SEND INFORMATION REPORT

Forest of Galtres Anglican Methodist Primary School

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Our ambition as a fully inclusive Trust of Church of England schools/academies, including an ecumenical Anglican/Methodist school and community schools/academies, is for all our learners to flourish and to thrive in all aspects of their academic and personal development on their personal spiritual journey; to experience "life in all its fullness", through our Trust values of Respect, Teamwork and Kindness.

Our Trust vision is closely aligned to the Church of England Vision for Education, of 'life in all its fullness' at its heart, for the common good of the whole community. We wish as a Trust to;

- Educate for wisdom, knowledge and skills: enabling our learners to build confidence and delight in seeking wisdom and knowledge and developing talents in all areas of life.
- Educate for hope and aspiration: to enable renewal, to support our learners to cope wisely when things go wrong, opening horizons and guiding learners to achieve their academic and personal goals.
- Educate for community and living well together: a core focus on positive respectful relationships in our schools, working in partnership in our communities and flourishing together.
- Educate for dignity and respect: for all our learners to respect the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our Trust vision is also aligned to the **York Diocesan Board of Education (YDBE)** vision of seeking to build flourishing communities in schools/academies, parishes and homes. We are part of the wider family of Diocesan schools/academies, churches and communities in the **Diocese of York** and enjoy working collaboratively together to further enhance the academic and personal development of young people.

Section 1

Definition of SEND

All schools/academies within Heartwood Learning Trust recognise, as stated in the **SEND Code of Practice (2015)** that:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions

SEND Code of Practice (2015)

The **Children and Families Act (2014)** reformed the support and provision for pupils with Special Educational Needs Disability (SEND) which led to the development of the DfE's **SEND Code of Practice: 0 to 25 years (2015)**.

The **SEND Code of Practice** is guidance that organisations, including schools and academies, must follow to work with and support pupils with SEND. Schools/academies must have regard for the code when they make decisions and arrangements for pupils with SEND.

The code now covers the age range 0 to 25 so children and young people have support that meets their needs throughout education and into adulthood. The code places a duty on schools/academies to ensure that:

- The needs of children and young people are identified early and there is early intervention and help to ensure that they get the very best start in life and education
- Every child and young person is enabled to make progress so that they can achieve their best and become confident individuals leading fulfilling lives
- Parents/carers, and children and young people are involved in the planning, reviewing and decision making about their individual support and local provision
- Parents/carers, and children and young people are given advice and support to enable them to take part in discussions and decision making and are involved in regular review of progress towards outcomes, evaluation of support and planned next steps
- There is a cohesive approach and external agencies, health, education and social care services work together to provide high quality support for children and young people with SEND and their families
- There is a focus on inclusive practice and removing barriers to learning
- Children and young people with SEND are supported to enable them to succeed in education and make a successful transition to adulthood

Our Ethos and Values

We are rooted and grounded in love (Ephesians 3:17)

The name 'Forest of Galtres', after we replaced three older Victorian schools in Shipton, Newton and Tollerton, led to our vision using words from the Bible in the Letter to the Ephesians of "being rooted and grounded in love". The image suggests, growing and learning, being drawn together and being fed and nourished. Alongside this, Heartwood Learning Trust, of which we are a part, represents the resilient, inner core of the tree trunk and increases the overall strength of the tree. Our vision seeks to encapsulate all aspects of our life together as a school community, our responsibilities in the world beyond, and shares the Trust vision of "life in all its fullness" (John 10:10).

The affirmation throughout the Gospels and letters in the New Testament is that "God is love" (John 4:8). Jesus summarised the commandments as "love the Lord your God... and your neighbour as yourself." He also taught "love one another as I have loved you". Both the Anglican and Methodist traditions have an emphasis on the love of God being "for all", for every individual is deeply precious in God's sight. Our school deeply treasures the importance of inclusivity. It follows also that the school fully respects and welcomes those who are part of the school community who may have other faith, beliefs or cultures.

Through his Spirit, God comes to help us.
'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can'.
(Attributed to John Wesley)

Our Christian vision, *Rooted and Grounded in Love for All*, is lived out through our five core values of **care, courage, collaboration, creativity and community**. These values provide a shared language and framework that enable pupils to put our vision into action in their daily lives, relationships and learning. Inspired by our Methodist foundation, our chosen Bible passage and school prayer reinforce the importance of love in action, encouraging pupils to care for others, act with courage and integrity, work together, celebrate individual gifts and serve their community. As a result, pupils understand that every person is valued as a unique child of God and are empowered to flourish spiritually, academically, socially and emotionally.

Our Christian vision of *Rooted and Grounded in Love for All* shapes every aspect of leadership and decision-making across the school. Leaders model the vision through their actions, relationships and commitment to placing children at the heart of everything we do. Decisions are made through a lens of inclusion, ensuring that every member of our school family is known, valued and supported to flourish.

We do not believe that there should be any limiting link between a young person's background and the quality of their educational experience.

For us it is vital that we work in partnership with our parents/carers, we recognise that you are the biggest influence on a young person and we want to utilise this partnership to support every young person's development. If, like us, you are passionate about ensuring your children receive a high quality education please contact us and arrange to visit the school/academy.

POLICIES AND LEGISLATION

This **SEND Information Report** is written with reference to the following government legislation and Trust policies.

Government Legislation and Guidance

- SEND Code of Practice 2015
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils' 2012
- Data Protection Act 2018
- Equality Act 2010
- Keeping Children Safe in Education 2026
- Safer Recruitment Consortium 'Guidance for safer working practice for those working with children and young people in education settings' 2022

Trust Policies

- SEND Policy
- Safeguarding and Child Protection Policy
- Social, Emotional and Mental Health Policy
- Behaviour Policy
- E-Safety and Acceptable Use Policy
- Anti-Bullying Policy
- Attendance and Absence Policy
- Suspensions and Permanent Exclusions Policy
- Supporting Pupils with Medical Conditions and Administering Medication Policy
- Accessibility Policy and Plan
- Admissions Policy
- Equality Policy and Objectives
- Educational Visits and Trips Policy
- Complaints Policy and Procedure

To read our **SEND Policy** and other related policies please visit the school/academy's policy page on our

website here. If you require a paper copy of any documents, please contact the school office who will be able to assist with your request.

North Yorkshire Council (NYC)'s Local Offer

Every **Local Authority (LA)** across England must publish a **Local Offer** which outlines the support (including social care) that is available for local children and young people with SEND and their families. This information is held in a central place and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up-to-date information about the available services and how to access them.

Parents/carers can access further information regarding our **Local Offer** via the school/academy website here.

Section 2 - SEND Information Report

The DfE **SEND Code of Practice** sets out the information and questions that must be addressed in this **SEND Information Report**, in accordance with section 6.79 (pages 106 – 107). As a school/academy we want to ensure that parents/carers and other partners are able to have clear and transparent information about the provision, services and support we provide for pupils with SEND. Below is information that you may find helpful about how we support pupils with SEND and their families.

Forest of Galtres Anglican Methodist Primary School
SEND Information Report

Release Date	**September 2026**
Principal	Hannah Holmes
Special Educational Needs and Disabilities Coordinator (SENDCo)	Kelly Hawkes
SEND Policy	The Trust-wide Special Educational Needs and Disabilities (SEND) Policy is accessible via the policy page on the school/academy website - www.fog.hlt.academy/key-information/policies
Governor with responsibility for SEND	Revd Lucy Brencher (SEND Link Governor for the Local Governing Committee)
Age range of school	3 - 11
Local Offer Webpage	www.northyorks.gov.uk/children-and-families/send-local-offer
Contact details:	
Address	Forest of Galtres Anglican Methodist Primary School, Shipton-by-Beningbrough, York, YO30 1AG

Email	senco@fog.hlt.academy
Telephone	01904 470272
SEND Information Report Approval:	
Approval date:	8th September 2026
Approved by:	Trust Executive Director of SEND

All schools/academies within Heartwood Learning Trust deliver quality first teaching to every child, adapting the curriculum to their specific needs. The statements below can be applied to all children in our schools/academies.

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

- Our schools/academies provide for pupils with the following needs:

Communication & Interaction	Cognition & Learning
• Autism • Speech, language and communication needs (SLCN) • Developmental Language Disorder (DLD) correct	Specific Learning Disabilities; • Dyslexia • Dyspraxia • Dyscalculia • Moderate learning difficulties (MLD)
Social Emotional & Mental Health	**Sensory & Physical**
• Attention hyperactivity deficit disorder (ADHD) • Attention deficit disorder (ADD) • Mental health correct	• Visual impairment (VI) • Hearing impairment (HI) • Multi-sensory impairment (MSI) • Physical disability (PD)

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

- Please refer to the school/academy's pathway here for communicating your concern.

3. How will the school/academy know if my child needs SEND support?

- All our class teachers are aware of SEND and are equipped to identify any pupils who aren't making the expected level of progress in their school work or socially. If the teacher notices that a pupil is not making as much expected progress as fellow peers, they will address the gaps in their learning. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

- If the pupil is still facing challenges to make the expected progress alongside that of fellow peers and a noticeable gap is forming, the teacher will make a referral offering their concern and outlining adaptations

which have already been tried. The referral will be sent to the **SENDCo** who will gather all the relevant assessment data and evidence available to them and liaise with relevant teaching staff.

- After this information gathering stage, the **SENDCo** will triage all the information with another member of staff and decide whether additional adaptations within the classroom will be required to support the child, or if next steps within the graduated approach is required. Upon this decision, the **SENDCo** will contact the parents/carers to discuss the possibility of SEND, the next steps moving forward and will ask for your opinion as well as speaking to your child to include their voice. 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 **SENDCo** will decide whether the child needs SEND support. Parents/carers will be told the outcome of the decision in writing. If the child does need SEND support, their name will be added to the school/academy's **SEND Register**, and the **SENDCo** will work with parents/carers to create a **SEND Passport** and if applicable, a **Learning Plan** for the child. The **SEND passport** will include their identified additional needs which are personal to them, the best approach to teaching and learning in order to support them in the classroom and reasonable adjustments that would be required to support the child in the classroom environment. A **Learning Plan** will include SMART targets according to a child's area of need. These will be reviewed by teaching staff and/or the **SENDCo** at least three times a year with the opportunity for discussion with parents/carers and the pupil. A copy of all paperwork will be shared with parents/carers.

Children with medical needs:

- If a child has a medical need, an **Individual Health Care Plan (IHCP)** will be provided by a medical professional. These are shared with all staff involved with the child.
- Staff receive training as required in relation to administration for epipens related to nut allergies, diabetes & epilepsy training.
- Where necessary and in agreement with parents/carers medicines are administered in the school/academy, but only where a signed medicine consent form is in place to ensure the safety of both the child and staff member. Please refer to the Trust's **Supporting Medical Conditions and Administering Medications Policy** (available by request or via the school/academy website here.
- Identified staff have up to date first aid training.

4. How will the school/academy evaluate whether the support in place is helping my child?

The school/academy will evaluate the effectiveness of provision for your child in the following ways:

- Through the school's assessment and reporting systems, you will be kept regularly informed about your child's progress.
- You will also be able to discuss your child's progress at parents' evenings.
- Appointments can be made to speak, in more detail, with members of staff if you require.
- Pupil personalised SMART targets will be reviewed by staff and/or the **SENDCo** at least three times a year with the opportunity to share with parents/carers and the pupil; with a copy given to them.
- The **SENDCo** or relevant staff member will chair an interim or annual review meeting for children who are in receipt of an **EHCP**.
- Ongoing monitoring of provisions will be carried out by the **SENDCo**, **Reading Leader** and/or class teacher.

- The school/academy will use **Edukey Provision Map** to measure progress (this is the school/academy's internal monitoring system that records assessment data and each pupil's special education needs).

5. What support will there be for my child's overall well-being?

- The school/academy offers a wide variety of pastoral support for children who are encountering social/emotional difficulties including a **Trauma Informed Practitioner (TISUK)** and an **ELSA Support Worker**.
- The school/academy has a **Senior Mental Health Lead** who will coordinate well-being support.
- Members of staff and pastoral staff are readily available for children who wish to discuss issues and concerns.
- Additional support may be provided for children who find social times challenging.
- Our school/academy has a variety of safe spaces for children who need emotional support.
- We adopt a "zero tolerance" approach to bullying.

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

- All parents/carers have a responsibility to support their child's education, therefore you will be invited to all relevant meetings that involve your child, including Parents Evenings and where applicable, coffee mornings.
- Parents/carers will be invited to support home learning and personalised targets.
- Parents/carers can reach out to all staff including class teachers, pastoral staff, the **Senior Leadership Team (SLT)**, the **SENDCo** and other professionals for both formal and informal discussions regarding their child's needs and/or progress.
- The school/academy will provide parents/carers with annual progress reports, so that you are informed of your child's academic progress.
- Occasionally a child may need more expert support from an outside service offered by the **LA** (please note there is currently long wait times for some of these services).
- Any referrals to outside agencies require parental consent.

We will ask for your involvement in the graduated approach of Assess, Plan, Do, Review (APDR).

- **Assess**: Decisions around support for your child will be made in conjunction with parents/carers via assessments used to identify any challenges that your child may be facing.
- **Plan**: Planning for additional support will take place at the school/academy and will be shared with parents/carers explaining the purpose of the support that will be offered.
- **Do**: Parents/carers will be informed of the timeframe that the additional support will be delivered over and what it will entail. On occasion, parents/carers will be invited to support the provision being offered to your child in school by completing additional home learning and applying similar support strategies.
- **Review**: As a school/academy we will provide annual reports on your child's academic progress, and in addition we will inform you of the progress that your child has made in relation to the additional support that the school/academy has put in place for your child.

7. How will my child's views be taken into account involving 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 or 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.
- Pupil voice is valued and encouraged across the school/academy at all times.
- Discussions around aspirations for the future will inform the content of any personalised planning.
- Children are involved in the setting of personalised targets where appropriate.
- Pupil attendance at review meetings is welcomed where appropriate.

8. How does the school approach teaching & learning for those children with SEND?

Your child's teacher(s) is/are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to your child's needs. Your child will have access to a broad and balanced curriculum in every year they are at our school/academy. Teaching staff will adapt how they teach to suit your child, taking into account the **LA's Ordinarily Available Provision Offer**. Schools/academies will work on a case-by case basis with the resources they have available to them in order to make sure that suitable adaptations that are made are meaningful to your child.

Adaptations may include:

- Recommendations stipulated in EEF; SEN in Mainstream Schools:
  - Explicit Instruction
  - Cognitive and metacognitive strategies
  - Scaffolding
  - Flexible grouping
  - Using technology
- Adapting our teaching, for example;
  - Knowing the pupils needs and implementing strategies from the SEND passports
  - Offering additional time to process instructions
  - Reading aloud
  - Pre-teaching vocabulary
- If appropriate, specialist equipment may be given to the child e.g. writing slopes, concentration cushions, pen/pencil grips or easy-to-use scissors

9. How will the curriculum and the learning environment be adapted to meet my child's needs?

Curriculum

- All work within the classroom is tailored to individual children's needs by the class teacher to best enable children to access a broad and balanced curriculum.
- All children will study a broad and balanced curriculum, including those statutory subjects.

- The curriculum and learning environment are adapted using explicit, highly scaffolded *Teach Like a Champion* techniques - such as chunked instruction, clear modelling, and structured routines. Breaking learning into manageable steps supports every child to access the curriculum.
- **Teaching assistants (TAs)** may be allocated to work with children in a small focus group to target more specific needs, however much of the support is shared within the classroom and aims to build independence and resilience within our SEND learners.
- Please refer to the Trust's **Accessibility Policy and Plan** to view the school/academy's localised accessibility plan which outlines accessibility to the curriculum for further information.

Learning environment

- The learning environment will be sympathetic to your child's additional needs wherever possible. This will include low arousal lighting, pre-warning of extreme noises or smells, access to sensory rooms where appropriate and access to quieter/small social areas if at all possible.

10. What training has been provided for staff supporting children and young people with SEND?

- All schools/academies have a **Senior Mental Health Lead** and a **Trauma Informed Qualified Practitioner (TISUK)** to meet the needs of those with SEMH.
- Please refer to the below table for details of the named **SENDCo** and their contact details.

Name of SENDCo:	Kelly Hawkes
Contact telephone number:	01904 470272
Email address:	senco@fog.hlt.academy

Specific Training

SENDCOs

All **SENDCOs** hold **Qualified Teacher Status (QTS)** and have relevant SEND experience. **SENDCo**'s hold or must achieve the Level 7 Postgraduate qualification NASENCO Award within three years of appointment and in line with statutory guidance. This qualification has been replaced as of Autumn 2024 by the National Professional Qualification, SEND which also must be completed within three years of appointment.

Class/Subject teachers

All of our teachers receive regular in-house SEND training, in line with the needs identified on the SEND register. Staff are also supported by the **SENDCo** to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of **TAs**, including **Higher-Level Teaching Assistants (HLTAs)** who are trained to deliver SEN provision, including interventions.

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. This

support will be secured by following the relevant protocols where appropriate. This may mean that support may not be immediate.

These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or Paediatricians
- School Nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

11. How does the school/academy involve external agencies in meeting children and young people's SEND and supporting their families?

- At times it may be necessary to consult with outside services to receive their more specialised expertise. Further information on this can be found in the **Local Offer** by following this link to their website.

12. How are the school/academy's resources allocated and matched to children's SEND?

- A notional SEND budget is allocated to individual schools/academies each financial year in line with the **SEND Code of Practice**. This is used to develop the school/academy's overall SEND provision, not to provide individual support for pupils. The **SENDCo** can discuss what this level of support looks like at the school/academy.
- On occasion, and dependent on budget, additional support and resources may be deployed to aid children's learning. The level of support will vary depending on the needs of the individual child.
- It may be that your child's needs mean we need to secure additional resources such as; extra equipment to support your child to access learning in school, further training for our staff to understand/develop their understanding of your child's additional needs, or accessing external specialist expertise/support. If your child's needs require expertise support we will consult with expertise within the Trust alongside external agencies in order to gain recommendations on what the best pathway would be to support your child.

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

- These decisions are made in consultation with teachers, **SENDCos** and members of the **SLT** in line with staffing and all other available resources. Decisions are based upon termly tracking of child progress and/or as a result of both internal and/or external assessments.
- If further concerns are identified, due to the child's wellbeing or lack of progress, then other interventions *may* be arranged.

14. How does the school/academy ensure the admissions process is fair for pupils with SEND?

- Children with **EHCPs** are not admitted through the admissions arrangements and are placed in schools/academies through the **EHCP** process, in line with Section 324 **Education Act 1996** and Section 43 **Children and Families Act 2014**.

15. How accessible is the school environment to those with SEND?

- In compliance with the **Equalities Act (2010)**, all schools/academies will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- Schools/academies are responsible for setting an **Admissions Policy** and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- We are happy to discuss individual access requirements. Please refer to the Trust's **Accessibility Policy and Plan** which can be found on our website here.

16. What support is in place for children in care (CIC) and children previously in care (CPIC) with SEND?

- Designated teachers work with our **SENDCos**, to make sure that all teachers understand how a child in care or a child who was previously in care's circumstances and their SEND might interact, and what the implications are for teaching and learning. Children who are in care or previously in care will be supported much in the same way as any other child who has SEND, however, CIC and CPIC will also have a **Personal Education Plan (PEP)**.
- We will make sure that the **PEP** and any SEND support plans or **EHC Plans** are consistent and complement one another.
- Please refer to the below table for details of the designated teacher(s) working with CIC and CPIC with SEND:

Name of Designated Teacher:	Hannah Holmes
Contact telephone number:	01904 470272
Email address:	hello@fog.hlt.academy

17. How will the school/academy prepare and support my child between different phases of education and in preparing them for adulthood?

Between key transitions/phases of education

- All children and their parents/carers are encouraged to take advantage of the opportunities offered to them to attend transition visits at the school/academy.
- The school/academy's **SENDCo** and other key members of staff will have had a detailed conversation about the children prior to them attending the next setting.
- All children attend transition sessions where they spend some time with their new class teacher(s) and other members of staff.
- Additional visits can also be arranged for children who need extra time in their new school/academy. Professionals will inform each other if they feel that this would be appropriate.
- Our staff are always willing to meet parents/carers prior to their child joining the school/academy in order to support the transition process.
- Staff can sometimes visit children in their existing setting prior to them joining their new school/academy.
- Where a child may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools/academies, the **LA**, parents/carers and where appropriate, the child, in order to discuss what the provision will look like in the new setting.

Preparation for Adulthood

- In our secondary schools we provide all pupils with appropriate advice on paths into work or further education. We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.
- For those with an **EHCP** moving into Post 16 education, the transition support (stated above) will also be applicable.

18. How will my child be included in activities outside the classroom alongside those children without SEND?

- Activities, and school trips are available to all in line with the Trust's **Equality Policy and Objectives** and the **Educational Visits and Trips Policy**.
- All of our extra-curricular activities and visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to take part in sports day, school plays and special workshops.
- 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.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of adult support is required, you will have the opportunity to accompany your child during the activity if you wish to do so.

19. What are the arrangements for handling complaints from parents/carers of children with SEND?

- If you have further questions and concerns regarding SEND, please contact the school office to arrange a meeting with the relevant staff member.
- It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. We take concerns seriously and will make every effort to resolve the matter as quickly as possible. If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the **SENDCo** may refer you to another staff member or the **SLT**.
- We understand however, that there are occasions when people would like to raise their concerns formally. In this case, we will attempt to resolve the issue through the stages outlined within the Trust's **Complaints Policy and Procedure**.

20. 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, please refer to the **Local Offer** via their website here.
- To access additional support, information provided by the local **Special Educational Needs And Disabilities Information Advice and Support Services (SENDIASS)** can be found here.
- There are also a range of national charities that offer information and support to families of children with SEND. Some well known companies can be found below:
  - ADHD Foundation
  - Anna Freud
  - Autism Education Trust

- Beacon House
- Dyspraxia Foundation
- The Dyslexia SpLD Trust
- The Go-To

We hope the above **SEND Information Report** has answered any queries you may have; however please do not hesitate to contact the **SENDCo** if you have further questions.

We review this **SEND Information Report** annually and value any feedback parents/carers might have on its content. It is important that this document is considered useful to parents/carers and is reflective of the provision available for pupils with SEND and their families. Therefore, we would appreciate parents/carers' input as to whether the sections are clear and whether anything could be added or changed to make this report more useful/accessible. Parents/carers have the opportunity to respond through discussion with the **SENDCo**.

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.
- **EHC needs assessmen**t – the needs assessment is the first step on the way to securing an **EHC plan**. The **LA** 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.
- **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.
- **Notional** - not existing in reality.
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
- **Personal Education Plan (PEP)** - a document to record the successes and areas where support can be offered for a child or young person who is or has previously been in care.
- **Reasonable adjustments** – changes that the school/academy must make to remove or reduce any disadvantages caused by a child's disability.
- **SENDCo** – the special educational needs & disability coordinator.
- **SEN** – special educational needs.
- **SEND** – special educational needs and disabilities.
- **SEND Code of Practice** – the statutory guidance that schools/academies must follow to support children with

SEND.

- **SEND Information Report** – a report that schools/academies must publish on their website that explains how the school/academy supports pupils with SEN.
- **SEND support** – special educational provision which meets the needs of pupils with SEN.
- **Transition** – when a pupil moves between years, phases, schools/academies or institutions or life stages.

Forest of Galtres Anglican Methodist Primary School				
SEND Area of Need	**Communication and Interaction (C&I)**	**Social, Emotional and Mental Health (SEMH)**	**Cognition and Learning (C&L)**	**Sensory and Physical (S&P)**
Universal Approach	Local authority SEND Banding document Autism: Pages 13 - 17 SLCN: Pages 18 - 23	Local authority SEND Banding document Pages 8 - 12	Local authority SEND Banding document Pages 4- 7	Local authority SEND Banding document Hearing: Pages 24 - 29 Visual: Pages 30 - 34 Physical/Medical: Pages 35 - 38
Assessments	Fundamentals of Learning assessment tool Wellcomm Early Years Wellcomm Primary Elklan Junior Language Link	Fundamentals of Learning assessment tool Strengths and Difficulties Questionnaire School Bonding Questionnaire (TISUK)	Fundamentals of Learning assessment tool Read Write Inc. Phonics assessment Reading Plus Insight assessment GL Assessment Dyslexia Screener GL Assessment Dyscalculia Screener	Fundamentals of Learning assessment tool Dyspraxia Checklist HLT Sensory Profiling Tool
Interventions	Wellcomm Early Years - Big Book of Ideas Wellcomm Primary - Big Book of Ideas Speech & Language Link - KS2 NHS targeted SaLT work	Zones of Regulation Pastoral support Compass Phoenix Emotional Resilience Team ELSA Interoception Curriculum	Ruth Miskin Read Write inc. Reading Plus	Physiotherapy (individual to children and their needs) Sensory circuits Interoception Curriculum
External Agency Referrals	NYC Learning Support Hub NHS SALT Speech & Language Link interventions (KS2)	NYC Learning Support Hub Compass Phoenix Emotional Resilience Team Early Help CAMHS	NYC Learning Support Hub	NYC Learning Support Hub NHS Occupational Therapy via GP