Rednock School
Where everyone matters

Special Educational Needs (SEN) Information Report

March 2026

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.

More information can be found in our **SEND policy**.

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

Rednock school makes every effort to provide for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism Spectrum Disorder (ASD) including Pathological Demand Avoidance.
	Speech, Language and Communication Needs including expressive, receptive and social communication difficulties, stammering, Developmental Language Disorder, verbal dyspraxia, and selective mutism.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, dysgraphia, working memory difficulties and processing difficulties.
	Moderate learning difficulties including slow processing, memory difficulties, working several years below expectation.
Social, emotional and mental health	Social and emotional difficulties may manifest themselves in a variety of ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder Other disorders to include - oppositional defiance, conduct, attachment, obsessive compulsive, eating, post-traumatic stress and personality disorders Anxiety Depression Psychosis Self-harm
Sensory and/or physical	Hearing impairment or deafness
	Visual impairment
	Physical impairment / disability including complex medical needs.

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



Our SENCo is Mrs Sally Easton

Sally began her teaching career in 2000 as a PE teacher and has since worked across a wide range of educational settings. Sally believes every young person deserves access to high-quality teaching, meaningful opportunities, and a school environment where they feel valued and understood



Our Assistant SENCo is Rachael Munday

Rachael has been teaching at Rednock School for 2 years in the Science Department. She is currently taking a leading role working with staff and students on writing, reviewing and evaluating students' MyPlans.



We also have a SEN Project Lead, Vicky Edwards

Vicky has been teaching at Rednock School for 6 years as a Geography Teacher.

Specialist Teacher Assessors

We have two teaching members of staff dedicated to supporting students with SEND, Wendy Hawkins and Kate Reeves. Wendy and Kate are experienced members of the team focusing on the assessment of specific learning difficulties. They conduct dyslexia and exam access arrangements assessments. They both completed degrees in Geography, then trained and worked as primary school teachers, before completing Level 7 Postgraduate qualifications in assessment and dyslexia. They both hold an up-to-date Assessment Practising Certificate, which is an award that recognises the accredited qualifications held and the demonstration of their professional competence in the assessment of specific learning difficulties.





Lead Teaching Assistants

We have a Lead Key Stage 3 Teaching Assistant, Kathryn Wyatt, who oversees KS3 TA timetabling with a particular focus on a smooth transition for students joining us in Year 7 from primary school. We have a lead Key Stage 4 and 5 Teaching Assistant, Vicky Cooper. Vicky oversees KS4 and KS5 timetabling, is an expert in supporting post-16 and next steps transition and is also trained in delivering differentiated Sex Education. The Lead TAs work together to support the KS3 to KS4 transition.





Subject Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCo to meet the needs of students who have SEN.

Teaching assistants (TAs)

We have a team of 18 teaching assistants who are trained to deliver SEND provision

Staff receive regular professional development with regards to supporting SEND students.

Staff are trained and expert in supporting students with literacy and numeracy as well as social and emotional needs.

Staff work in association with outside agencies as appropriate.

Staff are supported to keep up to date with information and additional training as identified through their continued professional development.

Whole School Training Opportunities

Staff training sessions at Rednock School are tailored to the emerging needs of students and staff knowledge and skill set. Continued Professional Development (CPD) sessions include:

- Induction programme
- Learning support focus e.g. supporting students with dyslexia
- Student specific focus
- Procedural training e.g. writing effective MyPlans

External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. The main external support agencies used by Rednock School include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- The Advisory Teaching Service
- Children Adolescent Mental Health Service (CAMHS)
- Health Care Professionals - School Nurse, Community Paediatrician, Physiotherapists, GP,
- Families Early Help
- Youth Support Team
- Gloucestershire Children and Families Services
- Gloucestershire Safeguarding Children Board (GSCB)
- The Virtual School (for children in care)
- SEND and Local Authority Caseworkers
- Gloucestershire Education Inclusion Service (EIS)
- Young Carers
- Gloucestershire Hospital Education Service (GHES)
- Alternative curriculum - Skylark, Quarry Chapel, Bridge
- Academy 21
- Mentoring Services - The Door, TMS, Chance is Change

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

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 SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCo, Ms Samantha Chinnock, who will ensure that the right person gets in touch to discuss your concerns.

You can also contact the SEN Team directly using the email address:

senenquiries@rednockschool.org.uk

If necessary 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.

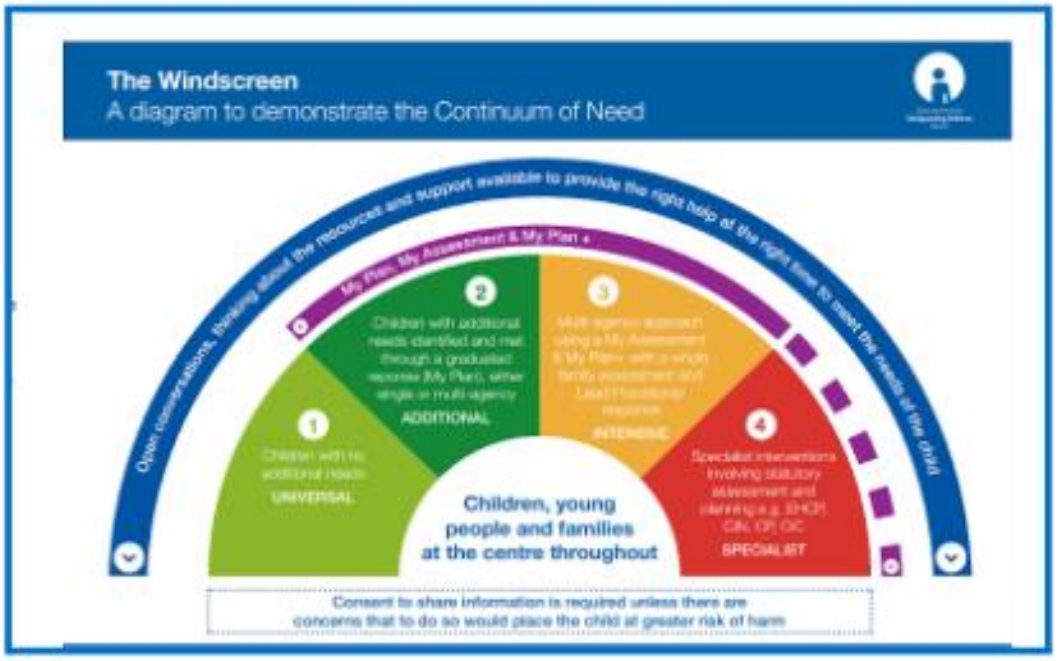
We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

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

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

4.1 The graduated approach to SEN support

We use the graduated approach to SEN support which follows Gloucestershire's Graduated Pathway. This approach ensures Early Help is available to all children, young people and their families with additional needs whether these are educational, social or emotional needs or disability.



Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

The emphasis is on early identification; this is not about labelling the child as having SEND but working out what action may be required to support the child. All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include:

- Little or no progress despite the use of targeted teaching approaches and differentiated curriculum delivery (see section 8);
- Working at a level significantly below age expectation, particularly in literacy and numeracy;
- Presenting persistent emotional and/ or social difficulties, which have not been managed by appropriate strategies usually employed;
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment;
- Poor communication or interaction, requiring specific interactions and adaptation to access learning

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student additional support or the student may be offered time limited intervention to try to fill it. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCo, and someone will contact you to discuss the possibility that your child has SEN.

The SENCo, or an appropriate member of the team, will coordinate the collection of a range of evidence to identify your child's strengths and weaknesses. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

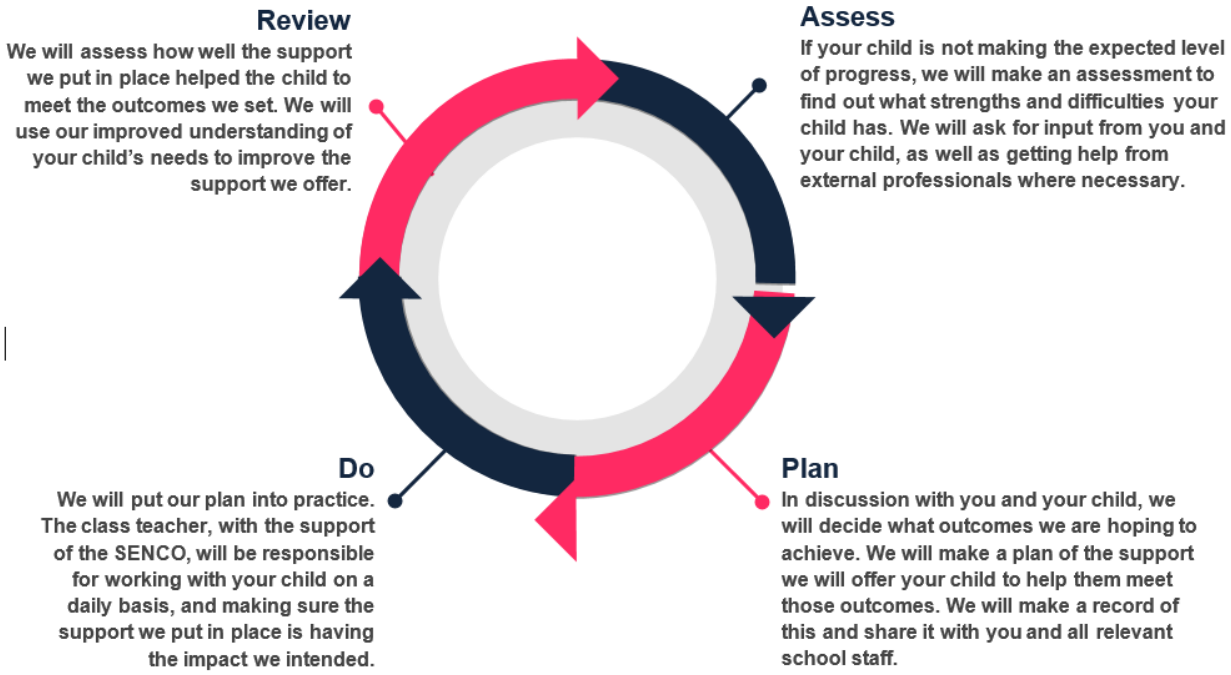
The SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCo or an appropriate member of the SEN team will work with you to create a SEN support plan, known as a MyPlan, for them.

5. How will the school measure my child's progress?

Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. 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**.



1. Assess

An appropriate member of staff will act as a Lead Practitioner* and work with the SENCo or other relevant or external professionals to carry out a clear analysis of the student's needs. This will draw on:

- The Lead Practitioner's assessment and experience of the student;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments and feedback, where relevant;
- Assessment by the specialist learning support teachers, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The student's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's needs.

* *In some instances, the Lead Practitioner may be an external professional, depending on the needs of the student and whether these are school-based and educational, or for example rooted in more complex mental.*

2. Plan

In consultation with parents and the student, a designated member of staff (the Lead Practitioner) will decide which adjustments, interventions and support will be put into place and the expected outcomes. Depending on the level of need, this may be recorded in a My Plan/ My Plan+ or EHCP.

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 review the effectiveness of the support and interventions and their impact on the student's progress. This information will be recorded on our management information system, SIMs and Class Charts, and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home. My Plan/ My Plan+ or EHCPs will be shared with parents/carers electronically over email unless they request otherwise.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher. Subject teachers still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the teacher, where necessary, in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students;
- The level of progress the student has made towards their outcomes;
- The views of teaching and support staff who work with the student.

The teacher and the relevant staff members will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child 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 student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We are really keen to involve you in the decisions made about your child's education.

As a minimum, all parents/carers will receive 3 reports on their child's progress annually.

As a minimum, all parents/carers will have the opportunity to meet their child's tutor and subject teachers at the 'Meet the tutor' event or the Parents' Consultation Meeting.

As a parent of a child with an identified SEN, there will be an opportunity to meet with the lead practitioner.

During these meetings, discussions will focus on:

- Setting clear outcomes for your child's progress
- Reviewing progress towards those outcomes
- Discussing the support we will put in place to help your child make that progress
- Identifying what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy by email, unless you request a hard copy.

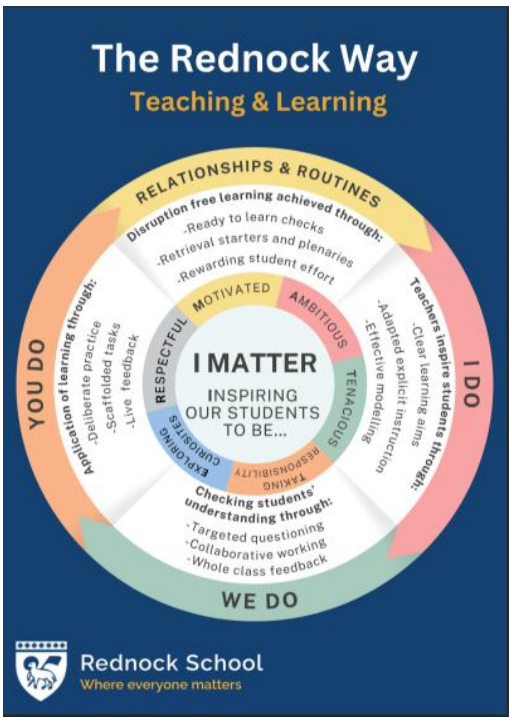
If you have concerns that arise between these meetings, please contact your child's tutor.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.
We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a written statement (with your support where required)
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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



At Rednock School, we believe that every child can succeed. This belief sits at the heart of our philosophy and approach to Special Educational Needs and Disabilities (SEND).

High-quality teaching, delivered through our teaching and learning approach, *'The Rednock Way'*, is the first step in responding to your child's needs. We are committed to ensuring that your child can access a broad and balanced curriculum throughout their time at our school.

Modelling is central to our teaching approach. It is particularly powerful for students with SEND because it breaks down complex or abstract tasks into clear, manageable steps. By making thinking visible and providing a clear "roadmap" for success, modelling helps students build confidence, develop independence and master new skills at a pace that suits them.

We recognise that there is no "one size fits all" approach. Teaching is carefully adapted on a case-by-case basis to ensure that support is tailored to your child's individual strengths and needs. Adaptations may include:

- Clear and structured modelling of tasks and processes
- Breaking work into smaller, manageable sections to prevent overload
- Using visual aids to support written information
- Allowing additional processing time
- Giving simple, clear, and concise instructions
- Reading instructions aloud
- Thoughtful seating plans and groupings
- Adapting teaching resources
- Providing recommended aids, such as laptops, coloured overlays or enlarged text
- Alternative methods of recording work, such as using a laptop, reading pens and a range of alternative recording technologies
- Support from teaching assistants, based on identified needs

Unfortunately, due to the main school building design, we are unable to:

- minimise noise levels due to the open plan layout of the school however, we do allow students to wear noise cancelling headphones or earplugs in the corridors as part of our core provision
- mitigate against higher temperatures in the hotter months due to the PTFE roof however if there are evidenced medical needs, we can facilitate "heat breaks" in cooler areas of the school
- provide a specific provision for 'Time Out', 'Cooling down' or 'staggered lesson changeover' however students can have Time Out as part of provision and can have 5 mins early passes. Please note this is usually as recommendation of external professional and needs SLT approval unless on an EHCP.

Where possible we will adapt and flex to provide an accessible building and learning environment where your child's learning needs can be met.

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 progress towards their goals as part of the review
- Reviewing attendance, engagement and effort data
- Community Panel (TAR - Team Around Rednock) internal professional discussions
- Reviewing the impact of interventions after a completed cycle which is typically 6-12 weeks
- Talking to your child and responding to their feedback
- Monitoring by the SENCo
- Monitoring progress in school
- Regular feedback from subject teachers
- Holding an annual review (if they have an Education, Health and Care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

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

All students are encouraged to go on our school trips. An equality impact statement is written at the initial stages of planning a trip to ensure that all student needs have been considered.

All students are encouraged to take part in all community events e.g. sports day, the school production and the winter show.

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

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

As a fully inclusive school 'Where Everyone Matters', we welcome all children with SEND to apply for a place at our school, in line with the school admissions policy. If your child is offered a place, we will work in partnership with you and primary school or other providers, to make the most appropriate provision available to meet their SEN.

If your child has an EHCP, you have the right to request a particular school and the local authority will seek to comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person would be incompatible with the efficient education of others or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the SENCo a copy of the EHCP for review and then consider their comments very carefully before a final decision on placement is made.

13. How does the school support students with disabilities?

If your child has a disability, we aim to support them by making all reasonable adjustments necessary to ensure that:

- they have access to a fully inclusive broad and balanced curriculum
- all of our extra-curricular activities and school visits are available to your child, including our before- and after-school clubs.
- no student is ever excluded from taking part in these activities because of their Special Educational Need or disability.

The School's Accessibility Plan sets out the school's plan to:

- increase the extent to which disabled students can participate in the school's curriculum;
- improve the physical environment of the school for the purpose of increasing the extent to which students with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the school;
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

Rednock School recognises the duty to increase the accessibility of its site. The school liaises with specialist teachers from the Gloucestershire Advisory Teacher Service such as Teacher of the Deaf or Visual Impairment as well as Health and Social Care professionals such as Paediatric Physiotherapists, Occupational therapists, Paediatricians as well as specialists charities or voluntary organisations, e.g. Muscular Dystrophy Campaign, or Action CP (Cerebral Palsy) to ensure students have appropriate resources/equipment to enable full participation in the curriculum e.g. radio aids, personalised seating, mobility aids and manual handling equipment. Where appropriate, students have personal emergency evacuation plans (PEEPs).

The following adaptations are examples that have been made to the school environment:

- There are two lifts available for students to use which allows access to all areas of the main school building
- There are 3 fire evacuation chairs
- There are 5 accessible toilets in the Main School building, with at least one situated on each floor. In addition, the Sixth Form Centre and the Music Block also have an accessible toilet.
- The school has a dedicated facility which is used for personal care and physiotherapy sessions
- Most buildings and outside areas of the school are accessed via ramps. There are alternative access routes for the Sports Hall and Sports Track area
- There are two disabled parking spaces adjacent to reception for visitors/parents
- The school minibus has a ramp that enables wheelchair users to access this mode of transport.
- During celebration events etc, wheelchair users can access the school stage using a ramp.

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

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

- students with SEND are included in all wellbeing activities;
- wellbeing activities take place within tutor times, life skills lessons and enrichment days;
- emotional and social wellbeing interventions are put in place for groups of students when a specific need has been identified;
- individual emotional and social work is undertaken with students from a wide variety of members of staff;
- students with SEND are also encouraged to be part of the lunchtime club to promote teamwork/building friendships;
- there are opportunities for SEND students and their families to contribute to both whole school assemblies and staff professional development around SEND topics.

There are SEND representatives on the Student Council, Prefects, Subject Ambassadors who ensure that our SEND students have a voice when it comes to whole school matters.

At Rednock School we have a 'zero tolerance' approach to bullying. We try to prevent bullying by using tutor time, Life Skills lessons, lesson opportunities and assemblies to celebrate SEND student success stories and educate and challenge students around discriminatory behaviour. We consult with SEND students and use their voices (and that of their families if applicable) with regards to the planning and delivering of assemblies and lessons where appropriate. We reflect on any issues that arise with the input of SEND students and their families and come up with actions where necessary in order to improve things going forward. Our behaviour policy supports a zero tolerance approach and sanctions are issued in line with policy.

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

Transition from Primary School to Secondary School

The transition from Key Stage 2 to 3 begins for some students in Year 5 and continues throughout the remainder of their Key Stage 2 time ensuring a smooth transition is made. If required students will come to Rednock in advance for extra visits and support and will access an enhanced transition package. To aid the transition, staff from Rednock School may attend review meetings at primary schools in advance of students joining. The SENCo of the primary school meets with our SENCo to discuss the needs of the incoming students near the end of the summer term.

- The Special Educational Needs and Disabilities Co-ordinator (SENCo) or member of the Student Development team attends Year 5 and / or Year 6 Annual Review Meetings for students with EHCPs.
- The Primary Liaison Coordinator, SENCo, Lead KS3 TA and relevant Advisory Teachers host an annual meeting for the transfer of Year 6 SEND information in Term 6 each year, to enable careful succession planning.
- Admissions information including KS2 SATs scores (where used), teacher assessments and Year 6 annual reviews are used to inform provision.
- In addition, as part of transition, Rednock School asks feeder primaries for a wide range of information, such as behaviour data, any concerns regarding peer groupings etc. All of this additional data is used to gain as broad a picture as possible for each student.
- Standardised reading comprehension and spelling tests are conducted at the start of Year 7.
- Students with SEND are assessed by a specialist teacher during Year 9 or Key Stage 4 to identify those who need access arrangements for external examinations.
- Students with suspected specific learning difficulties (SpLD) are tested in school, according to level of need, by a specialist teacher. Parents are consulted by letter before such testing occurs.
- On-going classroom assessment by teachers and teaching assistants takes place.
- Parental/carer concerns are investigated. If you have any concerns that your child may have SEND, you can contact the SENCo via your child's tutor, or directly over email using the address senenquiries@rednockschool.org.uk
- Advice from external agencies is sought (Educational Psychologist, Local Authority advisory services such as Advisory Teacher Service (ATS), Speech and Language Therapist, Occupational Therapist).

Transition from Key Stage 3 to Key Stage 4

The transition from Key Stage 3 to Key Stage 4 involves sharing information with other settings if applicable, and inviting representatives from settings to review meetings. Some SEND students may receive increased guidance and support regarding choosing their GCSE options. Some SEND students may be invited to join the 'Step Up' course in Key Stage 4, where they will complete an ASDAN award (or appropriate alternative) and have supported study sessions.

Transition from Key Stage 4 to Key Stage 5

The transition from Key Stage 4 to Key Stage 5 starts for students with EHCPs in Year 10. This can include supported visits to local post-16 education providers and meetings with transition leads at chosen providers. Planning around their next steps forms part of the formal review process and is planned within that framework. For all other students work is done for this within their Year 11 reviews. The SENCo, Community Leader or Lead Practitioner will work with parents, students and the further educational placement (this includes Rednock 6th form) to ensure that details about the students' needs are sufficiently transferred.

Transitioning to Life Beyond Rednock

We recognise the importance of supporting our students into the next phase of their education beyond Rednock. We support students in the preparation for adulthood through Life Skills lessons, tutor activities and Enrichment Days, and further support SEN students where necessary with extra college visits and trips into the local community and Skillzone Centre in Gloucester to practice independent life skills.

We provide all our students with appropriate advice on paths into work or further education.

We work with students to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Mrs Kerala Cole (Deputy Headteacher) and Ms Samantha Chinnock (SENCo), both designated teachers for Looked After Children, make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Complaints about the SEN provision in our school should be made to your child's tutor in the first instance. They will then be processed in line with Rednock school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the students themselves.

For students who have an EHCP, any complaint regarding the plan needs to be addressed to SEND Casework, Shire Hall (Local Authority).

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The email for anything mediation related is mediation@gloucestershire.gov.uk.

Anything in relation to disagreement resolution can be sent to sengenenq@gloucestershire.gov.uk.

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

If you have questions about SEN, 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 Gloucestershire's local offer. Gloucestershire local authority publishes information about the local offer on their website.

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

https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-west/gloucestershire

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

- Sendiass
- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Contact Details and Feedback

We are always looking for feedback to improve the quality of SEN provision that we offer. Should you wish to contact a member of the SEND Development Team please do not hesitate to contact one of the following email addresses:

• SENCo	Ms S Chinnock	senenquiries@rednockschool.org.uk
• SLT Lead for SEND	Dr S Cunningham	admin@rednockschool.org.uk
• SEN Link Governor	Mr J Broad	
• OPEC* Chair (Governor)	Mrs D Caesar	Email via the Clerk to the Governing Body - nikkie.morrissey@rednockschool.org.uk

*Outcomes, Performance and Experience Committee

If you would prefer to telephone the school, the number is: 01453 541618.

20. Linked with other policies and documents

This policy links to our policies on

- SEND Policy
- The Local Offer
- Accessibility plan
- Behaviour for Learning
- Anti bullying
- Equality information and objectives
- Supporting students with medical conditions
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

21. 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 will make to remove or reduce any disadvantages caused by a child's disability

- **SENCo** – the special educational needs and disabilities 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