



Special Educational Needs (SEN) Information Report

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SEN INFORMATION REPORT

Newcastle Preparatory School is committed to working in partnership with parents and providing a fully inclusive curriculum that fits the needs of all pupils. We value diversity and individuality, recognising that some children face significant challenges to their learning; offering additional support where needed. This report aims to answer some of the questions parents may have.

The aim of this information report is to explain how we implement our SEND policy and demonstrate how SEND support works in our school.

If you require any further information, please do not hesitate to read our SEND policy; you can find it on our website [here](#).

Any unfamiliar terms used in this information report can be found in the Glossary at the end of the report.

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

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mrs Johnson. They are a qualified teacher and have achieved the National Award in Special Educational Needs Co-ordination. Mrs Johnson's email address is: njohnson@newcastleprep.co.uk.

Class/subject teachers and Teaching assistants (TAs)

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

All staff are trained in safeguarding children and a large number also in first aid. There is a specially trained paediatric first aider working within each class in the Early Years along with a team of three designated members of staff (one DSL and two DDSLs) responsible for safeguarding concerns. Staff have attended training in Speech and Language Support, Autism, Dyslexia friendly schools, literacy, and maths interventions (including 1st Class at Number and Numicon which is a highly valued whole school resource), behaviour strategies and computer resource packages.

Teaching Assistants have gained NVQ levels 2 and 3 and all support staff working to support specific needs are led by the schools SENCO. Training is refreshed regularly and all opportunities for additional training are sought both online and in person, to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Attendance officers
- Social services and other LA-provided support services
- Voluntary sector organisation

3. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

NPS prides itself on building close, supportive relationships with our children. The attainment and progress of all pupils is monitored closely through high quality teaching in the classroom, and the curriculum is carefully planned and regularly evaluated to meet individual needs. Children who are making slower than expected progress and require additional support to attain age related expectations are identified and the school works in partnership with parents to establish differentiated provision to meet the needs of the child. This may take the form of adapted planning within the classroom, working within a small group of children for some activities, one to one support from a Teaching Assistant or intervention strategies planned and monitored by our SENCO.

All our class teachers are aware of SEN and monitor pupils who aren't making the expected level of progress in their schoolwork or socially. The SENCO may observe the pupil in the classroom and in the playground 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.

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, an educational psychologist, 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 or Raising Achievement register, and the SENCO and form teacher will work with you to create an Individual Education or Raising Achievement Plan for them.

Communication between home and school is crucial during this process and parents are fully informed and involved throughout. Parents who are concerned about the progress their child is making or about SEN issues should talk to their child's form teacher via Teams or telephone. 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. The school SENCO may also join this meeting and 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. A Raising Achievement plan may be created for your child and you will

be given a copy of this. You can also contact the SENCO, using the contact details for Mrs Johnson above.

4. How will school staff support my child?

If a child has been identified as making less than expected progress, the first response is high quality teaching targeted to develop the specific areas of difficulty. If progress continues to be less than expected, it may be necessary for the teacher to work in conjunction with the SENCO, to organise additional support or targeted intervention. This support may take the form of small group support, specific intervention sessions before school or individual support led by a teacher or specialised teaching assistant.

Different teaching resources may also be used. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer less frequent sessions per week, depending on the need of each child. It is the teacher's responsibility to provide for children with additional needs in his/her class and to follow the school's procedures for identifying, assessing, and making provision to meet those needs.

Where the interventions involve teaching away from the main class, the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching.

The SENCO provides advice, monitoring, and links with outside agencies. There is a school governor for SEN who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

5. 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 two children are the same, so we will decide on an individual basis, with your input.

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

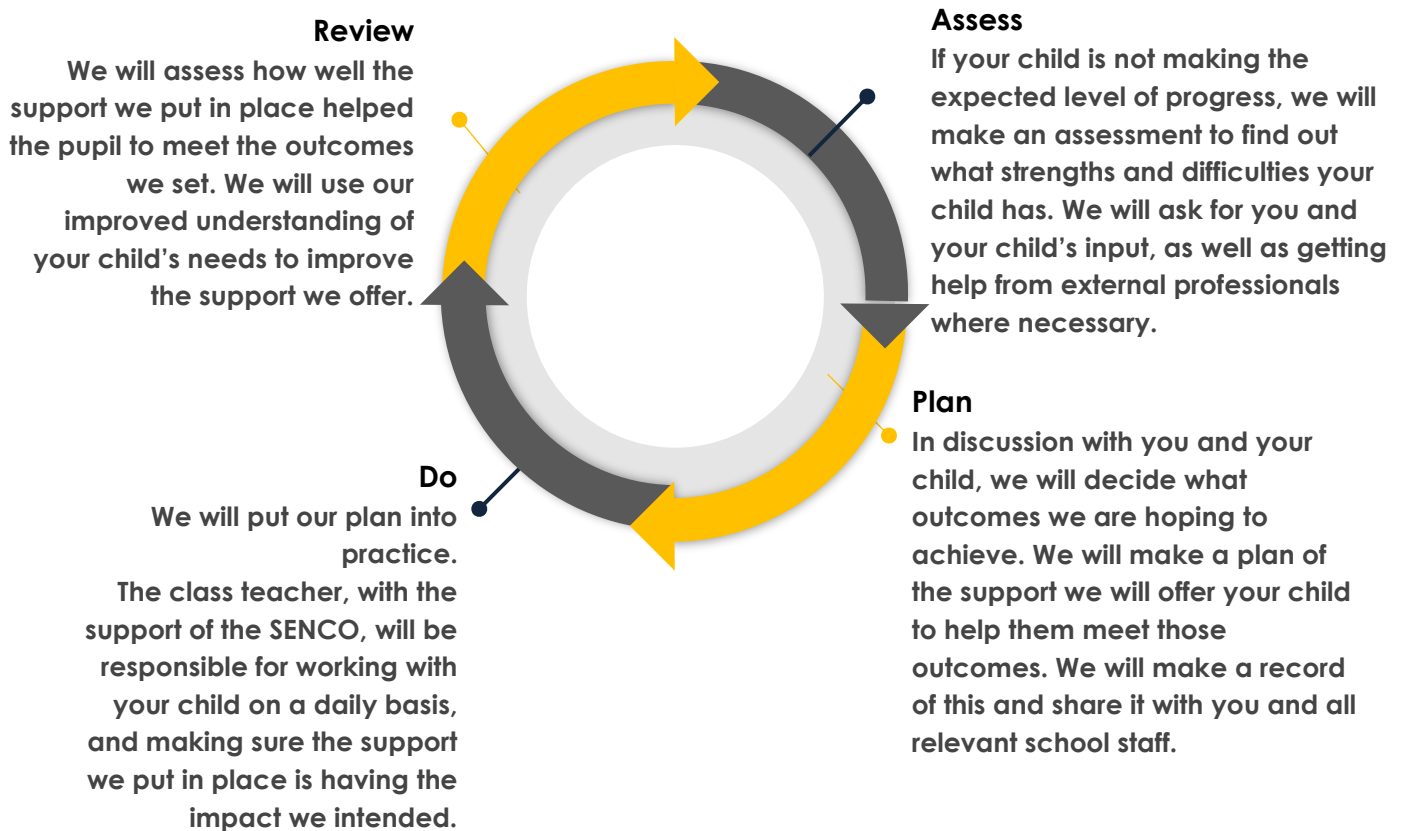
- Attend meetings to discuss their progress and outcomes
- Create a pupil passport
- Discuss their views with a member of staff who can act as a representative during the meeting

6. How will I know how my child is doing and how will the school measure my child's progress?

High expectations for each child, coupled with skilled differentiation, usually ensures that children are making at least expected progress and frequently higher than expected progress. However, some children still require additional support alongside this. Where a child requires additional support, parents are informed, consent is obtained via Parent App, and targeted intervention is put in place. This support is monitored closely by both your child's form teacher and regularly modified by the SENCO. Most interventions take place over one or two terms and progress is reported back to parents at parents' evenings, or more regularly as appropriate.

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**.



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 may 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. Progress is tracked towards the outcomes we set over time and we will improve our offer as we learn about 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.

NPS has an 'open door' policy and encourages ongoing communication to ensure effective partnership. The effectiveness of the school's provision for children with SEND is evaluated, reported to governors, and monitored by ISI.

7. How is the decision made about how much support my child will receive?

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their teachers. Parents are sent details regarding any support via Parent App and are asked to give consent for their child to attend intervention programmes in school. Further details about each individual support programme can be accessed on the SEND and Raising Achievement Area of Parent App. This support is reviewed regularly with amendments being made to the program of support. Interventions typically last between 1 and 2 terms, with the emphasis being on early identification. Targeted and effective support is put in place to minimise any long term need for additional support.

8. How will the learning and development provision be matched to my child's needs?

Teachers detailed assessments and experience of the child, along with advice and guidance from the SENCO, will shape the planned provision. Their previous progress and attainment, development in comparison with their peers, the views and experiences of parents and the pupils' own views are also important factors as appropriate support is developed. This ensures that any barriers to learning are identified, and effective provision suited to a child's specific needs is implemented. Our personalised approach to teaching and learning is centered around the child's 'Pupil Passport', which is written by the children and highlights their strengths and challenges and ensures that they have a say in the intervention that is on offer to them at NPS. The SENCO, Form Teacher, parents, and child all work together to identify and review targets based upon an assessment of the child's individual needs.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum and we work with each child to make sure the adaptations we make are conducive and meaningful to them.

These adaptations include:

- Differentiating our curriculum to ensure it is accessible to all pupils, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example to enable longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 or small group basis where necessary.

We may also provide the following interventions:

Support Available Within School
Communication and Interaction Needs: e.g. Autistic Spectrum Disorders , Speech, Language and Communication Needs or Social communication difficulties
<ul style="list-style-type: none">• Visual timetables, fidget toys and sensory rest breaks• Support at unstructured times of the day.• Social skills programme / support including strategies to enhance self-esteem.• Communication screening and bespoke intervention.• ICT is used to support learning where appropriate.• Strategies / programmes to support speech and language development.• Strategies to reduce anxiety / promote emotional wellbeing.• Where appropriate we will use support and advice from other professionals to meet the needs of pupils.• Access to the library which provides a quiet work spaces.

Cognition and Learning Needs:**e.g. Moderate Learning Difficulties or Specific Learning Difficulties**

- Students take part in all lessons and attend extra sessions within school for targeted work to raise achievement in literacy and numeracy.
- Strategies to promote / develop literacy and numeracy.
- Provision to support access to the curriculum and to develop independent learning.
- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills, spelling, curriculum skills.
- 1-1 Specialist teaching and support for SpLD Dyslexia.
- ICT is used to reduce barriers to learning where possible.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.
- Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.

Social, Mental and Emotional Health e.g. Behavioural needs, Social needs, Mental health needs and Emotional health and wellbeing

- The school ethos values all pupils.
- Behaviour management systems encourage pupils to make positive decisions about behavioural choices.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils where key staff can support students throughout the school day.
- Support and advice are sought from outside agencies to support pupils, where appropriate.
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations and regulate their emotions

- Information and support is available within school for behavioural, emotional and social needs.
- A dedicated Drawing and Talking therapist whose role includes working with anxiety, mental health support, bereavement and pre-CAMHS counselling.

Sensory and Physical Needs:

e.g. Hearing / Visual Impairment, Multi-sensory impairment or Physical and Medical Needs

- Support and advice are sought from outside agencies to support pupils, where appropriate.
- Support to access the curriculum and to develop independent learning.
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.
- Access to Medical Interventions.
- Access to programmes to support Occupational Therapy / Physiotherapy.
- Support with personal care if and when needed.
- Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.
- Staff understand and apply the medicine administration policy.
- The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.
- All entrances to the school have ramps fitted to allow wheelchair access.
- The school has disabled toilets / facilities

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 each term
- Reviewing the impact of interventions termly
- Regular check ins with pupils
- Monitoring by the SENCO
- Using academic data, teacher and parent discussion, IEPs, Raising Achievement plans and Pupil Passports to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. What support will there be for my child's mental health and overall wellbeing?

All staff are here to provide support for children's social, emotional, and mental health needs. Form teachers, specialist teachers and support staff are skilled in implementing effective behaviour strategies and working closely together with parents and children to ensure strategies are consistent with those at home. NPS has a Pastoral Assistant Head Teacher, in charge of tracking all children's mental well-being to ensure that each child's wellbeing is carefully monitored, and any necessary intervention can be put in place at the earliest opportunity. Our PSHE policy and lessons are carefully tailored to incorporate opportunities for children to develop their emotional intelligence and learn strategies to cope with their emotions.

NPS has a consistent behaviour policy across the school which is published on the school website and promotes caring relationships and good behaviour, along with building children's self-confidence, self-esteem and independence. NPS also has a dedicated and trained member of staff who leads drawing and talking therapy sessions for individuals who would benefit from additional care. School also has access to services provided by Kalmer Counselling including one to one counselling sessions.

Additionally, members of the senior leadership team act as mentors for children identified as having social, emotional and mental health needs and the school also provides a range of intervention programmes; including those specifically designed to help children develop their emotional intelligence and boost their confidence and self-esteem.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only

administered by designated people. Individual health care arrangements for children with medical conditions are carefully recorded and shared with all staff that work with the child, including lunch time staff.

At NPS we endeavour to provide the very best care and support for all of our children. Our staff are keen to work in partnership with parents and professionals. Form teachers, the SENCO and Headteacher are here to address any concerns, however small. In the event of a formal complaint, parents should follow the procedure in the School's Complaints Policy available on the website.

Children placed on our school's SEND register complete a Pupil Passport each year, to ensure that the child's views and needs remain at the centre of our provision. These are completed by our children, with the support of their form teachers and are shared with parents online, via Provision Map.

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all school clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN using by offering a range of additional interventions including sand therapy, drawing and talking therapy and zones of regulation sessions. We also run nurture clubs for pupils who need extra support with their social or emotional development and have a weekly drop in nurture session with our PSED teacher.

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

The school has a trained SENCO, along with a team of experienced teachers and Teaching Assistants, who are led by the SENCO. This team provides both individual and small group support.

Staff have undergone training in different areas of SEN to develop specialisms to ensure that there is a wide range of skills and expertise, along with the ability to lead specialist intervention programs such as those for Literacy and Mathematics. These include Read Write Inc, Lego Therapy, Doodle Learning, Secret Agent Society. The school SENCO also has a post-graduate qualification in assessing and teaching children with Dyslexia.

NPS seeks out further support and guidance from private professionals including an Educational Psychologist, Occupational therapist, Speech therapist, Counsellor and Play therapist, to whom they can directly refer to.

12. How will you help me to support my child's learning?

Parents Evenings are held twice a year to keep parents fully informed of their child's learning. Parents also receive a detailed progress report at the end of the Autumn Term and an annual report is written for each child in the Summer Term. Pupils with Special Educational Needs have additional meetings to share their targets with parents, who are involved in the review process. Parents views are sought at every opportunity to ensure we work in partnership to support their child's learning and parents have access to an online account, where they can view and comment on their child's IEP, throughout the academic year.

A yearly curriculum map is placed on Teams, so that parents are informed on which topics will be covered in school. NPS works closely with the Early Help Team, who have access to a wide range of support from local agencies and services and can signpost parents effectively.

13. How will I be involved in discussions about and planning for my child's education?

There are formal occasions, such as parent consultation evenings, where parents are involved in discussions about their child's education and targets. However, we have an 'open door' policy where parents can speak to a teacher before or after school either in person, or via Teams. Parents are also able to call the school office to arrange for a teacher to phone them back at a convenient time, if there is a particular issue they wish to discuss at any time. Parents of children with SEND are regularly involved in discussions through reviews, informal discussions and via messages sent home on Teams.

14. How will my child be included in activities outside the classroom including school trips?

The School ensures that there are no barriers to our pupils with SEND enjoying the same activities as other pupils in our school, including physical activities. All of our extra-curricular activities are available to all our pupils, including our before and after-school clubs and extra staffing or resources will be provided where appropriate. For all school trips, a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all educational visits, including Key Stage 2 residentials, and when appropriate additional staff are deployed. All pupils are encouraged to take part in sports days, school plays and special workshops and additional pre-visits or social stories will be created for children requiring them. Parents are consulted to ensure full participation and active engagement of all children. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will

make any reasonable adjustments necessary to make sure that they can be included.

15. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The Sports Hall building is fully wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment. Areas have been created, and resources provided, to meet sensory needs, such as 'calm corners', 'sensory boxes' and a Forest School with opportunities for water play. The school also has a range of equipment including a trampet, blankets, timers, fidget toys and sand and water. The school's outdoor environment, with extensive climbing equipment and opportunities to engage pupils, are accessed by all children and aid the inspiration and promotion of learning.

16. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

There is a transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development. A comprehensive range of activities support all children in the transition to NPS. This includes attending assemblies, time in classrooms and joining lunch times. This is personalised further for those children who benefit from photo books and additional individual or small group visits. Form teachers and the school SENCO and Headteacher are more than happy to help with any transition concerns parents may have. NPS also supports parents in seeking specialist provision through the Education Health Care process.

Between years

To help pupils with SEND be prepared for a new school year we:

- Endeavour for both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule visits with the incoming teacher towards the end of the summer term
- Ensure a hand over meeting takes place between current and new form teachers

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 and liaise with relevant professionals to ensure that current targets and support plans are passed on to aid a smooth transition. We will also work with other schools to help children who may benefit from additional visits to their new setting.

17. How are the school's resources allocated and matched to children's special educational needs?

The school has an amount identified within its overall budget for supporting children with SEN. This is used for resources to support the progress of children with SEN, buy specialist equipment, books or stationery, or provide specialised training for staff. Where a child requires provision which exceeds this, a discussion will be held with parents, the Headteacher and SENCO.

18. How does the school make sure the admissions process is fair for pupils with SEN or a disability and how does the school support pupils with disabilities?

NPS does not unlawfully discriminate in any way regarding entry and seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. A 3-year Action Plan to improve access to the facilities is produced as part of the Accessibility Plan. We require parents of children with special educational needs or physical or mental disabilities to discuss their child's needs with the School before they apply to the school so that we can make adequate provision for them. Parents should provide with the Registration Form a copy of an educational psychologist's report or a medical report if they have one. This is so that the School can assess their child's needs and consult with parents about the adjustments which can reasonably be made and so that the School can ensure, for example, that their child will be able to access the education offered and that we are able to ensure their health and safety, and the health and safety of others.

Parents or young people with an EHC Plan have a right to request the School as their preferred choice, set out in section 38(3) Children and Families Act 2014. In order for a place to be granted, parents will need to prove that none of the schools the Local Authority is offering can meet the child or young person's needs, **or** that the cost of the placement will not constitute unreasonable public expenditure. Evidence from a professional will be needed to confirm why the School is the only school or college which can meet the child or young person's

needs. Additionally, the School must be in a position to offer a place to the pupil and cannot be ordered by the LA to accept a child or young person.

The School's accessibility plan and policy can be found on our website and details how the School:

- Increases the extent to which disabled pupils can participate in the curriculum
- Improves the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improves the availability of accessible information to disabled pupils

19. Will my child receive extra time in their entrance exams in Year 6?

Exams access arrangements are extremely important, including ensuring that pupils work with their exam entitlement as their normal working practice. NPS works collaboratively with parents and external agencies to identify whether a child would benefit from a range of access arrangements, including supervised rest breaks, the use of a computer or additional time. Agreed access arrangements are incorporated into a child's normal way of working within standardised assessments undertaken in school and then during their entrance exams in Year 6.

20. Who can I contact for further information?

The SENCO/Headteacher is available to meet with parents if you have any concerns about your child. However, you may prefer to speak to your child's teacher regarding any initial queries.

21. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEN can be accessed at:

<https://www.newcastlesupportdirectory.org.uk/send-local-offer>

Parents can contact SENDIASS for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 643 8313.

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

The Headteacher and DDSLs will work with Mrs Johnson, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

The school works in partnership with parents to ensure a collaborative approach to meeting pupils needs and all complaints are taken seriously. Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher, in the first instance. They will be handled in line with the school's complaints policy, further details of which can be found via our complaints policy, accessible on the school's website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school 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.

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

If you have questions about SEND, 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 your local authority's local offer. Each local authority publishes information about the local offer on their website.

In Newcastle, our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be found here:

[local SENDIASS organisations](#)

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

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

Our core values inform all that we do. At NPS we Inspire, Respect, Include, Challenge, Explore and Succeed. We truly believe in preparing all children for success and supporting everyone along their personalised learning journey, to ensure that every child reaches their full potential.

Reviewed and updated February 2024

25. Glossary

Access arrangements – special arrangements to allow pupils with SEND 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 SEND 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 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 SEND

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 which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. 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 which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages