



PASSMORES ACADEMY



Special educational needs (SEN) information report

March 2026

The following information is updated at least annually and outlines the provision parents/carers can expect their child to receive at Passmores Academy, Harlow.

Approved by:	Standards Committee	Date: March 2026
Last reviewed on: New policy		
Next review due by: March 2027		

Accessibility

* Most laptops and all iPads have ways of making typed reports easier to access through a computer reader, larger text etc.



PASSMORES ACADEMY



Dear Parents and Carers,

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

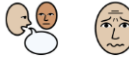
If you want to know more about our arrangements for SEND, read our SEND policy which is published on our website. You can find it on our website [Passmores Academy - Policies](#)

You can ask a member of staff to make a copy/send you the policy.

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.

Our Academy	Welcome to Passmores Academy and the PCLC Trust. We are pleased you are joining our school family and are looking forward to working with you and your young people. We are committed to supporting them in every way possible to support their individual needs so that they can reach their maximum potential.
Our Inclusion Team	Our Special Educational Needs and Disabilities Coordinator (SENDCo) is: Dawn Moore Our SEND Leads are: Emma Elven Sam Currie Corrin Ward Grace Donaghue Our SEND Admin Assistant is: Debra Berkley SEND and Inclusion are line managed by Lucy Goddard who is a Vice Principal and the Designated Safeguarding Lead. The academy governors with SEND responsibility is: Ruth Bolwerk and Karla Mouncey-Jaggers
 Special Educational Needs	Passmores Academy mainstream does not have a special unit or specialise in any specific SEND provision. At Passmores Academy we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive academy. The Autism Support Centre or Hub is a separate provision within the school building. All admissions go through SEND Operations at the Local Authority. Mainstream students do not have access to the autism Hub. More information about the autism hub can be found on the school website Passmores Academy - Autism Support Centre

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	Our school provides for students with the following needs: Cognition and Learning - Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia - Moderate learning difficulties - Severe learning difficulties Communication and Interaction - Autism spectrum disorder (ASD) - Speech and language difficulties Social, Emotional and Mental Health - Attention deficit hyperactivity disorder (ADHD) - Attention deficit disorder (ADD) Physical, Neurological or Sensory Needs - Hearing impairments - Visual impairment - Multi-sensory impairment - Physical impairment
 Raising your concerns	Tell us about your concerns We will invite you to a meeting to discuss them We will decide whether your child needs SEN support 1. If you think your child might have SEN, the first person you should tell is your child's form tutor. They will pass the message on to our SENDCO, Dawn Moore, who will be in touch to discuss your concerns. 2. We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will contact all your young person's teachers for feedback and discuss with you. 3. If we decide that your child needs SEN support, your young person will be added to the school's SEND register.
 Identifying children with SEND and Assessing Need	Identification of SEND At Passmores Academy, staff work closely as a team. Section 20 of the Children and Families Act 2014 defines a child as having Special Education Needs and /or disability (SEND) if he or she 'has a learning difficulty or disability which calls for special education provision to be made for him or her.' A child is considered to have a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

The main ways we identify young people are:

- Primary information through the transition team
- Literacy and numeracy screening on entry to the school
- Teacher assessment and feedback
- Pastoral referrals
- Progress monitoring
- Outside agency referrals
- Attendance/behaviour reports
- Well-being referrals
- Weekly Inclusion Panel referrals
- EHCPs issued by the LA

Step 1: Initial identification

Teachers continuously assess students' progress through classwork, assessments and observations. Assessment information is recorded on our tracking systems and reviewed regularly by class teachers, subject leaders, pastoral staff, the SENDCO and senior leaders. When students join Passmores Academy mid-year, we use information from their previous school to support early identification of need.

Step 2: Early support and discussion

Teachers and co-educators can raise concerns with the SENDCO at any point. High-quality, inclusive teaching—guided by the *Ordinarily Available* framework—is put in place to target emerging areas of difficulty. Parents/carers are informed and can discuss concerns with teachers or the SENDCO at any mutually convenient time, either in person or virtually.

Step 3: SEND Support

If concerns persist despite targeted support, and the student's needs are **additional to or different from** their peers, the student may be identified as requiring SEND Support and added to the SEND register. Parents/carers are invited to a meeting to discuss the student's needs, targets and the support being put in place. Parental insight is an essential part of this process.

Some students working significantly below age-related expectations may have small step targets to help them build confidence and independence. Where needs exceed what is ordinarily available, we may involve external professionals such as Educational Psychologists,

	Specialist Teachers, Health Professionals or Speech and Language Therapists. Parental consent is always sought before any referral. Staff use the <i>Ordinarily Available Guidance (January 2024)</i> to support classroom practice and ensure students receive appropriate, evidence-based strategies.
How we measure progress	Our graduated response A student may then be placed on the SEND monitoring register, and we begin the Graduated Response: Assess, Plan, Do, Review. <pre> graph TD Review[Review] --> Assess[Assess] Assess --> Plan[Plan] Plan --> Do[Do] Do --> Review </pre> Review We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer. Assess If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary. Plan In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff. Do We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your young person achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.



Our Approach to Teaching Children with SEND

Our approach to teaching students with SEND is exemplified in our Trust vision **“Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential.”** We are an inclusive academy. Wherever possible children are taught alongside their peers in flexible teaching groups.

Our staff, teachers and parents/carers share high expectations and aim to “...develop students individual strengths, achieve their personal goals and challenges, and realise their full potential as lifelong learners and responsible citizens in our global community.” To support this, we follow the *Essex Ordinarily Available Framework*.

The Ordinarily Available Framework outlines the provision that all Early Years settings, mainstream academies and Post-16 providers should offer for children and young people with SEND. It describes what families can expect to be routinely available without the need for specialist involvement.

It is made up of two parts:

- **Ordinarily Available: Inclusive Teaching Framework** – universal support for all teachers, led by classroom practice with guidance from teaching and learning leads and the SENDCO.
- **Ordinarily Available: Targeted Support** – additional or different support for some teachers, delivered by teachers, pastoral teams and SEND staff.

The framework is rooted in the SEND Code of Practice (6.15) and emphasises high-quality, inclusive teaching embedded across our academy.

Teachers reflect on their planning and practice to ensure they meet the needs of all learners. They consider areas such as the learning environment, attention and listening, relationships and behaviour, motivation and feedback, planning and delivery, literacy and language, mathematical understanding, and the use of scaffolds and task support.

Teaching is adapted to meet individual needs, and personalised timetables are created where appropriate. When beneficial, staff also provide small group interventions outside the classroom.

Teaching staff use these top ten tips for Inclusive teaching:

	1 Annotated seating plans – literacy buddy, away from distractions etc 2 Scaffold instructions – clear, simple, concise, naming the steps 3 Plan movement breaks for all - pressure activities – 1 - 2 minutes in seats 4 Pre-teach key vocab 5 Orally modify language 6 Build-in lots of repetition and retrieval practice 7 Use visuals/dual coding – wall displays/ Knowledge organisers etc. 8 Targeted questioning and instructions 9 TPP – ‘I wonder.....’ ‘I can see you’re feeling’ 10 Alternative methods to record work – does it need to be written?
 Curriculum adaptations	How we adapt teaching, support and the learning environment to meet the needs of students with SEND At Passmores Academy, class teachers are responsible for the progress and development of every student in their class, including those with SEND. High-quality, inclusive teaching is always our first response to meeting a student’s needs, and we ensure that all students have access to a broad and balanced curriculum throughout their time with us. We adapt our teaching on a case-by-case basis, recognising that there is no single approach that works for every learner. Adaptations are designed to be meaningful, supportive and appropriate for each individual student. These may include: - Differentiating the curriculum so that all students can access learning, for example through flexible grouping, scaffolded tasks, adapted lesson content or alternative ways of recording work. - Adapting teaching approaches, such as providing additional processing time, pre-teaching key vocabulary, chunking instructions or reading information aloud. - Adjusting resources and staffing, including the use of visual supports, modified materials or specialist equipment. - Using recommended aids such as laptops, coloured overlays, visual timetables, enlarged print or noise reducing tools. - Providing targeted support from co-educators, delivered in class or in small groups depending on need. Longterm 1:1 support is not part of the mainstream offer as it can limit independence and resilience, which does not prepare students well for Post16 pathways. We also offer a range of interventions to support individual needs. These may include literacy and numeracy programmes, social communication groups, mentoring, emotional regulation support and targeted study skills sessions. To meet a wide range of needs, we support students with:

	• Communication and interaction needs, such as autism or speech and language difficulties, through visual supports, structured routines, social communication programmes and liaison with Speech and Language Therapy. • Cognition and learning needs, including dyslexia, dyspraxia, dyscalculia or moderate learning difficulties, through scaffolded tasks, assistive technology and targeted interventions. • Social, emotional and mental health needs, including ADHD or the impact of adverse experiences, through pastoral support, mentoring, a structured space in our Access Centre, therapeutic input and behaviour regulation strategies. • Sensory and physical needs, such as hearing or visual impairment or physical disabilities, through adapted environments, specialist equipment, liaison with specialist teachers and personalised access arrangements. Alongside curriculum adaptations, we ensure the learning environment is accessible and supportive. We seek guidance, resources and specialist equipment from external agencies when needed, which may include counselling or wellbeing support. We also provide a structured support space in our Access Centre for students who may find busy social environments challenging. This is a calm, supervised area during break and lunch for students who need a quieter space. Our academy site is accessible to wheelchair users, and accessible toilets are located throughout the building. Our accessibility plan is reviewed regularly to ensure the site remains safe, inclusive and well maintained. This is available on the school website Passmores Academy - Policies Across all areas of provision, our aim is to remove barriers to learning while promoting independence, confidence and resilience.
 Parent Consultations	Our arrangements for consulting parents/carers of children with SEND and involving them in their education At Passmores Academy, we believe that strong partnerships with parents and carers are essential in supporting students with SEND. Parents and carers know their child best and bring valuable insight, experience and knowledge that help shape a shared understanding of their child's needs and the most effective ways to support them both in school and at home. For students with an Education, Health and Care Plan, a One Plan, or those receiving specialist support beyond what is ordinarily available, we invite parents/carers to three review meetings each year—in the autumn, spring and summer terms. These meetings celebrate progress, review targets, set new goals and agree next steps. Where other professionals or agencies are involved, they are also invited, along with the student, relevant staff and the SENDCO (as needed).

 Child Consultations	Our arrangements for consulting young people with SEND and involving them in their education At Passmores Academy, students' views are central to the support we provide. Young people have the right to be involved in decisions about their education, and we ensure they understand the support available to them in school. As students mature, we encourage increasing levels of participation, helping them recognise that their opinions matter. Students with SEND are supported to: • take an active role in assessments and in shaping their agreed outcomes • develop independence • understand the purpose of interventions and their role within them • contribute to decisions about any individual support they receive • share their views during reviews, with their input formally recorded • attend their review meetings where appropriate We take a student-centred approach, focusing on each young person's individual views, concerns and aspirations. Staff spend time with students to explore what is working well, any challenges they are experiencing, and what they hope to achieve. We use a range of communication methods to ensure every student can express themselves in a way that suits them. Students are invited to attend their review meetings and are encouraged to talk about what helps them, what doesn't, and what they would like to change. These discussions shape meaningful targets and guide the support put in place. The One Plan records the areas where a student requires support, and this information is shared with staff through Pupil Passports, which are created collaboratively with the student. Teachers can access both One Plans and Pupil Passports on Edukey.
 Evaluating Provision	Evaluating the effectiveness of our provision: How we measure and review progress for students with SEND Student progress is reviewed termly, and a range of assessments are used throughout the year. The impact of any intervention is monitored by comparing baseline assessments at the start with outcomes at the end. We use both formative assessments—ongoing teacher observations and discussions—and summative assessments, which provide standardised scores or performance ratings. Interventions are not continued if they are not having a positive impact. Parents and students share their views through questionnaires and review meetings, and are encouraged to comment on progress at home. All assessment information and progress towards outcomes are discussed during One Planning meetings, where staff, parents and

	students agree on support, expected impact and review dates. All teachers and support staff working with the student are informed of their needs, the support in place and any required strategies. Progress for students with SEND is also reviewed in Senior Leadership Team progress meetings, where outcomes are compared with national data and next steps are identified. Teachers regularly share ideas and best practice in staff meetings to ensure approaches remain current and effective. Students with Education, Health and Care Plans, One Plans or specialist support have formal reviews each term. The SEND team have the following regular meetings to evaluate support: • Weekly meetings with SEND Lead team. • Weekly Inclusion Panel meetings with SEND Team, SLT and pastoral staff. • Fortnightly meeting with SENCo and Vice-Principal. • Fortnightly meetings with SENCo and Associate Senior Leadership Team. • Termly analysis of achievement data with SENCo and Data Team. • Regular meetings with the Attendance Team. • Meetings with SENCo and Governors.
 Staff Training	The expertise and training of staff to support young people with SEND, and how specialist expertise is secured Our SENDCO holds the National Award for Special Educational Needs Coordination and regularly attends local and national training to stay informed about current developments in SEND practice. At Passmores Academy, we place a strong emphasis on professional development so that all staff have the knowledge, skills and confidence to support students with SEND. New staff receive induction training on our systems and are provided with key information about the students they will be working with. The Senior Leadership Team continually reviews the needs across the academy. When a particular area of need is identified, whole school training is arranged to ensure staff understand specific learning differences and the strategies that best support them. Staff access a wide range of CPD opportunities, including: • Autism and ADHD training • Demand Avoidance training from Educational Psychology Team • Level 3 Teaching Assistant Apprenticeship • Effective teaching strategies for Inclusion • Designated Teacher CPD (for Looked After Children) • Level 2 and Level 3 Safeguarding training • ELKLAN Speech and Language training

	• Phonics Training • Brain/Movement Breaks • MIND mental Health support training • Selective Mutism • Maximising Co-educator Impact and Minimising Learnt Helplessness. Teachers and co-educators access both inhouse and external training, organised by the Assistant Headteacher/SENDCO. Co-educators are deployed according to student need; however, -long-term- 1:1 support is not our preferred model, as it can limit independence and does not prepare students effectively for the demands of Post-16 education. Instead, we focus on developing students' confidence, resilience and self-advocacy- through targeted, flexible support. Specialist expertise can be requested by parents/carers, the SENDCO or health professionals. Any referral for specialist involvement is made with parental consent and follows Essex agreed procedures. Staff who attend external courses share key learning with colleagues to ensure good practice is embedded across the academy.
 Admissions	The school welcomes applications from students with SEND or disabilities. Our arrangements ensure that: • Students with SEND or disabilities are not disadvantaged during the admissions process • Any student whose EHC plan names the school is admitted before other places are allocated • Oversubscription criteria do not unfairly disadvantage students with SEND or disabilities Admission to the school for pupils with Education Health and Care Plans (EHCPs) is through the West Essex Statutory Assessment Service. A consultation process takes place and, if the school is deemed able to provide appropriate provision, is 'named' on the statutory paperwork. All pupils identified as needing Additional Intervention and SEND Support come through the general admission process in line with our Admissions Policy.
 Transition support	Our arrangements for supporting young people in transitions and preparing for adulthood At Passmores Academy, we recognise that effective transition support is essential for students with SEND, particularly as they move towards Post16 education, training or employment. Our approach focuses on building independence, confidence and the skills needed for life beyond secondary school.

	Transition from primary to secondary We work closely with partner primary schools to ensure a well-planned transition. Once secondary places are confirmed, staff from Passmores Academy attend One Planning or Annual Review meetings to meet families and gather key information. Students with SEND are offered additional visits where appropriate, and SENDCOs from both schools liaise to ensure a thorough handover. Passmores also offers social events and Summer School to support children through transition. Transition to specialist provision For students moving from mainstream to specialist settings, we collaborate closely with the receiving school. Staff may visit to observe the student, and we arrange supported visits so the student can become familiar with their new environment. Preparing for adulthood and Post-16 pathways Throughout secondary education, we focus on developing independence, resilience and self advocacy—skills that are essential for success in college, sixth form, apprenticeships and employment. Students are supported to understand their strengths, needs and aspirations, and learning is scaffolded through high quality teaching and positive peer and adult interactions. Careers guidance, transition planning and opportunities to explore Post16 pathways are embedded across the curriculum and within SEND review processes. All students follow our <i>iFuture</i> Personal, Social and Health curriculum and take part in the whole school careers programme. Our onsite Careers Adviser, Julie Kay, works with students to help them explore their options and plan their next steps. The programme includes college taster days, Post16 information events, Harlow College interviews, roadshows, work experience and personalised transition planning for our Foundation Learners. For students with an EHCP, preparation for adulthood is a central part of every Annual Review. Aspirations and long-term goals are explored from Year 7 through the One Planning process, and students can access a range of opportunities—such as vocational pathways and visits to Post16 providers—to help them make informed and confident decisions about their future.
 Wellbeing	Supporting emotional and social development, including pastoral support and measures to prevent bullying At Passmores Academy, emotional and social development is supported through a strong pastoral structure. The tutor and House system are the first point of contact for students, and every student on the SEND register has a key worker (SEND Lead) whom they—and their parents/carers—can approach for additional support. Passmores has a Therapeutic Team who are trained to support mental health and well-being. They have support through CAMHS and Mind who organise counselling and/or art and music therapy for students when required. The SEND Team also offer Lego Social Skills Therapy and Emotion Coaching. They can also offer support including mentoring and sign-posting to external providers.

	All students are protected through the academy's Antibullying and Behaviour Policies, which outline our commitment to creating a safe, respectful and inclusive environment. Staff are trained to recognise changes in students' wellbeing, and timely interventions are put in place when concerns arise. These policies can be found on our website Passmores Academy - Policies Mr. King Co-ordinates the school's internet safety policy and all staff have been trained through the 'Prevent Strategy' programme to recognise those at risk from radicalisation. Every member of staff has been trained on "Keeping Children Safe in Education 2025" and "Harmful Sexual Behavior". All staff follow set protocols for reporting safeguarding concerns online using 'My Concern'. A robust pastoral system is in place.
 Outside Agencies	How the academy works with external agencies to support young people with SEND and their families Passmores Academy works closely with a wide range of external agencies, health professionals and local authority services to ensure students with SEND receive the support they need. These partnerships help us build a full picture of each young person's needs and provide coordinated, effective support for both students and their families. We regularly work with: • Special Educational Needs Support Service (SENSS) – Inclusion Partner • Educational Psychology Service • School nurse • Paediatrician • Occupational therapy • Speech and Language Therapy • Hearing Impairment Team • Visual Impairment Team • Physical and Disability Support Service • Autism and Sensory Support Teams • Autism Outreach • Social Care, where involvement is required • Child and Adolescent Mental Health Services (CAMHS) While the local authority cannot guarantee immediate access to all services, the academy does everything possible to secure support when needed. We have limited but valuable access to an Educational Psychologist, who may observe students, provide reports and recommendations, and meet with parents/carers when appropriate as well as offering advice on strategic development of SEND systems in school.

	All relevant professionals are invited to attend One Planning meetings and Annual Reviews when their input is required. Once advice or reports are received, we arrange a meeting with parents/carers to discuss the recommendations and agree next steps.
 Clubs and Trips	Access to extracurricular activities, trips and wider academy life All of our extracurricular activities, clubs and school visits are open to every student, including those with SEND. Students are encouraged to take part in the full range of opportunities available at Passmores Academy, such as sports teams, clubs, drama and music performances, workshops, educational visits and residential trips in the UK and abroad. We make reasonable adjustments so that students with SEND can access all activities safely and confidently. This may include adapting resources, providing additional adult support, planning alternative travel arrangements or working closely with families and external professionals to ensure individual needs are met. For overseas residential trips, we liaise with parents/carers, trip leaders and relevant agencies well in advance to assess needs and put appropriate support in place so that students with SEND can participate wherever possible. Students are also encouraged to apply for leadership and responsibility roles within the academy, such as ambassadors, mentors or representatives, ensuring SEND is never a barrier to contribution or achievement. Staff receive training where needed to support inclusion in extracurricular activities, and no student is ever excluded from an opportunity because of their SEND or disability. We value strong collaboration with parents and carers to ensure every young person can access the experiences that enrich their education and personal development.
 Additional Information	Additional Information The SEND budget contributes to the deployment of co-educators, specialist equipment and learning resources. It also supports ongoing training for teachers and support staff to ensure they are equipped to meet the needs of our students. The Governing Body includes Parent Governors and has designated governors with responsibility for SEND. Governors regularly seek the views of parents, carers and students through surveys, meetings and ongoing dialogue to ensure that SEND provision remains effective, inclusive and responsive. The Essex Local Offer provides information on services and support available in the area and can be found on the following link: Essex County Council: Special Educational Needs and Disabilities (SEND) Essex Local Offer
	Support for looked after and previously looked after children with SEND

Looked after and previously looked after	Our designated teacher for looked after and previously looked after children, Lauren Kemsley, ensures that all staff understand how a student's care experience and their SEND needs may interact, and what this means for teaching, learning and pastoral support. Looked after and previously looked after students with SEND are supported in the same way as any other student with additional needs. However, looked after students also have a Personal Education Plan (PEP). We ensure that the PEP and any SEND Support Plans or Education, Health and Care Plans (EHCPs) are aligned, consistent and mutually supportive so that the student's needs are met effectively.
Complaints	Arrangements for handling complaints from parents/carer of children with SEND about the provision made at the academy: We believe in working in partnership with parents, aiming to resolve any concerns during our termly provision review meetings. If you have concerns, your first point of contact should be your child's SEND Lead. For subject-specific issues, please reach out to the relevant teacher directly—email addresses are available on the school website. The Principal, Natalie Christie, is available to speak with parents / carers as are the school Governors for SEND. Should none of these stages resolve your complaint, then you may wish to contact the West Essex Statutory Assessment Service - Tel.03330139911.
 Outside Support	Parents/carer can be supported by Family Solutions, if appropriate, which is an Essex County Council service working together with a range of other agencies and organisations including district councils, Job Centre Plus, police, housing providers and charities. Family solutions will arrange home visits to help identify how to achieve best solutions for families. Arrange meetings for all agencies to meet together to ensure the best provision is being made for families. Their contact details are: Essex Family Solutions General Enquiries: 0300 247 0022 West Essex: 0300 247 0122 family.solutionsmid@essex.gov.uk https://www.essexfuture.org.uk/prevention/early-help/contact-details/ Parents/carer can also be supported by Families in Focus, who are a leading independent parent-led registered charity providing holistic support to families of children with disabilities and special needs (aged 0 to 19) across Essex, who require advice, information and support, particularly at times of change, challenge and crisis. Families in Focus will help with filling in forms, independent parental support (IPS) attend meetings at parents/carer request as an impartial supporter. They can be contacted on: 01245 353575 http://www.familiesinfocusessex.org.uk/ Essex SEND IASS provides free, confidential and impartial information, advice and support about Special Educational Needs and Disability (SEND) for children and young people (0-25), parents and carers.

	They can be contacted on: 01245 204338. https://www.essexsendiass.co.uk/ Other agencies who may advise us are: SNAP - www.snapcharity.org - 01277 211300 FACE - Families Acting for Change Essex https://www.councilfordisabledchildren.org.uk Local GP surgery Local Library Parent Partnership - 01245 436036 Parentpartnership@essex.gov.uk for the GB. Essex Local Offer which can be found at https://send.essex.gov.uk/ Outside Support Agencies that other families have previously told us they find useful: Home Start Essex ADHD and You ADD-vance ADDitude ADDISS CHADD Parenting and Family Support Family Lives ADHD advice for teenagers, parents and teachers Living with ADHD Attention Deficit Hyperactivity Disorder Service (ADHD) West Essex – Essex Child & Family Wellbeing Service Community Connect Autism Anglia Essex SEND - Information, Advice and Support Service All ability adventure Inclusive adventures Essex Outdoors Accuro UK-based transcription services PACT For Autism Families InFocus Children with special educational needs and disabilities (SEND): Extra help - GOV.UK SNAP Charity Autism Anglia
Glossary	Glossary ➤ Access arrangements – special arrangements to allow students with SEN to access assessments or exams ➤ Annual review – an annual meeting to review the provision in a student’s EHC plan ➤ Area of need – the 4 areas of need describe different types of needs a student with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs ➤ CAMHS – child and adolescent mental health services

- Differentiation – when teachers adapt how they teach in response to a student’s needs
- EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
- First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind
- Local offer – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- Outcome – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- SENDCO – the special educational needs co-ordinator
- SEN – special educational needs
- SEND – special educational needs and disabilities
- SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND
- SEN information report – a report that schools must publish on their website, that explains how the school supports students with SEN
- SEN support – special educational provision that meets the needs of students with SEN
- Transition – when a student moves between years, phases, schools or institutions or life stages

Thank you for taking the time to read this report. We hope that it has been informative and helpful.

We are always seeking further ways to support young people and their families. Please contact the SENCo if you would like to discuss any omissions or improvements, or if you want further clarification on any of the points.



PASSMORES ACADEMY

