicate, where the EHC Plan involves a modification or disapplication of the National Curriculum, what special arrangements the school have made for the student;
- consider the continuing appropriateness of the EHC Plan in the light of the student's performance during the previous year, and any additional special educational needs which may have become apparent in that time.
- consider whether to cease to maintain the Statement/EHC Plan or whether to make any amendments, including any further modifications or disapplication of the National Curriculum;
- set new targets for the coming year, if the EHCP is to be maintained. Progress towards those targets can be considered at the next review meeting.

Transition to post 16 provision

- All students attend presentations given by local post-16 providers during the Personal Development lessons and assemblies held in Year 10 and 11.
- All students with an EHC Plan receive an enhanced transition package and receive at least two 1:1 career sessions in Year 10 and 11 with the nominated Careers Advisor.
- Opportunities are given for trips to local colleges and universities.
- Post-16 provision is organised through EHC Plan review.

Staff expertise and training.

Our staff are adept at supporting children SEND. We continually train staff on the range of approaches they can use in the classroom to support students. All staff have an extensive SEND Handbook which outlines the strategies to be used. Regardless of whether or not your child has a formal diagnosis, these strategies are rooted in good teaching and consistency. We do not need a formal diagnosis to do the right thing.

Communication across our staff also plays an important part in alerting staff to children who are presenting with difficulties. Each morning we hold a daily briefing for Heads of Year and Senior Staff to discuss children who may be struggling in school. We also hold weekly whole-staff SEND briefings and during these staff are also alerted to children presenting with specific challenges and how teaching staff can support them. Children's learning difficulties are always recorded on our management information system. This is crucial information which staff access and utilise to plan their lessons.

Training is regularly provided to teaching and support staff. The headteacher and the SENCO continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Teaching and support staff are experienced in working with children with a range of SEND including ASD, ADHD and specific learning difficulties. Learning Coaches are all appropriately qualified for their roles. The SENCO is a member of the Senior Leadership Team, holds the National Award for SENCO qualification, the Certificate for Competence in Educational Testing and has the Level 7 Senior Mental Health Award. The Inclusion Team are also trained in specialism areas such as dyslexia, SPLD, trauma and attachment and mental health and well-being.

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

Jacqui Gannon or Elaine Bailey will work with Donna Waring, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

How accessible is the school environment?

There are two disabled access toilet areas in school with two hygiene suites and a number of ramps for wheelchair access. Disabled parking is also available in the visitor and staff car parking areas.

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.

Contact details of support services for parents of students with SEND

[Parenting Resources](#) providing advice and information to support children's development and behaviour.

The [News and Updates](#) page has details of information and training sessions for parents, including Autism training.

[Healthier Wigan](#) website has information to support children's health and development, including communication, toileting, sleep and behaviour.

[Embrace Parent Support Service](#)

Embrace are a local organisation providing support for parents/carers of a child with SEND. This includes:

- Coordinating services involved in your child's care to ensure they receive the support they require
- Targeted emotional support
- Information on specific disabilities, behaviour and sensory issues
- Developing your organisation and self-advocacy skills

Follow Embrace on social media for details of sessions and activities, details are on their website.

For more information or to make a referral to the Embrace Parent Support Service, you can book an appointment online [Embrace Parent Support Service](#) or call 01942 233323.

[Wigan Family Information Directory](#) has details of local services and activities, including childcare.

[Wigan Parent Carer Forum](#) provides information for parents and carers of children with additional needs. The Forum provides a voice for parents in shaping local services. They also produce a newsletter with local and national information for families. Follow Wigan Parent Carer Forum on social media for details of sessions and activities, details are on their website.

[Join Parent Carer Forum](#)

[Wigan and Leigh Carer's Centre](#) can provide support and information for parent carers.

[Active Health \(wigan.gov.uk\)](#) has details of activities for children with SEND.

[Wigan Start Well Centres](#) provide support and activities to help parents, carers and childcare providers give children under five the best start in life.

[Sensoriel](#) in Ince offer a range of services including sensory rooms for children.

[Wigan Genetic Warriors](#) support parents of children with genetic conditions.

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

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

Who can I talk to if I have any concerns?

If you have any concerns with regard to the SEND provision offered at Fred Longworth High School please contact Mrs Jacqui Gannon (Inclusion Manager) on 01942 883796 or email her at gannonj@flhs.wigan.sch.uk or Mrs Donna Waring (SENCO) at waringd@flhs.wigan.sch.uk

Other contact details:

Mrs D. Waring SENCo – waringd@flhs.wigan.sch.uk

Mrs J. Gannon Inclusion Manager – gannonj@flhs.wigan.sch.uk

Mrs Naylor Mental Health and Wellbeing Co-Ordinator naylora@flhs.wigan.sch.uk

Mrs J. Brook Head of Year 7 – brookj@flhs.wigan.sch.uk

Mr A. Fallows Head of Year 8 – fallowsa@flhs.wigan.sch.uk

Mr M. Farrell Head of Year 9 – farrellm@flhs.wigan.sch.uk

Mrs A. Hyslop Head of Year 10 – hyslopa@flhs.wigan.sch.uk

Mrs Turner Head of Year 11 – turnen@flhs.wigan.sch.uk

Mr J. Whalley Senior Deputy Head – whalleyj@flhs.wigan.sch.uk

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 **SENCO** in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

The complaints procedure can be found: <https://flhs.org.uk/policies/>

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
 - SEND Code of Practice 0 – 25 (2015)
 - The Mental Capacity Act Code of Practice (2014)
 - Supporting Children at School with Medical Conditions (2013)
 - School's SEND Information Report Regulations (2014).
- See Wigan LA's High Expectations for All Documentations at:
<https://www.wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx>
- See Wigan's Local Offer for SEND
<https://www.wigan.gov.uk/Business/Professionals/SEND/HEFA/Chap-3.aspx>
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
 - The National Curriculum in England Key Stage 3 and 4 framework document (Sept 2013)
 - Safeguarding Policy
 - Accessibility Plan
 - Teachers Standards (2012)

Glossary

- **Access arrangements** – special arrangements to allow students with SEN to access assessments or exams
- **Adaptive Teaching Strategies**- where teachers adjust their strategies, resources, and support based on the individual needs of students.
- **Annual review** – an annual meeting to review the provision in a student's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a student with 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
- **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 student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students 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 students with SEN
- **SEN support** – special educational provision that meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages