SEND Information Report



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December 23

| **Approved by:** | Andy Gamble | **Date:** 8th December 2023 |
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| **Last reviewed on:** | 8th December 2023 | |
| **Next review due by:** | December 2024 | |

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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 SEND support works in our school.

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

You can find it on our website **https://www.musicfederation.co.uk**

**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 Music Federation 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 |
|
|
| Moderate learning difficulties |
| Severe learning difficulties |
| **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 SEND Team:

SEND Governor: Mrs Lucy Metcalf

Federation SENDCo: Mrs Louisa Milner

Designated Safeguarding Lead and Pastoral Lead: Mrs Sandra Senior

Autism Lead Practitioner ( Primary): Miss Gabriela McDermott

Autism Lead Practitioner ( Early Years): Miss Lauren Stagg

Higher Level Teaching Assistant: Mrs Jacqueline Holderness

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

Our SENCO is Mrs Louisa Milner

They have fourteen years experience in this role and have worked as a Class Teacher, a Phase Leader and an Assistant Headteacher. She achieved the National Award in Special Educational Needs Co-Ordination in 2012 ( PGCE SENDCo at Leeds University). Mrs Milner is a full time SENDCo for The Music Federation. Mrs Milner is available through emailing the school or ringing the school office directly.

https://www.musicfederation.co.uk/contact-us

**Class Teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.  All staff have access to a drive created by the SENDCO in which there are a wealth of resources to inform and support staff on a vast range of SEND related topics as well as implementing the graduated approach.

**Teaching assistants (TAs)**

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

All Teaching assistants are trained to deliver interventions. Some Teaching Assistants are trained in specific interventions such as Lego Therapy.

In the last academic year, TAs have been trained in:

- Lego Therapy

- Autism Trust Autism Awareness Level 1, 2 or 3

- Tourettes Action- online module and training on tics and tourettes and how to support in the classroom

- Dual Diagnosis: ADHD and Autism

- Autism: Stress and Anxiety

- Funding For Inclusion

- SENIT assessment for phonics, phonological awareness, maths and cognition and learning

-Reading assessments such as the Salford reading test

- Colourful Semantics

- Dyslexia Screening

- Using the SENIT Developmental Profile

- Using Finely Graded Assessment (Connecting Steps)

-Using the SENIT Developmental Journal to track the progress of some pupils with SEND in the Early Years

- Intensive Interaction

- Using visuals in the environment to support early speech, language, communication and interaction

- Little Wandle and Little Wandle: SEND phonics including the rapid catch up scheme

-Visual Impairment and supporting pupils with visual impairments

-Hearing Impairment and supporting pupils with hearing impairment

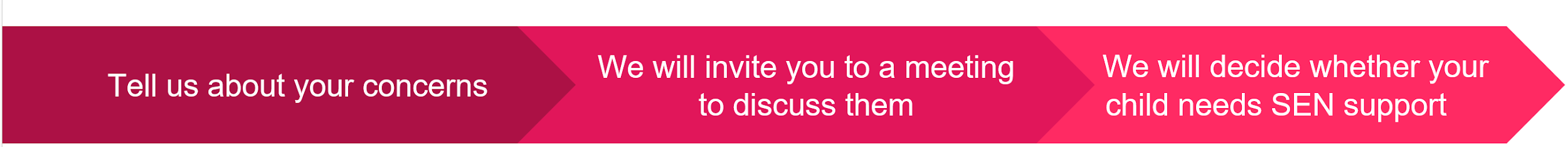
- Team Teach

**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 including specific speech sound disorder pathway therapists
* Educational psychologists
* Occupational therapists
* GPs or paediatricians
* School nurses
* Child and adolescent mental health services (CAMHS), Oakdale Centre and Clinical Partners
* Education welfare officers
* Social services and other LA-provided support services
* Voluntary sector organisations
* SENIT- the Leeds SEN Inclusion Team for cognition and learning and inclusion support
* The Jess Cluster
* Area Improvement Team
* STARS
* SENSAP

# 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 should contact the main office to arrange a meeting with your child’s teacher. | They will then meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.  Together, you 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. You will also be given a copy of this. At this point, the Class Teacher will inform the SENDCo of the meeting and plan that is in place. This will then be reviewed after 6-8 weeks.  Through discussion, it will be decided whether the SENDCo needs to become involved directly. | If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school’s SEND register. |

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

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

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil support or intervention 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 pupil is still struggling to make the expected progress, the teacher will complete an initial concerns document and share this with the SENCO. They will then discuss next steps and you will be contacted to discuss the possibility that your child has SEN.

The SENCO may observe the pupil 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.

Your opinion is extremely valuable to us and we may speak to your child to get their input as well. We may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a pediatrician. Where school would like to consult with an external agency, parent/carer consent is sought.

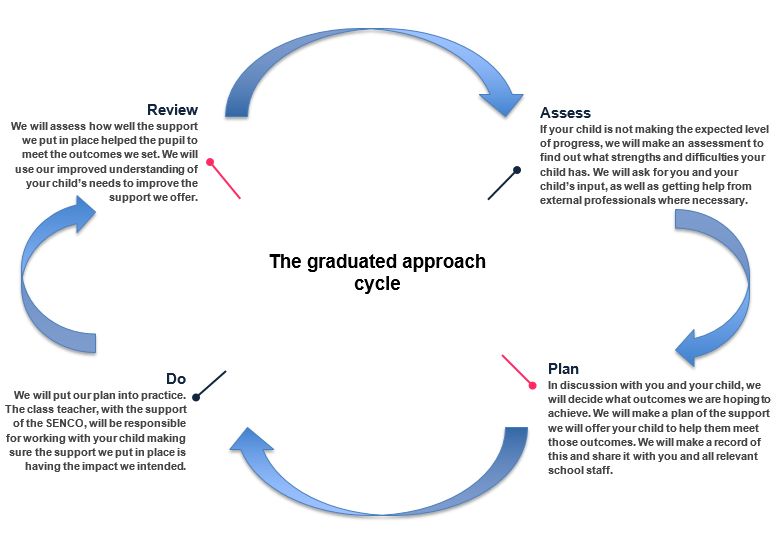
Based on all of this information, the SENCO and Class Teacher will decide whether your child needs SEN support. You will be told the outcome of the decision.

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

# 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**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Much of the planning will be based on assessment. It may be that in order to move forward, more assessment is planned before adjustments to the curriculum or interventions are put in place. The usual reason for this is to ensure we are making the most informed decision about provision based on what we know about your child’s strengths and difficulties.

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. We will always share information about your child’s progress with you.

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 an annual report on your child's progress as well as parent evenings during the academic year. If your child has a high level of support and intervention within school or where there has been input from an external agency, you may be invited in for a termly SEND review.

Your child’s class/form teacher will meet you twice a year at parents evening to:

* Review your child’s progress towards their end of year targets
* Discuss the support we have or 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

A member of the SEND or pastoral team may also attend these meetings to provide extra support.

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

If you have concerns that arise between these meetings, please contact your child’s class teacher by booking a meeting through the school office.

# 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 two 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
* Prepare a presentation, written statement, video, drawing, etc
* Discuss their views with a member of staff who can act as a representative during the meeting
* Complete a survey
* Take part in a talking mat activity where the outcomes are shared within the review meeting

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

Your child’s teacher(s) are responsible and accountable for the progress and development of all the pupils in their class.

Delivering a high-quality first teach (known as ‘universal provision’) 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all’ approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Universal adaptations at The Music Federation include:

* Adapting our curriculum to make sure all pupils are able to access it
* Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, ensuring a range of visual, auditory and kinesthetic activities
* Adapting our resources and staffing e.g. using flexible groupings
* Using recommended aids, such as laptops, coloured overlays, visual timetables or providing pupils with an alternative to writing if this is a barrier for them by using technology.

‘Targeted’ and ‘specialist’ adaptations and provision

When a child requires a level of adaptation to the curriculum that is above the universal level, we call this ‘targeted’ or ‘specialist’ level. Adaptations at this level include targeted interventions in which the programme of intervention is bespoke to that child e.g. a speech and language intervention that is based on the child’s assessment and plan that has been developed by a Speech and Language Therapist. A specialist level of support would include the highest level of adaptation or provision a setting can provide. This could take the form of work being brailled for a child, 1:1 teaching where a pupil is not able to access group or class teaching or a highly bespoke sensory curriculum that involves the child’s day to be timetabled and run very differently in order to support their regulated.

The role of Teaching Assistants

Teaching Assistants (TAs) will support pupils in small groups when some additional assessment, input or support is required in order for the child to understand, process or complete their task. The group support might include a re-cap, pre or post teach or it might be a planned intervention group such as a social skills group. Teachers brief their Teaching Assistants each morning before school about who they will be supporting and why including a description of how the best support will be given.

We may also provide the following interventions:

|  |  |  |
| --- | --- | --- |
| **AREA OF NEED** | **CONDITION** | **HOW WE MAY SUPPORT THESE PUPILS** |
| **Communication and interaction** | Autism spectrum disorder | Nurture  Social skills group  Understanding my diagnosis intervention/group session  Tracking through the use of the ‘Progression Framework’  Sensory curriculum adjustments based on assessment using a sensory profile or ‘The Regulator’ tool. |
| Speech and language difficulties | Speech and language therapy, 1:1 or small group intervention sessions  The use of colourful semantics within target group teaching or small group intervention sessions  Pre or post teaching of vocabulary- vocabulary shared with home through Google Classroom or handouts e.g. word mats  Use of visuals to support basic language or instructions |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Physical adjustment such as a writing slope  Dyslexia screening tool  Use of assistive technology such as dictation or typing  Little Wandle rapid catch-up intervention  Movement or physiotherapy sessions based upon a physiotherapy or occupational therapy report  Adjustments to the sensory curriculum if assessment or medical reports suggest a need. |
|
|
| Moderate learning difficulties | Pre- teach of concepts and vocabulary  Post-teach to consolidate and embed learning  Catch-up or targeted intervention sessions based around a specific area of learning |
| Severe learning difficulties | Higher level of adult support in order to access the curriculum  Now and next/start and finish boxes  Bespoke timetable to include sensory curriculum  Access to an environment that is based around areas of provision  Medical intervention or support planned and delivered  Music Therapy |
| **Social, emotional and mental health** | ADHD, ADD | Quiet workstation  Now and next or start and finish boxes  Bespoke sensory curriculum based on individual needs as identified by using ‘the regulator’, the sensory profile or similar tools  Adapted delivery of tasks so that they are short and manageable and they may be recorded or visual to maximize independence |
| Adverse childhood experiences and/or mental health issues | Intervention based on assessment- this could be the Boxall profile, therapy reports, JESS Cluster collaboration.  Higher level of nurture within school e.g. regular check-ins, meet and greet on a morning, job such as ‘Animal Welfare Officer’ where child can spend time with the school animals. |
| **Sensory and/or physical** | Hearing impairment | 1:1 intervention based upon the child’s DAHIT report  Seating arrangement  Teacher to wear radio aid |
| Visual impairment | Limiting classroom displays  Braille sessions with the Visual Impairment Support Team  Rehabilitation Officer support  Resources made using the zychem/tactile maker machine |
| Multi-sensory impairment | Access to sensory equipment and spaces based upon the sensory profile or external agency report  Access to the sensory room ( Windmill site only) |
| Physical impairment | 1:1 intervention based upon external agency report, this could be a physiotherapy program or adaptations to PE sessions. |

These interventions are part of our contribution to Leeds’ local offer.

# 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 or following a full cycle of intervention
* Reviewing the impact of interventions after at least 6 weeks and up to a year, depending on the intervention.
* Through discussion with the child, pupil questionnaires or talking mats
* Monitoring by the SENCO
* Using provision maps and data collection each half term to measure progress
* Holding an annual review (if they have an education, health and care (EHC) plan)
* Through discussion with parents/carers on the impact they feel intervention and adjustments are having on their child.

# 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.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. Additional funding for pupils with SEND is called ‘Funding for Inclusion’ (FFI) and it can only be applied for at specific times during a child’s school life. In primary school, this is at the beginning of Reception year (for Reception funding) at the end of Reception year ( for Year 1 and 2 funding) The end of Year 2 ( for Year 3 and 4 funding) and at the end of year 4 ( for Year 5 and Year 6 funding). There is set criteria that needs to be met along with a high level of evidence when applying for FFI. There are up to three tiers of funding available and evidence is submitted by the school if it is felt a child fulfils the criteria. Parental permission and involvement is not required in this process.

# 11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Lineham farm and local library visits.

All pupils are encouraged to take part in all activities in school, including sports, music and performances.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Sometimes it is necessary to have an individual pupil risk assessment in place to ensure the safety of the pupil. This will always be shared with parent/carers.

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

The admission arrangements for pupils with SEND but without a EHC Plan do not differ from those arrangements for other pupils, except in circumstances where there are behaviour or attendance issues that may require a phased return to school.

As an inclusive mainstream school, children who do have an EHC plan will be admitted to school providing that the Executive Headteacher and the governors are confident that all their needs as stated in their EHC plan can be fully met within the setting.

At the Year 5 Annual Review for pupils with an EHC Plan, transfer to High School will be discussed.

The Year 6 Annual Review for pupils with an EHC Plan will be held as soon as possible in the year so as to amend the Plan as necessary, naming the chosen high school.

Fair Access Protocol

All schools have an active role in admitting pupils under the Fair Access Protocol. The protocol operates outside the boundaries of the Admissions policy. It is a statutory requirement and the Protocol applies to all Leeds schools. Its aim is to make sure the most vulnerable children are offered a place at a suitable school as quickly as possible, and that no school, including those with places, is asked to take a disproportionate number of vulnerable children. Leeds City Council’s Fair Access protocol can be found at www.leeds.gov.uk

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

At The Music Federation we treat all pupils fairly in line with the Equality Act 2010. All steps are taken to prevent disabled pupils from being treated less favorably than other pupils. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and their individual needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our pupils are of the utmost importance to all our staff.

Definition of disability:

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

Within The Music Federation, the following facilities help disabled pupils access our schools:

* Disabled toilet facilities that include changing beds
* Rails along corridor
* Disabled access to all parts of the school
* Adapted resources and specialist equipment such as a brailler, braille books, zychem machine, radio aids
* Regular staff training and work with external professionals to ensure all staff working with pupils with additional needs or disabilities are well equipped to understand pupils’ needs, support pupils to ensure academic and personal development and use relevant specialist equipment.
* PEEPS- Personal Evacuation Plans are in place for pupils who require adult support upon an evacuation from the building, e.g. a fire.
* Disabled parking bays and access for the specialist transport bus
* Increasing use of assistive technology: ICT software to support learning
* Sports coach who is highly trained in differentiation and who works with pupils’ individual physiotherapy or occupational therapy plans to adapt lessons
* Music therapy teacher who bases 1:1 and small group sessions around the needs of the pupils taking into account their physical strengths and difficulties
* Hearing loop and specialist equipment used under the support and guidance of the Deaf and Hearing Impairment Team ( DAHIT)

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

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

* Pupils with SEND are encouraged to be part of the school council
* Pupils with SEND are also encouraged to be part of all of our extra-curricular clubs to promote teamwork and building friendships. Our clubs promote inclusivity. One of our clubs is Braille club, in which pupils can learn braille and get to use a braille type writer. We also offer British Sign Language Club.
* We provide extra pastoral support for listening to the views of pupils with SEN through adult support and intervention. We adopt a restorative approach and will use visuals to help support the understanding and processing of language if appropriate. This can include the use of comic-strip conversations to visually explore our choices and outcomes.
* We run nurture interventions for pupils who need extra support with social or emotional development
* We have a ‘zero tolerance’ approach to bullying. Please see our Anti-Bullying policy for details
* Through the use of interventions such as LEGO therapy, pupils develop their social and interaction skills, listening skills and gives them a sense of team work, purpose and accomplishment.
* Pupils are taught about neurodiversity including autism and ADHD and we celebrate our uniqueness.
* Pupils learn, through the inclusion of all pupils with a variety of SEND, that everyone is a member of our school community and how we can work together to support each other in a respectful and understanding manor.
* Through the promotion of British Values. All pupils are welcome and encouraged to apply for a number of roles and responsibilities within school such as being a school councilor, an animal welfare officer or a british values ambassador to name a few. Mutual respect is a value that runs through our daily practice and ethos within school and there is a climate of fostering and celebrating diversity.
* Through health and wellbeing being promoted through PE participation, within PSHE lessons, charity events and visits from inspiring people. There is discussion around being physically and mentally healthy within our curriculum.
* Through championing a robust transition for pupils into their next setting, whether this is high school or a transfer to a specialist setting. This is done through a highly planned process based on an individual’s needs.

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

Transition between classes, key stages and settings can be an anxious but exciting time for all of our pupils. We make transitions as smooth as possible by providing extra provision when required. This could include a transition booklet or video that the child can watch or read as many times as they like. It may involve a social story to support the understanding of a new routine. There are also opportunities for extra visits to some high school settings for identified pupils.

**Between years**

To support pupils with SEND prepare for a new school year we:

* Hold transition and handover meetings with the previous and next teacher and SENDCo where appropriate. Parents are invited to these meetings.
* Schedule transition lessons or days where the new teacher will teach their upcoming class.
* A video of the new classroom, areas and teachers is put onto Google Classroom and can be watched as many times as a pupil likes at home.
* Some pupils may receive a transition booklet which is bespoke to them, e.g. if they have a 1:1 learning support assistant, or if they require information in braille.
* Pupils may be invited to attend a transition intervention group which is run by Miss Mc Dermott, our Autism Lead Practitioner. This group aims to give pupils more opportunities to meet their new teacher, visit their new cloakrooms but also to discuss their hopes and anxieties and any questions they may have about the transition or next phase of their learning.

**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. If you child is leaving The Music Federation to attend a specialist provision, there will be a transition plan agreed between both schools and parents/carers.

**Between phases**

The SENCO of the secondary school will have a meeting with our SENCO and Year 6 class teachers. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

* Learning how to get organised independently
* Plugging any gaps in knowledge
* Attending transition days at their new school

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

Mrs Sandra Senior is the designated teacher for looked-after children and previously looked-after children.

Mrs Senior will work with the SENDCO, 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 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?

Complaints about SEN provision in our school should be made to the school office, the Class Teacher or SENDCo in the first instance. They will then be referred to the school’s complaints policy.

If you are not satisfied with the school’s response, you can escalate the complaint. 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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

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.

If you are unhappy with an aspect of an Education Health Care Plan or services around a plan, please contact [sensap@leeds.gov.uk](mailto:sensap@leeds.gov.uk)

Please see the Music Federation Complaints Policy for more details regarding making a complaint. This is available on the school website.

# 18. What support is available for you and your 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 the Leeds Authority local offer, This is published on Leeds City Council’s website.

Our local special educational needs and disabilities information advice and support service is known as SENDIASS and is online at: https://sendiass.leeds.gov.uk/

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

Leeds Mencap https://www.leedsmencap.org.uk/

SNAPS <https://www.snapsyorkshire.org/>

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

* [IPSEA](https://www.ipsea.org.uk/)
* [SEND family support](https://sendfs.co.uk/)
* [NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/)
* [Family Action](https://www.family-action.org.uk/what-we-do/children-families/send/)
* [Special Needs Jungle](https://www.specialneedsjungle.com/)

# 19. 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
* **SENDCO/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