

SEMH - Social, Emotional or Mental Health Difficulties
EWO - Education Welfare Officer
HI - Hearing Impairment
LA - Local Authority
MLD - Moderate Learning Difficulties
MSI - Multi-sensory Impairment
OT - Occupational Therapy/Therapist
PD - Physical Disability
PMLD - Profound and Multiple Learning Difficulties
PPG - Pupil Premium Grant
PRU - Pupil referral Unit
PT - Physiotherapy/Physiotherapist
SALT - Speech and Language Therapy/Therapist
SATs - Standard Assessment Tests
SEN - Special Educational Needs
SEND - Special Education Needs and Disability
SENCO - Special Education Needs Coordinator
SLCN - Speech, Language and Communication Needs
SLD - Severe Learning Difficulty
SpLD - Specific Learning Difficulty
SS - Standardised Score
TA - Teaching Assistant
TAF - Team around the Family
VI - Visual Impairment
YOT - Youth Offending Team



Woodhouse Academy

Shaping futures together.



"Popcorn is prepared in the same pot, in the same heat, in the same oil and yet the kernels do not POP at the same time. Don't compare your child to others: their turn to pop is coming!"

NAME _____

KEYWORKER _____

You ARE doing your Best

You DO make a difference

No-one has all the answers

Sometimes it is just guess work and finding your way

You WILL get there

Who is the SENDCO and assistant SENDCO in the school and when should I contact them?

Mrs Gordon is our SENDCO and Mrs Galley is the assistant SENDCO. In the first instance, contact your child's key worker, who will probably have more information that you need than the SENDCO. If you need more specific, or specialised, advice, contact Mrs Gordon or Mrs Galley. Any of these can be contacted through the school office.

What pastoral support is available if my child does not have an ECHP?

Every week, all staff are brought together to discuss both SEND students and those currently with additional pastoral needs. All this information is shared and recorded for staff to refer to. The pastoral team also meet separately at least once a week, and the SEND team do the same. The form tutor is always the first point of contact for most students so it would be an idea to contact them through the school office. Any issues can then be followed up - this may mean talking to other children, speaking to senior pastoral leaders, referring the information to the SEND team or to a senior leader in school, dependent on the details. If an EHCP is not ascribed to a child, a graduated response plan could be put in place. This can be a programme of support that happens either daily, weekly or as needed, and reviewed on a regular basis. Staff are made aware of any actions that are needed to support your child.

Key workers and the SEND team are aware of those students who might struggle. Through the pupil passport, this is then shared with staff. However, if you know, as a parent, that your child has certain triggers that really affects them, please contact the school and we can then record, save and share. Our Pastoral Support Team have a list of pupils who they will advise of upcoming changes to the normal day. Examples of this may include a multicultural day or the impact of a residential trip. We will also advise certain pupils if we are due to have a Fire Alarm Test due to happen.

Can you explain any abbreviations used in reports?

There are lots of them!

Useful Inclusion acronyms

ADHD - Attention Deficit Hyperactivity Disorder (covers Attention Deficit Disorder also)

ASD - Autism Spectrum Disorder

CATs - Cognitive Abilities Tests

CAMHS - Child and Adolescent Mental Health Services

LAC - Looked After Child

CoP - Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014)

EAL - English as an Additional Language

EHA - Early Help Assessment

EHCP - Education, Health and Care Plan

EHCCO - Education, Health and Care Commissioning Officer

EP - Educational Psychologist

Who are the pastoral leaders and what contact can I have with them if my child has additional needs?

The head of key stages (Mrs Mckeown KS2 and Mrs Bowers/Mr Baddeley KS3) lead on pastoral matters that require more attention. The first port of call in school will always be the form tutor OR the home school support worker - who may be able to resolve the issue with a much quicker response.

How do you know what my child is like when coming up from the first school?

Our key stage two leader, along with our assistant SENDCo, arranges meetings in the early summer term at each first school to collate the information. Lots of information is shared like academic ability, physical and emotional needs, any plans in place, support from staff etc. This is then compiled and put into a profile on each child. It is shared on our Inset day in September with all teaching and class support assistants. In addition, it is kept securely in our shared access area as a reference point. If anything medical is noted, this is also given to our medical care plan officer in reception so that she can add to the file. All of these are updated as needed. Information is then shared more regularly every week when all staff have the pastoral briefing. This covers both SEND and pastoral points raised that staff need to be aware of.

How can we assure our children about big changes that are going to take place, in order to prepare them?

What if the school say my child does meet the threshold for an EHCP? Can I apply myself as a parent?

You are entitled to apply for an ECHP yourself.

The local offer, with information on how to request an EHCP can be found on the web link below.

https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=H2NHUGE_yzY

You will need to go on the Staffordshire EHC Hub website and select the "Request a Needs Assessment" button. The timescale for an EHCP to be finalised is 20 weeks.

What is the difference between a graduated response plan and an EHCP?

An EHCP is granted by the local authority, and usually comes with funding and 'hours' allocated to a student where needed (e.g. additional adult support). The first ten hours of any EHCP has to be funded by the school. It is a very long process to go through to obtain and is not always successful. It usually takes 20 weeks for a plan to be finalised. Whilst this is happening, we do all we can in school, with the remit of staff constraints, cost and timetabling, to support the student in school. APDR (assess, plan, do, review)/graduated response is a system that is used in all schools to determine what is needed for a student, when, actions and then assessing again. A care plan is usually medical based.

What is the difference between being on the SEN register and having an EHCP?

An Education, Health and Care plan (EHCP) is a legal document which describes a child or young person's special educational needs, the

support they need, and the outcomes they would like to achieve. This usually comes with funding and "hours" allocated to a student in order to meet these identified needs. The first ten hours of any EHCP is funded by the school. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision **that is additional to or different from this**. This is when a child is placed on the SEN register and a graduated response approach will be taken. A graduated response highlights areas of need that the child has and it plans the intervention, delivery and outcome to support in these needs. The SEN register is reviewed each term and is a fluid working document depending on the pupil's current needs.

I do not think 5 minutes at a parents' evening is enough to discuss a child with SEND. What can I do about that?

As our teachers have to see a large number of parents over the course of an evening, it is very difficult to allow more than 5 minutes to ensure everyone has access. However, with a child with additional needs, we completely understand that there is possibly more to discuss. If your child is on the SEND register, they will be allocated a key worker, who will be your main point of contact. As part of their role, they will have termly meetings with you, either online or face to face to discuss progress, put support in place and anything else you would like to look at. Contact the office to speak to your child's key worker and they can then make an arrangement to see you at a mutually convenient time. If it is a teacher you

wish to speak to, please follow the same route and they can either email you back if something straightforward, give you a call or arrange to meet face to face.

What support is available outside of school? (charities, organisations for different needs, signposting)

There are lots of different organisations where you can find out more on your child's needs. This is not an exhaustive list, but may be a good place to start:

- Autism Outreach Team
- <https://nsaaa.org.uk/>
- Mental Health Team drop in mornings
- School Nurse
- Hearing Impairment Team
- Speech and Language Team (SALT)
- The Dove bereavement service
- Staffordshire Connects also lists a number of support groups or services on their website

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/results.page?familychannel=2-6>

On our website, there is also a separate SEND tab set up where more information can be found.

When should I get an educational psychologist involved?

The school will usually advise you of this and when it is needed. Unfortunately, there nationally a limited supply so it is generally when either you as a parent feels there needs to be this additional assessment or the school wants to pursue this avenue. Contact the SENDO in school for more information here if needed.