

Special educational needs (SEN) information report



LAWNSWOOD
SCHOOL

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| Approved by: | Victoria Pearson | Date: 27/01/2026 |
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Contents

| | |
|--|----|
| Contents..... | 2 |
| 1. What types of SEN does the school provide for?..... | 3 |
| 2. Which staff will support my child, and what training have they had?..... | 4 |
| 3. What should I do if I think my child has SEN? | 6 |
| 4. How will the school know if my child needs SEN support?..... | 6 |
| 5. How will the school measure my child’s progress? | 8 |
| 6. How will I be involved in decisions made about my child’s education?..... | 10 |
| 7. How will my child be involved in decisions made about their education?..... | 10 |
| 8. How will the school adapt its teaching for my child? | 11 |
| 9. How will the school evaluate whether the support in place is helping my child? | 12 |
| 10. How will the school resources be secured for my child? | 12 |
| 11. How will the school make sure my child is included in activities alongside pupils who don’t have SEN?..... | 13 |
| 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? | 14 |
| 13. How does the school support pupils with disabilities? | 14 |
| 14. How will the school support my child’s mental health and emotional and social development?. | 14 |
| 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?..... | 15 |
| 16. What support is in place for looked-after and previously looked-after children with SEN? | 16 |
| 17. What should I do if I have a complaint about my child’s SEN support?..... | 17 |
| 18. What support is available for me and my family? | 17 |
| 19. Glossary | 18 |

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.

You can find it on our website: [Lawnswood School - SEND](#), or you can ask a member of staff to 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.

I. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED | EXAMPLES |
|--|--|
| Communication and interaction | Autism |
| | 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 hyperactivity disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |
| | Medical need, such as epilepsy, if it impacts on learning |

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

Our special educational needs co-ordinator, or SENDCo.

Our SENDCo is Ms Victoria Pearson.

Our SENDCo has over 25 years' teaching experience, including 10 years as a Head of Year and several years as the leader of an Enhanced Resource Provision (Autism) before qualifying as a SENDCO. The SENDCO is also a member of the Extended Leadership Team.

Our SENDCo is supported by an Assistant SENDCo and the Deputy Headteacher. The Deputy Headteacher also acts as the strategic lead for SEND and Inclusion. Both the SENDCo and Assistant SENDCO have the NASENCO award, which is mandatory for all SENDCos.

Assistant SENDCO

Our assistant SENDCO is Mrs Sophie Sumpter.

Mrs Sumpter has seven years of experience as a SENDCo, and gained the NASENCO qualification in 2022. Previously she was a SENDCo in a Bradford primary school, and has spent three years as Assistant SENDCo.

Inclusion staff

- Access Subject Leader, who manages Wave 2 provision and leads the TA team and oversees their timetable.
- Assistant SENDCo / Access and Inclusion teacher
- 6 curriculum TAs
- 2 HLTAs: Maths and The Hub provision
- Link Lead teacher
- SEMH support worker: 1:1 support with targeted students
- SEMH teacher: The Link
- SEMH TAs: The Link
- SEND Assessor (Level 7 exam access assessor and SEND screening) and Operations Lead.

Training

We aim to keep all staff up to date with relevant training and developments to deliver high quality teaching and interventions to meet the needs of SEND students.

We are continually refreshing practice – examples of recent staff training include: Red Kite SENDCo cluster meetings; Leeds annual safeguarding conference; Masters qualification in Leadership; regular Leeds SENDCo networks; Autism Lead Practitioner meetings; and a wider working party looking into support for neurodiverse students, which includes colleagues from education, social services and the NHS.

Teaching Assistants receive regular training through The National College, the Access Subject Lead / SENDCo team, and external providers such as OAKSpace Psychology, the DAHIT (Deaf and Hearing Impairment) team and Inclusion Advisory Team (IAT).

All staff attend annual mandatory safeguarding, KCSIE and Prevent training.

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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:

- NHS 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 local authority (LA)-provided support services
- Voluntary sector organisations, e.g. The Leeds United Foundation
- Area Inclusion Partnership (AIP)
- Deaf and Hearing Impairment Team (DAHIT)
- Headingley and Kirkstall Cluster Partnership (Therapeutic and family support)
- Inclusion Advisory Team (IAT) – Leeds multidisciplinary team, providing expertise in early childhood development, cognition and learning, SEMH and communication and interaction (including Autism).
- SENSAP
- Visually Impaired Team (VIT)

3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's Form Tutor.

This can be done via email, at a parent / carer evening, or via a message in your child's toolkit.

They will pass the message on to your child's year team or SENDCo, who will be in touch to discuss your concerns.

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

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

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

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

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

We will assess each student's current skills and level of attainment on entry, which will build on previous setting and Key Stage attainment data, where appropriate.

We use a range of baseline assessment and prior information including, but not limited to:

- Year 6 teacher assessment
- Year 6 SATs external assessment data
- NGRT reading tests (all students complete these twice a year)
- CATS tests (carried out at the start of Year 7)
- EAL proficiency tests
- A range of commercially available assessments to provide more detailed information around a particular area of need, for example dyslexia screening assessments.

Class teachers will make regular assessments of progress for all students, and will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Inclusion team members will also assess students in areas other than attainment, e.g. social communication needs, personal organisation, improvement in ClassCharts data.

We have a referral system in school (submitted by pastoral, inclusion and other key staff, e.g. attendance officer) to the 'Guidance and Support Team' (GST), which includes a range of professionals – Deputy Headteacher, AHT DSL, AHT Behaviour and Attitudes, SENDCo, SEND Assessor. This can help lead to further referrals being made for support, such as speech and language assessment.

The team meet regularly and will consider further actions as part of the 'Assess-Plan-Do-Review' cycle, alongside consideration of new referrals for SEND screening. When decided whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parent(s) / carer(s). We will use this to determine the support that is needed, and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving students and parents / carers

We (inclusion and / or pastoral teams) will have an early discussion with the student and their parent(s) / carer(s) when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- We take into account the parent / carer views;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are;
- Notes of these early discussions will be added to the student's record and can be shared with parents / carers.

We will formally notify parents when it is decided that a student will receive SEND support and will review students' SEND provision on a regular basis, liaising with Heads of Year, Heads of Department and pastoral teams.

Furthermore, at Lawnswood School, we commit to:

- Listening to student voice;
- Working effectively with all other agencies supporting children and their parent(s) / carer(s);
- Giving parents and carers opportunities to play an active and valued role in their child's education;
- Making parents and carers feel welcome.;
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- Instilling confidence that the school will listen and act appropriately;
- Focusing on the child's strengths as well as areas of additional need;
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child;

- Agreeing targets for all students, in particular those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets;
- Keeping parents and carers informed, and giving support during assessment and any related decision-making process;
- Making parents and carers aware of the Parent Partnership services;
- Providing all information in an accessible way including, where necessary, translated information for parents / carers with English as an additional language or who may need extra support such as BSL interpreting support;
- We also recognise that all students have the right to be involved in making decisions and exercising choice;
- In most lessons, all students are involved in monitoring and reviewing their progress through the use of layered targets with subject teachers.

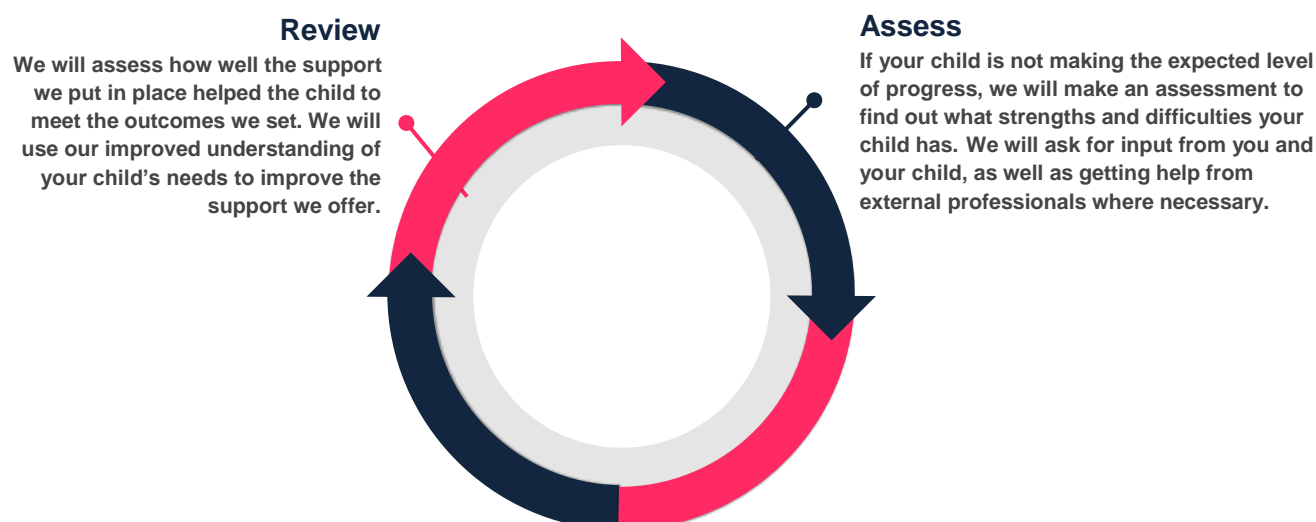
We (inclusion, pastoral teams and class teachers) endeavour to fully involve all students by encouraging them to:

- State their views about their education and learning;
- Identify their own needs and learn about learning;
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- Self-review their progress and set new targets on their student passports, individual behaviour plans, individual language plans and the agreed outcomes on their SEND student passport (support plan) or EHCP;
- Giving them the chance to review student passports with form tutors annually, to provide them with the opportunity to share their views and what works well to help them succeed.

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**.



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.



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.

The subject teacher will work with the faculty leader, SENDCo team and Heads of Year to carry out a clear analysis of students' needs, both as part of our standard data collection process (reports are issued regularly throughout the year for all year groups) and if they have concerns.

This will draw on:

- The teacher's assessment and experience of the student;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents / carers;
- The student's own views;
- Advice from external support services, if relevant;
- The assessment will be reviewed in a timely manner.

Furthermore, there is an expectation that all staff can contribute to the APDR cycle, and information will be sought (e.g. via Provision Map Round Robin) from all relevant colleagues prior to formal reviews of students' progress as this is not limited strictly to the classroom environment. Assessment needs to be considered in the widest terms (for example, assessment of progress around personal development, or social skills). This could include information from form tutors, pastoral colleagues or other trusted adults who work directly with students.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

Meetings also take place between Heads of Year and the SENDCo to review whole year group data collections and discuss student progress. Half-termly meetings with Subject Leaders (EAL, English and Maths) take place to review progress of students in our Access provision and identify students who may benefit from moving out of this / moving in to secure further targeted small group teaching for English, Maths and Key Skills.

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

We will provide a minimum of two reports on your child's progress every year.

Your child's Head of Year, Year Manager or SENDCo may contact you to:

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

This contact may be via a meeting, telephone call, email or at a parent / carer evening.

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 SEND 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 on the student passport. This passport 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 form tutor or year team.

7. How will my child / young person 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 / young person 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;
- Discuss their views with a member of staff who can act as a representative during the meeting;
- Complete a questionnaire, e.g. student voice or interview with staff.

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

Adaptations to the curriculum and learning environment include, but are not limited to:

- Planning adaptive teaching of our curriculum to ensure all students are able to access it, for example, by grouping, small group work at appropriate times, and where possible teaching style and content of the lesson;
- Adapting our resources and staffing;
- Using recommended aids, such as radio aids, laptops, coloured overlays, visual timetables, larger font, etc., taking advice from external agencies where appropriate, e.g. DAHIT & VIT.
- Using adaptive teaching strategies, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud;
- Ensuring that students are seated in an appropriate place to learn for their needs (e.g. with direct line visibility, close to the front for hearing or visually impaired students);
- Ensuring that the layout of the classroom is appropriate, where possible, for students.

We may also provide the following interventions:

Targeted (or Wave 2) interventions:

- Access provision in English / Maths and Key Skills for students who are working significantly below age-related expectations, as identified by both SATs and primary school teacher feedback. We employ two experienced primary trained colleagues to support the provision of this at Key Stage 3, along with subject specialist secondary teachers for English at Year 8 and above. We also have a highly experienced HLTA who provides further teaching and support in Maths;
- Dyslexia support programmes: small group support lessons delivered by the Access subject leader and Assistant SENDCo;
- LEGO club, with training provided by our Autism Lead Practitioner and delivered by TAs;
- Small group Maths support at Key Stage 4, delivered by our Maths HLTA;
- Paired reading: a peer mentoring programme, delivered by Sixth Formers who are trained by our Access subject lead and Literacy Coordinator;
- Phonics: for students working substantially below their peers, delivered by the Access subject leader and Assistant SENDCo in years 7 and 8;
- Reciprocal Reading (for readers meeting age-related expectations in fluency but not in comprehension), delivered by trained teachers;
- SEMH support and therapeutic intervention, one-to-one and small group, delivered by inclusion and pastoral staff;
- Speech and language interventions: guided by assessments carried out by NHS SALT, with interventions carried out by both NHS SALT and some TA colleagues;
- At Key Stage 4, we also offer the ASDAN CoPE (Certificate of Personal Effectiveness, changing to the PEQ-Personal Effectiveness Qualification- for assessment in 2027) Level 2

course for a small group of students, with a focus on employability and life skills, delivered by the SENDCO.

Bespoke (or Wave 3) interventions:

Some students may require a highly bespoke offer that may involve our own internal provision and / or external providers:

- Internal SEMH provision (The Link) for students with significant SEMH needs for KS3 and KS4, with their own bespoke classrooms and sensory areas. We employ a dedicated SEMH Teacher and Link Lead Teacher, alongside a Learning Mentor and specialist TAs to support these provisions. This sits alongside a bespoke curriculum offer delivered by subject specialists. Students may also attend mainstream lessons as part of their Link offer.
- Some students also access parts of their education through our Link offer, and part through vocational and alternative providers.
- Hub provision: Aimed at students experiencing SEMH (anxiety / ESNA) needs, this is run by our experienced HLTA who liaised with subject teachers to provide both a therapeutic and subject offer. The aim of The Hub is always to support students in re-engaging more fully with a mainstream curriculum. All sessions are timetabled, rather than providing a 'drop-in' provision, which we do not offer as a school.
- Occasionally, it may be necessary to provide individual tuition for students.

These interventions are part of our contribution to the 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
- Reviewing the impact of interventions after 6 weeks / half-termly (this may change, depending on the length of the intervention)
- Using student questionnaires
- Monitoring by the SENDCO team
- Using appropriate tools to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Pupil Passport reviews with Form Tutors
- Learning walks by SLT and inclusion leaders
- Bi-weekly meetings with key staff and SENDCO
- Analysis of student data / reports, discussed with relevant staff.

10. How will school resources be secured for my child/young person?

When specialist equipment or a high level of staffing support is required to support a student with special educational needs, our school will find this as additional SEND support up to £6,000 per annum for each individual student.

Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

We may also consider applying for an EHCP to help secure further support and funding:

- Specialist equipment and expertise in relation to its use will be purchased, hired and / or commissioned by the school from the open market, subject to our usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in the joint purchasing / hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruitment policy and best practice. All vacancies will be competitively advertised and recruited.

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

We aim to create a school community that promotes inclusion in the widest sense: inside and outside the classroom and students' academic and personal development, ensuring that no student is treated differently because of their SEND or disability.

- Students have opportunities for social interactions with their peers; this can be supported by TAs at mealtimes, if necessary, and take place in an appropriate environment (e.g. a quieter space).
- All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs. Students can be supported to attend these and participate in these with a TA.
- All students are encouraged to go on our residential trips, and support is provided.
- No pupil is ever excluded from taking part in these activities because of their SEND need(s).
- The inclusion team is working to further extend the range of visits and activities led by our team and open to SEND students, e.g. annual trip to York for KS3 students.

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

Lawnswood is a fully inclusive school and remains committed to this.

- No child will be refused admission to school on the basis of their special educational need, ethnicity, or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide educational provision.
- Our [Accessibility Plan](#) outlines how the physical environment enables disabled students to take advantage of the education, benefits, facilities and services provided. It also outlines how we improve the availability of accessible information to disabled students.
- We liaise with schools when new students join us to ensure we have a broad understanding of needs.
- We receive support from external agencies, e.g. VI Team, IAT, DAHIT, to provide support and guidance on appropriate adjustments for students.

13. How does the school support pupils with disabilities?

- Our [Accessibility Plan](#) outlines how the physical environment enables disabled students to take advantage of the education, benefits, facilities and services provided. It also outlines how we improve the availability of accessible information to disabled students.
- We receive support from external agencies, e.g. VI Team, IAT, DAHIT, to provide support and guidance on appropriate adjustments for students.

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:

- All students have a Form Tutor, and some students with SEND will also be allocated a key worker for daily or periodic check-ins. This could be a TA or a Pastoral Support Worker.
- Each year team is supported by a Head of Year, a Year Manager, and a Pastoral Support Worker to promote emotional and social development. Pastoral Support Workers also offer some targeted interventions for students.
- We have two Family Support Workers and an Attendance Improvement Officer who may liaise closely with families.
- We have our own in school SEMH worker, school counsellors, and can access cluster support as well as our own bespoke SEMH provisions (The Link and The Hub) for students who experience SEMH difficulties as a primary need.
- Our PHSE curriculum promotes the social and emotional development of all students, and we also offer bespoke and additional PSHE sessions to meet the needs of students with SEND.
- We have a zero-tolerance approach to bullying.

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

Moving into Year 7

- We aim to visit students in their current setting and will meet their current teacher, the SENDCO, and parents / carers where possible.
- Where students have EHCPs, further extended planning takes place between the primary school and Lawnswood.
- Targeted students are invited for a further transition day ahead of the main transition day(s), in June of the year they join us.
- Parents / carers are invited to bring their child in for a further 1:1 tour of the school with a member of SLT, pastoral or inclusion staff to discuss any issues.
- We seek advice and feedback from families and students to ensure the Student Passport prepared for SEND students is as detailed and relevant as possible.

Moving to post-16 provision

- All students receive at least one appointment with Mrs Gill, our Careers Advisor, who liaises with providers and parents / carers. Further appointments are available if needed.
- Mrs. Gill works with pastoral and inclusion staff to further discuss student needs, and to help guide support.
- We will share information with the school, college, or other setting that the student is moving to. We will agree with parents / carers and students which information will be shared.
- We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before they year in which they will leave, will offer transition meetings to all students in receipt of additional SEND support and all those with Educational Health Care Plans and students with Funding for Inclusion (FFI).
- Please note that Leeds City Council are in the process of phasing out FFI. Following a planned, phased timetable over 3-5 years at present, students with FFI will be considered for EHCPs instead: <https://www.leedslocaloffer.org.uk/education/send-and-inclusion-transformation>
- Students with EHCPs will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator, which are shared with SENSAP by November of Year 11 (in line with their requirements for transition processes) to allow for timely consultations with post-16 providers in the spring term of Year 11.
- A transition timeline will be produced, with specific responsibilities identified.
- If needed, support for the students in coming to terms with moving on will be carefully planned, and will include familiarisation visits and an additional transition day where they are able to visit their new setting in a smaller group.
- Students and parents / carers will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive by also easily accessible and understandable.
- Parents will be given a reliable named contact at the next phase provider with whom the SEND team will liaise to share pertinent information.

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

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 SEND support plans or EHCPs are consistent and complement one another.

Our school recognises that children / young people who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at school:

- Placement instability.
- Unsatisfactory educational experiences of many carers.
- Too much time out of school.
- Insufficient help if they fall behind.
- Unmet needs – emotional mental, physical.

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. Our designated teacher is Mrs Michelle Harris, Assistant Headteacher and Designated Safeguarding Lead).

The responsibilities of our DT include:

- Monitoring the progress of children who are looked after, to ensure they have the best life chances possible and access to the full range of opportunities in school.
- Ensuring that children who are looked after have access to the appropriate network of support.
- Checking the statutory PEP has been arranged and that it is regularly reviewed, at least every six months.
- Preparing a report on the child's educational progress to contribute to the statutory review. These are usually held at six-monthly intervals, or more frequently if there is a concern.
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School Team.
- Liaising with the child's social worker to ensure there is effective communication at all times.
- Celebrating the child's successes and acknowledging the progress they are making.
- Reporting to school governors.

Our school will work closely with the county's Virtual School (VS) for Children, which promotes the educational needs of looked after children and monitors admissions, PEP completion, attendance and suspensions.

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

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the SENDCO and then, if unresolved, but the Deputy Headteacher (SEND and Inclusion).

The governor with specific responsibility for SEND / inclusion may be involved if necessary. In the case of an unresolved complaint, the issue will be addressed through the school's complaints procedure, which can be found on the school's website.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe the school has discriminated against their children/

They can make a claim about alleged discrimination regarding:

- Suspensions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Further information can be found on the school website:

<https://www.lawnswoodschool.co.uk/key-information/our-policies>

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

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Leeds local offer:

<https://www.leedslocaloffer.org.uk/advice-and-support>

<https://www.leeds.gov.uk/schools-and-education/support-for-students-with-send>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://sendiass.leeds.gov.uk/parents-and-carers>

0113 378 5020 / Sendiass@leeds.gov.uk

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

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Adaptive teaching - when teachers adapt how they teach in response to a pupil's needs

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

DAHIT – Deaf and Hearing Impairment Team

EAL – English as an additional language

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 from 0-25 years

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

FFI (funding for inclusion) – Leeds funding for high needs students

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

IAT (inclusion advisory team) – Specialist teaching teams

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

KCSIE (Keeping Children Safe in Education) – sets out the legal duties that education settings must offer to safeguard and promote the welfare of children and young people under 18

Link – our onsite alternative provision base

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Prevent – UK Government-led programme to prevent terrorism

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

SEND – special educational needs and / or disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND [SEND code of practice: 0 to 25 years - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/617622/SEND_Code_of_Practice_0_to_25_years.pdf)

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

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

VI team – visual impairment team