



# Callowell Primary School

## Special educational needs (SEN) information report 2025-2026

<b>Approved by:</b>	J Roberts & C Black	<b>Date:</b> September 2025
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<b>Last reviewed on:</b>	September 2025
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## **Introduction**

All schools need to provide a Special Educational Need and Disabilities (SEND) Information Report and school offer; The school Offer is a part of the wider Local Authority Offer and is based on the requirement for all schools to outline the support available to children with SEND. We have decided to combine these two documents into one, and include information on our SEND policy also, so you have one place to find out all the information you need.

Callowell Primary School values the contribution that every child can make and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school. As such, provision for pupils with SEND is a matter for the school as whole. All teachers are teachers of pupils with SEND. The Governing Body, Head teacher, SENDCo and all other members of staff are responsible for ensuring good teaching of children with SEND. This local offer is in line with the school SEND policy which can be accessed via the website,

[www.callowellschool.co.uk](http://www.callowellschool.co.uk) by contacting the school office.

*In brief: The aim of this information. report is to explain how we implement our SEND policy so that you know how SEN support works in our school.*

To make it as easy as possible to find the information you require, we have laid it out as a series of questions parents/ carers often ask about a school and what happens for children with SEND. If there is any question you would like answered that isn't included below or you would like additional information, please let us know.

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Dear parents and carers,

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

## **1. What is SEND and what types of SEN does the school provide for?**

### **1a) What is SEND?**

SEND ( Special Educational Needs and /or Disability) is defined in the code of practice as having a learning difficulty or disability that calls for special educational provision to be made for them. Children having learning difficulties if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

### **1b) Which SEND needs do we provide for at this school?**

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools. There are four key areas of special Educational Needs outlined in the SEND Code of Practice.

Our school strives to provide provision for all children with SEND. Under the Code of practice (2015), SEND is organized into the following four areas of need: -

- Communication and interaction ( C and I)
- Cognition and learning ( C and L)
- Social, emotional and mental Health Difficulties ( SEMH)
- Sensory and/or physical needs ( P and S)

### **1c) What types of SEN does the school provide for?**

Our school provides for pupils with the following needs:

AREA OF NEED	DEFINITION	CONDITION
<b>Communication and interaction</b>	Children with Speech, Language and communication needs have difficulty in communicating with other such as those with ASD diagnosis. This could include difficulties with producing or responding to expressive or receptive language. They may have difficulty in uttering speech sounds, difficulties in understanding spoken language and communications from others.	Autism spectrum disorder (ASD)
		Speech and language difficulties
<b>Cognition and learning</b>	This refers to when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties (MLD). Specific learning difficulties (SpLD) such as dyslexia and dyspraxia, severe	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
		Moderate learning difficulties

	learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.	Severe learning difficulties
<b>Social, emotional and mental health</b>	This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties and traumas. It also includes ADHD and attachment disorder.	Attention deficit hyperactivity disorder (ADHD)
		Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Some children will require special educational provision because they have a disability which prevents or hinders them from making use of the education facilities generally provided. These include visual impairment, hearing impairment, which may require additional equipment to assist with learning.	Hearing impairments
		Visual impairment
		Multi-sensory impairment
		Physical impairment

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

### 2a) Who is the SENDCO?

#### Our special educational needs co-ordinator, or SENCO

Our SENCO is Ms Charlotte Black

She can be contacted by email: - [cblack@cbat.academy](mailto:cblack@cbat.academy)

She can also be contacted by phoning the school office on a Monday to Wednesday.

- She has over 10 years' experience as SENDCo.
- The SENDCo is a qualified teacher with a BA (QTS) from Warwick University)
- She achieved the National Award in Special Education Needs Co-ordination in 2014 from Gloucestershire University.
- She is also a THRIVE practitioner helping to support children with social and emotional needs
- She has obtained the level 3 ELklan Speech and language qualification
- She has obtained a level 3 certificate in understanding Autism
- Along with achieving a diploma in psychology from the Open University.

### **3b) What is the role of the SENCO in a mainstream primary school ?**

At Callowell Primary School, in line with the Special Educational Needs and Disability Code of Practice ( 2015) and mandatory standards identified within the National SENDCO Award training, The SENDCo has an important role to play with the headteacher and governing body in determining the strategic development of SEND policy and provision. They are most effective in that role if they are part of the senior leadership team ( Section 6:87). The SEND Co-ordinator ( SENDCo) responsibilities may include:-

- Overseeing day to day operation of the schools SEND policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support and teaching assistants
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the SEND team, Educational Psychology services, Health and Social services and voluntary bodies
- Updating the SEN registers and making sure there are records of your child's progress and learning needs.
- Working with class teachers, parents, children and other professionals to write EHC plans.

### **3c) What is the role of the class teacher and what are they responsible for in regards to SEND children in a mainstream primary school?**

The class teacher is usually your first point of call, they work with the child on a daily basis and complete, assessments and planning related to your child.

As stated in the 2015 SEN code of practice they are responsible for:-

- Keeping appropriate records on your child and their progress, which can be used to identify areas of support.
- Working with the SENDCo to identify, plan and deliver any additional help your child may need.
- Working with the SENDCo to share and review assessment and progress information.
- Informing you as parents of progress at Parents Evenings
- Ensuring that all additional adults working with your child in school are helped to deliver the planned work for your child, so that they can achieve the best possible progress.
- Working with outside agencies who may offer advice and help to support your child
- Ensuring they follow the school's SEND policy.

### **3d) What is the role of the Teaching Partner's at Callowell Primary School and what are they responsible for in regards to SEND children in a mainstream primary school?**

We have a wonderful team of Teaching Partners who are trained to support in class and deliver a variety of interventions and help the teacher to adapt the lessons so SEND children can access and progress.

### **3e) What is the role of the SEN Governor and what are they responsible for in regards to SEND children in a mainstream primary school?**

Our SEND Governor is Caroline Young. They are kept informed of SEND in the school by the SENDCo, Head teacher and the SENDCo's annual report, They will make sure that the necessary support is made for any child who attends school and has SEND.

### **3f) What training have staff attended over the last year?**

All of our teachers receive *in-house SEN training*, and are supported by the SENCO to meet *the needs of children who have SEN*. Over the last year staff have refreshed knowledge by completing the following training:-

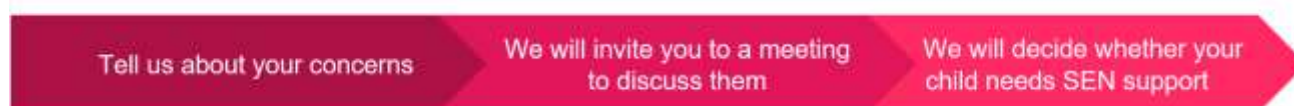
- AET making sense of autism
- Gloucestershire NHS diabetes training
- THRIVE online top up training
- Thrive – Helping primary children manage anxiety
- Inhouse training on adaptations for Cognition and Learning needs including dyslexia.

### **What external agencies and experts do we access?**

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

- Speech and language therapists
- Specialist Teachers (Advisory Teaching Service)
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

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



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can speak with the class teacher at the end of the school day and if they are not free then they will arrange a mutually convenient time.

They will pass the message on to our SENCO, Ms Charlotte Black, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. [Cblack@cbat.academy](mailto:Cblack@cbat.academy)

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

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

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, your child will be added to the school's SEND register.

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

All class teachers are aware of SEND and are on the lookout for any children who are not making the expected progress in their school work or socially. If the teacher notices that a child is finding things difficult they try to find out if the child has any gaps in their learning. If they find a gap, they will give the child extra tuition or adaptations to their lesson to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the child 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 a special educational need.

The SENDCo will have a discussion with your child's teacher, 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. They may also observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

#### **4b) How will the school let me know if they have a concern about my child's learning and progress in school?**

Regular meetings with staff are held to discuss the progress of all children to identify if any children are regularly causing concern. Areas of concern are monitored by the class teacher, senior leadership team and SENDCo. If your child is not making progress the school will set up a meeting to discuss this in more detail. It may also be discussed with you at a parents evening.



During this meeting we will ask your opinion and speak about your child to get their input as well. We will listen to any concerns you have. Based on all the available information, we will plan and explain any additional support your child may receive and decide whether your child needs SEN support. If your child does need support they will be placed on the 'Graduated pathway'. Their name may be added to the School's SEN or monitoring register, and school will work with you to create a SEN Myplan for your child.

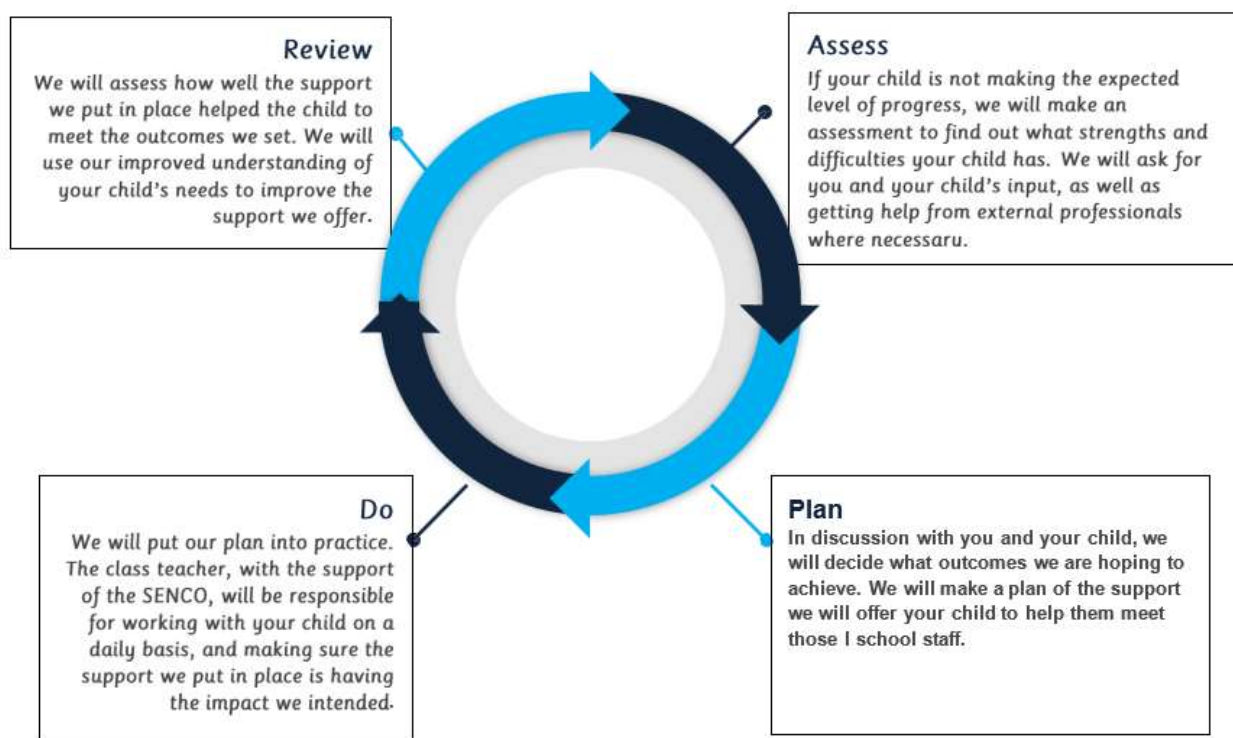
## 5. How will the school measure my child's progress?

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

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

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



*As Part of the planning stage of the graduated approach*

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

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

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

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

We will provide reports on your child's progress

Your child's teacher will meet you to review your child's Myplan/ Myplan + to

- Set clear outcomes for your child's progress
- Review progress towards *those* outcomes
- Discuss *the* support we will put in place to help your child make *that* progress
- Identify *what* we will do, *what* we will ask you to do, and *what* we will ask your child to do

The SENCO may also attend *these* meetings to provide extra support.

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

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

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

*After* any My Plan discussion we will make a new plan. *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

## **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 needs. As children are not all *the* same 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

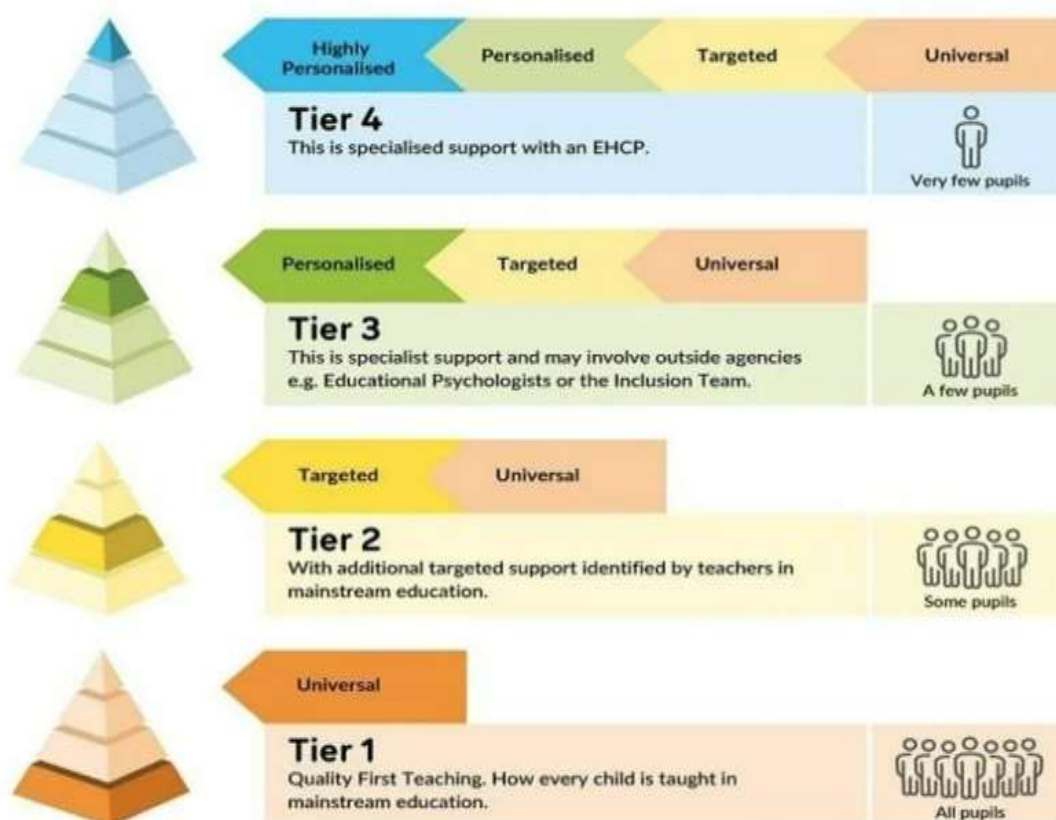
representative during the meeting

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

Your child's teacher is responsible and accountable for the progress and development of all the children in their class.

### 8a) Adaptations and Quality First Teaching

Below is a diagram of the schools graduated approach, starting with adaptations and Quality First Teaching.



High-quality teaching, which is sometimes known as 'the universal approach' or quality first 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.

We will adapt *how* we *teach* to suit *the* way *the* child 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. Therefore no class will have the same adaptations as it depends on the cohort of children.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, word banks, coloured overlays, visual timetables, larger font, etc.
- In class support from a teaching assistant or teacher supporting pupils in small groups
- Structured class routines and visual timetables
- Restorative and friendly discussions to support social development.

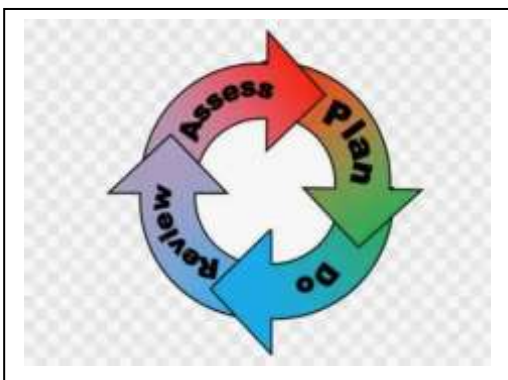
#### **4b) School support and targeted interventions**

Your child's teacher will have carefully checked on your child's progress and will have decided that your child's has gaps in their understanding/ learning and needs some extra support to close the gap between your child and their peers.

A targeted intervention will be planned to support your child, the term intervention is used to refer to additional support that a child receives to help them move forward in a particular area of learning. This support is always time limited and have clear targets to help your child make more progress.

These targeted interventions might include:-

- Little wandle keep up sessions.
- Small group work ( maths and writing)
- Precision teaching sessions
- Extra reading sessions
- Hands on motor Skills programme or additional handwriting sessions
- Hidden Chimps, zones of regulation or other emotional language support programmes
- Language for Thinking
- Pre teaching vocabulary and mind mapping exercises.
- Barrier games or colourful semantic tasks.



Children now have specific targets and as such will be monitored using a plan and using the Assess, Plan, do and review process.

Some children may need the support of external professionals and the SENCo to give advice on the best approach or strategy and personalise these interventions further.

**4c) Some children may need specific bespoke support, which may be advised by a specialist or professional.**

At times specialist professionals may work with your child to understand their needs and make recommendations, these may include:-

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise.
- Invite your child or parents to specific clinics and groups run by them. Such as stammer clinic, speech and language sessions, parenting groups for children with specific needs or sleep/ incontinence clinic and talk well sessions.

You will always be involved in decisions around this type of support from parental referrals and applications requiring parental voice to speaking to the professionals first hand.

Some of these are directly funded by the school Local Authority or NHS such as speech and language therapy, Advisory Teaching Services or Thrive practitioners.

These specialist interventions might include:-

- Speech and Language Therapy
- Bespoke curriculum following the engagement model
- Thrive 1:1 sessions
- Play therapy sessions
- Outside Agencies physiotherapy advice
- An intimate care plan or health care plan
- A risk assessment and adapted behaviour plan.
- 1:1 support from individual TA
- Physical access routes and personal evacuation plans and resources (wheel chair...)



If, despite all the support, your child needs further or more specialist input the school, or you, can recommend that the local authority makes a statutory assessment for an Education, Health and Care Plan. This is a legal process and you can find full details about this in the Local Authority ( LA) based local offer, Gloucester County Council Council website at Gloucestershire SEND Local Offer.

These *interventions* are part of our contribution to Gloucestershire's local offer.

<https://www.glosJamiliesdirectory.org.uk/kbS/gloucs/glosJamilies/home.page>

We remain open to new materials and approaches and if they offer more than our current *interventions* we will seek to sensitively adjust our practice to better meet the needs of our SEN children.

## **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:*

- a. Reviewing *their progress towards their goals each term*
- b. Reviewing *the impact of interventions once completed*
- c. *Monitoring by the SENCO*
- d. Holding *an annual review.*
- e. Using provision maps to measure progress

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

The school budget, received from Gloucestershire Local Authority, includes money for supporting children with SEND. Money is also received from other local authorities if a child is supported by them. The headteacher decides on the budget for SEND in consultation with the school governors.

This money would be spent on Teaching Partners in the classroom to deliver small group work, extra equipment such as pencil grips, sensory equipment and for online subscriptions to communication in print, screening tools and alternative recording tools. In some instances this money is also used for regular in house CPD or external training when required.

All resources/training and support are reviewed regularly and changes made as needed.

### **10b) 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 seek recommendations on what will best help your child access their learning and how to access these. Extra funding may need to be applied for through a Local Authority Annual Review for EHCP's, TALC funding or other Charities.



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

All of our extra-curricular activities and school visits are available to all our children.

All children are encouraged to go on our school trips and to take part in sports days, school plays and wow days.

We will make whatever reasonable adjustments are needed to help ensure that all children can be included in all activities.

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

The Local Authority decides our admissions, therefore parents should contact the Local Authority to find out about our admissions arrangements  
<http://www.gloucestershire.gov.uk/schooladmissions>

The school acknowledges in full its responsibility to admit children with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

If your child has an Education Health Care Plan (EHCP) in place before they are due to start school, there is a different admission procedure for applying for a Reception place. At the Annual Review (prior to your child starting school) there should be an opportunity to discuss which school may be suitable to meet your child's needs. A copy of the Annual Review will be sent to the County Council's school named in the report to request a place for your child.

Applications do not need to be submitted for children with an EHCP as places are automatically allocated in the school that has been named in the child's EHCP.

**13. How does the school support pupils with disabilities?**

The school is committed to providing an environment accessible to all. When necessary we seek help from specialists to ensure all children with a disability have the same opportunities in school as their peers. This may involve accessing auxiliary aids and specialist advice.

**13b) How will the school be accessible to children with SEND?**

( Please refer to the SEND policy/ accessibility policy)

- Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified ( Specific visual or hearing impairment and physical needs etc) further advice is sought.
- Our classrooms are communication friendly, many classes create class texts with symbols to enable all children to access stories in the written form, along with other adaptations and our teachers use whole class visual timetables to schedule the day.
- Extra curricular activities are available and accessible to children with SEND. Atlas sports creates opportunities for SEND children. Last year they have had the

opportunity to try sports such as archery, curling, horse riding with the RDA along with taking part in the local Panthalon.

- Children with specific needs will have members of staff to help them access the school environment, curriculum and clubs.
- The whole school entrance is accessible to all children with SEND providing appropriate facilities. Where this maybe too busy alternative access arrangements are created.

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

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

- a. The school uses *The Colour Monster* to help with understanding and naming emotions in Early Years. Children are encouraged to try activities to help with their wellbeing in class-: mindfulness colouring and cosmic yoga/ imoves etc
- b. Each child has a well being peg to request bubble time with their teacher and a tiny named draw where children and staff can write positive messages to the child.
- c. In the rest of the school staff use the *Name it to Tame it* approach ( NITTI) which is adapted from the five point scales. \*Please note staff are being trained this year to be able t9o deliver zones of regulation across the school and to replace this in the future.
- d. We follow the Jigsaw programme to support mental wellbeing, we also encourage all children to be part of the school council so all groups are represented.
- e. The school has a weekly celebration assembly and regularly encourages and promotes pupil power/ voice from both in and outside of school.
- f. We have the *THRIVE* Room where children can be supported to help regulate and understand their emotions
- g. We have a qualified Emotional Literacy Support Assistant and a *THRIVE* Practitioner
- h. The school has a qualified well- being lead and is a Trailblazer school being supported by mental health support team created through the NHS and linked to young minds matter.
- i. A zero tolerance approach to bullying

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

**Between years**



To help *children with SEN* be prepared for a new school year we:

- a. Ask *both the current teacher and the next year's teacher* to meet to discuss *the child's SEN and My Plan*
- b. Provide *opportunities for children to visit their new teacher and their new classroom in informal ways*
- c. Have *moving up sessions*
- d. Provide *information booklets for children*

### **Between schools**

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

The SENCO of the local secondary schools have a meeting *with* our SENCO.

*They* will discuss *the needs of all the children* who are receiving SEN support.

Children will be prepared *for the transition* by:

- a. Having *visits to the Secondary School*
- b. Having individual information booklets supplied (*for children who need them*)
- c. Individual *visits to the Secondary School, if needed*
- d. Being part of *the buddy system* in place for all children

Members of staff attend the Advisory Teaching Service Transition Conference where appropriate

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

Mr Roberts will work *with* Ms Black, our SENCO, to make sure *that* all teachers understand *how* a looked-after or previously looked-after child'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 children will also have a personal education plan (PEP). We will make sure *that the* PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

We hope that all SEN children are happy and will have their needs met in school. Initially we would recommend you talk to the class teacher or SENDCo who may be able to resolve issue promptly and discuss or keep you upto date with what support your child is having.

However, if you still have concerns about SEND provision and you wish to make a complaint we would like to have the opportunity to discuss this and to try to resolve the problem. Mr. Joe Roberts , or Mrs. Caroline Young (who is the governor for SEND) who will all be happy to talk with you to try to help resolve any problems. . In some circumstances, this right also applies to the pupil themselves.

*If the issue is not able to be resolved you may refer to the Callowell Primary School Complaints Policy (on the school website) which will explain the procedure. If you are not satisfied with the school's response, you can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.*

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

*If you have questions about SEND, or are finding it difficult to manage, 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 Gloucestershire's local offer Gloucestershire publishes information about the local offer on their website:*

*GloSFamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent Carers*

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

SENDIASS on [sendiassglos.org.uk](http://sendiassglos.org.uk)

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- Special Needs Jungle <https://www.specialneedsjungle.com/>

Alternatively additional information about needs can be found online though national

charities :-

The British Dyslexia Association- <https://bddyslexia.org.uk/>

The National Autistic Society- <http://www.autism.org.uk/>

The Dyspraxia Foundation- <https://dyspraxiafoundation.org.uk/advice/dyspraxia-in-children/>

The ADHD Foundation- <http://www.adhdfoundation.org.uk>

Anna Freud National Centre for children and families leading mental health charity.  
<https://www.annafreud.org/>

Tourette's action <https://www.tourettes-action.org.uk>

## 19. 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
- **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