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# Special Educational Needs (SEN) Information Report

*'Empowering a Future Generation'*

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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 The Trafalgar School at Downton

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

You can find it on our website; [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.

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

The Trafalgar School at Downton provides for students with a range of needs. Please see the following list as an example of the needs we cater for:

AREA OF NEED	FOR EXAMPLE:
<b>Communication and interaction</b>	Autism spectrum condition (ASC)
	Speech and language delay
<b>Cognition and learning</b>	Specific learning difficulties, such as dyslexia or dyscalculia
	Global learning delay
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attachment needs
	Anxiety disorders
<b>Sensory and/or physical</b>	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment, such as cerebral palsy
	Developmental Co-ordination Delay

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

Our Learning Support Team consists of our SENDCo, Interventions Coordinator (HLTA), two trained ELSAs, 10 Teaching Assistants and an admin assistant to the SENDCo.

### **Our special educational needs & disabilities co-ordinator, or SENDCo**

Our SENDCO is Sarah Burley

Sarah has 13 years' experience in this role in a variety of schools and has worked within primary, secondary and specialist settings. She is a qualified teacher with a Modern Foreign Languages specialism.

Sarah has two level 7 qualifications in dyslexia, teaching and inclusive environments and is a specialist dyslexia teacher. She is a qualified Access Arrangements assessor and is working towards the new National Professional Qualification for SENDCos.

Sarah is a full-time SENDCo.

## Subject Teachers

All of our teachers receive in-house SEN training, and are supported by the Learning Support Team to meet the needs of students who have SEN.

## Teaching assistants (TAs)

We have a team of 13 TAs, including one higher-level teaching assistant (HLTA) who oversees and delivers our literacy and numeracy interventions

We have two trained ELSAs who deliver small group and 1:1 ELSA support, as per student's EHCPs

In the last academic year, TAs have undertaken CPD in Autism, Trauma informed practice, dyslexia and dyscalculia.

## External agencies and experts

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

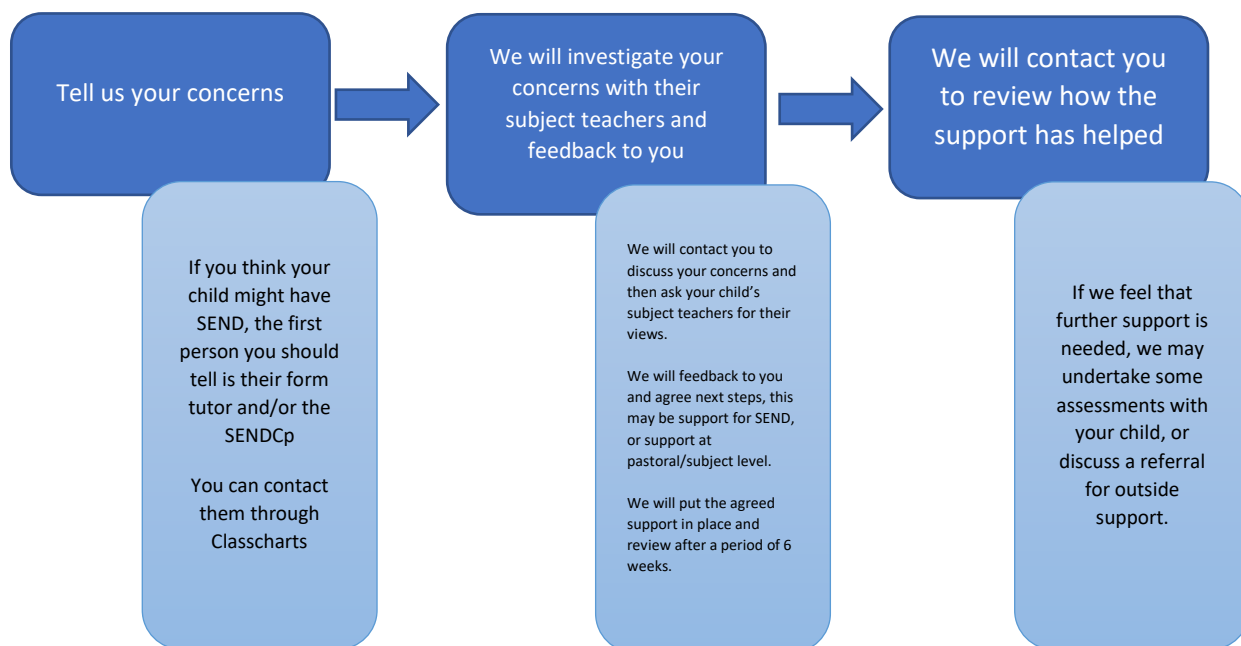
- Speech and language therapy
- Education Psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA) -provided support services
- Voluntary sector organisations

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

We assess all year 7 on arrival in literacy and numeracy. We use Literacy Online to assess levels of reading and spelling and the Chinn 15-minute numeracy assessment to gauge numeracy levels. We also look at your child's SATS results and get information from their primary school with regards to social or emotional needs. From here, we gauge who may need support that is additional and different to our ordinary provision.

Subject teachers use formative assessment (within the lesson) and summative (a written or other assessment at the end of a topic) to assess each student's progress. If they feel that your child has not made the expected progress in their subject, they will put support in place at subject level. Should a subject teacher feel that a child is not making expected progress over time, they may make a referral to the SENDCo for further support and assessment.

If you think your child may have SEND, it is important that you let us know too, so that we can assess and find out whether this is the case. Please follow the steps outlined below:



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

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

If a 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 the student extra support to try to fill it.

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

The SENDCo may undertake specialist assessments, or observe the student in the classroom and at social times (e.g. break/lunch) to see what their strengths and difficulties are. They will have discussions with and get information from your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour and to gauge whether the issue falls within one subject area or several. They will also compare your child's progress and development with their peers and available national data.

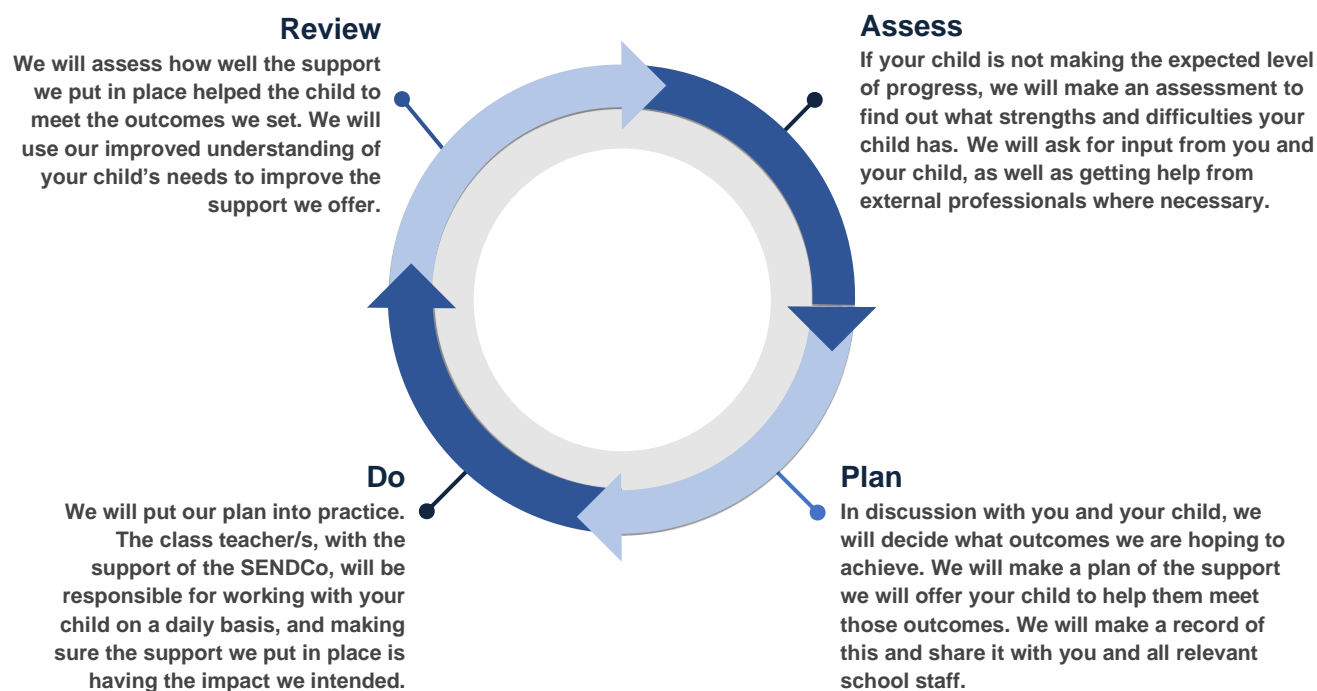
The SENDCo may ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. You will be informed if we wish to refer to any agency for further support.

Based on all of this information, the SENDCo will decide whether your child needs support for SEND. If we feel your child needs support for SEND, we will inform you via ClassCharts and your child's name will be added to the school's SEND register. We will create a Passport for them and share this with you electronically.

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run a literacy or numeracy 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. If we run an ELSA intervention with your child, the ELSA will agree outcomes with your child at the start of this process.

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

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

We provide 4 Progress Reports a year. In year 7, we will report on Academic Standards only. In years 8 -11 we will report on progress towards target GCSE grades. As well as this, we will review your child's Passport/Support plan with them three times a year and feedback to you.

You will have at least three opportunities a year to meet with staff to discuss your child's progress. These meetings may be online or face to face.

1. Each year group has one Learning Review Evening per year, where you can discuss your child's progress with their subject teachers.
2. Each year group has one Information Evening per year, where you can hear from key staff and meet their form tutor to discuss any concerns
3. Parents of students on the SEND register at SEND Support or with an EHCP, are invited to take part in a meeting/phone call to review their Passport/Plans or feedback via our online system at three points in the year
4. Students with an EHCP also have an annual review of this document.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. If you have any information that you think will help us support your child better or if there are any changes to their needs, please let us know by emailing or ClassCharts messaging their form tutor and/or the SENDCo at any time.

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 saved to your child's electronic file. You will get a copy of any meeting notes.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- 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 and/or environment for my child?

Subject teachers are responsible and accountable for the progress and development of all the students in their class.

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

We will adapt how we teach to suit the way the student works best. There is no '1 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.

Most of our students follow a traditional curriculum. A small number of learners have a more personalised timetable to match their individual needs and abilities. This may include option choices, additional literacy, social skills groups, number of qualifications studied and/or offsite provision.

Our whole school Provision Map below outlines the different types of support we may offer:

<b>KS3</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Sensory or Physical Impairment/Medical</b>	<b>Social, Emotional and Mental Health</b>
<b>Individualised (EHCP)</b>	Alternative English curriculum. Alternative Maths curriculum. TA support in lessons. Assistive Technology.	Personalised/Alternative Timetable arrangements ELSA 1:1. Lego Therapy. Safe space provision. TA support in lessons.	Adapted PE curriculum. Adapted/personalised equipment for practical subjects. TA support in lessons. Assistive Technology. Access to lift.	Personalised/Alternative Timetable arrangements. Safe space provision. TA support in lessons. ELSA 1:1 Drawing and Talking Therapy Lego Therapy
<b>Targeted (EHCP/SEND Support)</b>	Literacy Intervention (short term). Numeracy intervention (short term). Assistive technology.	ELSA (small group social and emotional skills). ELSA 1:1. Lego Therapy. Lunch/Breaktime clubs in LS.	TA support in lessons. Adapted equipment in practical subjects such as DT. Assistive Technology. Access to lift.	ELSA (small group social and emotional skills). ELSA 1:1. Drawing and Talking Therapy. Lego Therapy. Break and lunch time clubs in LS
<b>Ordinary Provision for All Learners.</b>	Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser</li> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> </ul>	Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser</li> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> </ul>	Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser</li> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> </ul>	Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser</li> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> </ul>



	<ul style="list-style-type: none"> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> </ul>	<ul style="list-style-type: none"> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Pastoral Supports as deemed appropriate by tutor/HoH such as mentoring or school counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Access to lift</li> <li>• Individual Health Care Plans as deemed appropriate by Health.</li> <li>• School nurse drop in</li> </ul>	<ul style="list-style-type: none"> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Pastoral supports as deemed appropriate by Tutor/HoH such as mentoring or school counsellor</li> <li>• Tutor/HoH report</li> </ul>
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KS4	Cognition and Learning	Communication and Interaction	Sensory or Physical Impairment/Medical	Social, Emotional and Mental Health
<b>Individualised (EHCP)</b>	Personalised Learning Option Pre-teaching English/Maths TA support in lessons Assistive Technology Exam Access Arrangements	Personalised Learning Option Safe space provision ELSA 1:1 TA support in lessons Exam Access Arrangements	Adapted PE curriculum Adapted/personalised equipment for practical subjects TA support in lessons Assistive technology Access to lift Exam Access Arrangements	Personalised Learning Option Alternative to GCSE Provision Safe space provision TA support in lessons Exam Access Arrangements
<b>Targeted (EHCP/SEND Support)</b>	Pre-Teaching English/Maths Assistive technology Exam Access Arrangements	ELSA 1:1 Lunch/Breaktime clubs in LS Exam Access Arrangements	TA support in lessons Adapted equipment in practical subjects such as DT Assistive Technology	ELSA (small group social and emotional skills) ELSA 1:1 Drawing and Talking Therapy Lego Therapy
<b>Ordinary Provision for All Learners</b>	Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames)</li> </ul>	Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended)</li> </ul>	Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing,</li> </ul>	Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames)</li> </ul>

	for extended writing, use of Knowledge Organiser <ul style="list-style-type: none"> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Access to high quality careers guidance</li> </ul>	writing, use of Knowledge Organiser <ul style="list-style-type: none"> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Pastoral Supports such as mentoring or school counsellor</li> <li>• Access to high quality careers guidance</li> </ul>	use of Knowledge Organiser <ul style="list-style-type: none"> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Access to lift as required</li> <li>• Individual Health Care Plans in conjunction with Health team</li> <li>• School nurse drop in</li> <li>• Access to high quality careers guidance</li> </ul>	for extended writing, use of Knowledge Organiser <ul style="list-style-type: none"> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Pastoral supports such as mentoring or school counsellor</li> <li>• Tutor/Head of House Report</li> <li>• Access to high quality careers guidance</li> </ul>
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These interventions are part of our contribution to Wiltshire County Council’s local offer. [Wiltshire’s local offer can be found here.](#)

In order to ensure that all students can access the broad and balanced curriculum and activities offered throughout the school, our accessibility plan provides further details. This can be accessed here; [policies](#)

## 9. 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 goals and outcomes on their Passports/Support plans three times per year
- Reviewing the impact of interventions after 12 weeks/one long term
- Using student questionnaires

- Monitoring by the SENDCo and Senior Team
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

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

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

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

All of our extra-curricular activities and school visits are available to all our students and all students are encouraged to take part in any aspect of the co-curriculum that they wish to.

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

No student is excluded from any aspect of our co-curriculum because of their SEN or disability. If you feel your child may need reasonable adjustments to take part in an activity, trip or club, please contact the SENDCo.

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

Children who have an Education Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN code of practice and not through any admission criteria.

All admissions to The Trafalgar School at Downton for students who have an EHCP are handled by Central SEND Services at Wiltshire Council. Their contact number is 01225 718095.

Children who may need additional learning help but do not have an EHCP, must follow the usual process when applying for a school place and the normal admission criteria will apply. The admissions criteria for the Trafalgar School at Downton can be found here; [admissions](#)

## 13. What specialist services and expertise are available at or are accessed by the school?

As a school we can access a range of services including Educational Psychologist, outreach Services such as Wiltshire Families First, Speech and Language therapy, Occupational Therapy, Hearing, Visual and Physical Impairment Services, Specialist SEN service, Education Welfare Officer, Social Services and Child and Mental Health Services (CAMHS).

These services are contacted when necessary according to your child's needs. If you believe that your child needs specialist equipment, please contact the SENDCo.

## 14. How accessible is the school environment?

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding and risk assessments are in place and adhered to by staff and visitors. We have a range of different facilities to help disabled students throughout our school including;

- a lift,
- accessible toilets,
- wheelchair friendly corridors,
- adapted technology equipment such as sewing machines, adapted cooker, resistant materials tools
- perching stools.

An accessibility plan is in place and can be found on our school website; [policies](#)

## 15. How will the school support my child's overall wellbeing?

At the Trafalgar School at Downton, we pride ourselves on providing a high level of pastoral care and guidance to our students. On joining, students are assigned to a House and given a form tutor who will stay with them during their time at the school. This provides continuity of care and support and enables the tutor to build up a strong rapport with parents and carers. There are additional members of staff who provide additional pastoral support; Heads of House, school counsellor, SENDCo, Teaching Assistants, Child Protection Designated Senior Person, listening ear and mentor. We also work well with external agencies such as the Education Welfare Service, The Education Psychology Service, the Hearing, Visual and Physical Impairment services and the Child and Adolescent Mental Health Service (CAMHS) to ensure holistic support for our students.

In terms of behaviour, we have a 'zero tolerance' approach to bullying. We aim to ensure all students are given the opportunity to learn about and celebrate difference. We have anti-bullying ambassadors and a clearly defined Social Times Charter. Our Behaviour Policy can be found on our website; [policies](#)

## 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 students with SEND be prepared for a new school year we:

- Share data and information on performance at subject level, so if your child has a new teacher, they understand their particular needs in that subject
- Share information on aspects of SEND via our electronic systems: all teachers have access to all Passports and Support Plans via ClassCharts.

## Between schools

When a student joins us from primary school, we have a team of staff who oversee their transition. These staff members include:

- The SENDCo
- The Transitions Co-ordinator
- The Admissions Officer

We will contact the primary school and get as much information as we can about your child. We will visit your child in primary school and may meet with you as well. All year 6 students joining us are invited to an induction day in the summer term, and for some students with additional needs we run extra sessions with key staff.

When a student is moving on from our school, either to a different secondary level school or a Post 16 institution, we will share all their SEND files and information with their new setting.

Where a student is moving to Post 16 provision, we provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Rachael Faulkner is our Designated Teacher for Looked After Children and she will work with Sarah Burley our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and any SEND 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. Rachael Faulkner (the designated teacher) can be contacted via ClassCharts or email [r.faulkner@trafalgar.wilts.sch.uk](mailto:r.faulkner@trafalgar.wilts.sch.uk)

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

Complaints about your child's SEND provision in our school should be made to their form tutor or subject teacher in the first instance, who may refer the complaint to a more senior member of staff.

If you are not satisfied with the school's response, you can escalate the complaint using the school's complaint's procedure which can be found here; [policies](#)

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

Should you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission

- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. In Wiltshire, this is through the Global Mediation service.

The Global Mediation service's SEN Case Manager can be contacted on 0800 064 4488. This service is free of charge and confidential. For further information, see their [Simple Guide to Mediation leaflet](#) (opens new window) or visit their [website](#) (opens new window).

## 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 Wiltshire's local offer. Wiltshire local authority publishes information about the local offer on their website:

[Wiltshire SEND Support for 0 to 25 - Local Offer](#)

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

[Wiltshire SENDIASS - Family Action \(family-action.org.uk\)](#)

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

[Carer Support Wiltshire](#)

[Community Foundation](#)

[Wiltshire Music Connect](#)

[Seeds4Success](#)

[SWAPP – Support in Wiltshire: Autism Parent Programme](#)

[Time Out for Parents](#)

[Wiltshire Parent Carer Council](#)

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 students with SEN to access assessments or exams
- **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
- **Differentiation** – when teachers adapt how they teach in response to a student’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 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
- **SENDCo** – 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