



# Pear Tree Mead Primary School's Special Educational Needs Information Report

March 2026

**Approved by:**

[Name]

**Date:** March 2026

**Last reviewed on:**

New Report

**Next review due by:**

March 2027

Dear parents and carers,


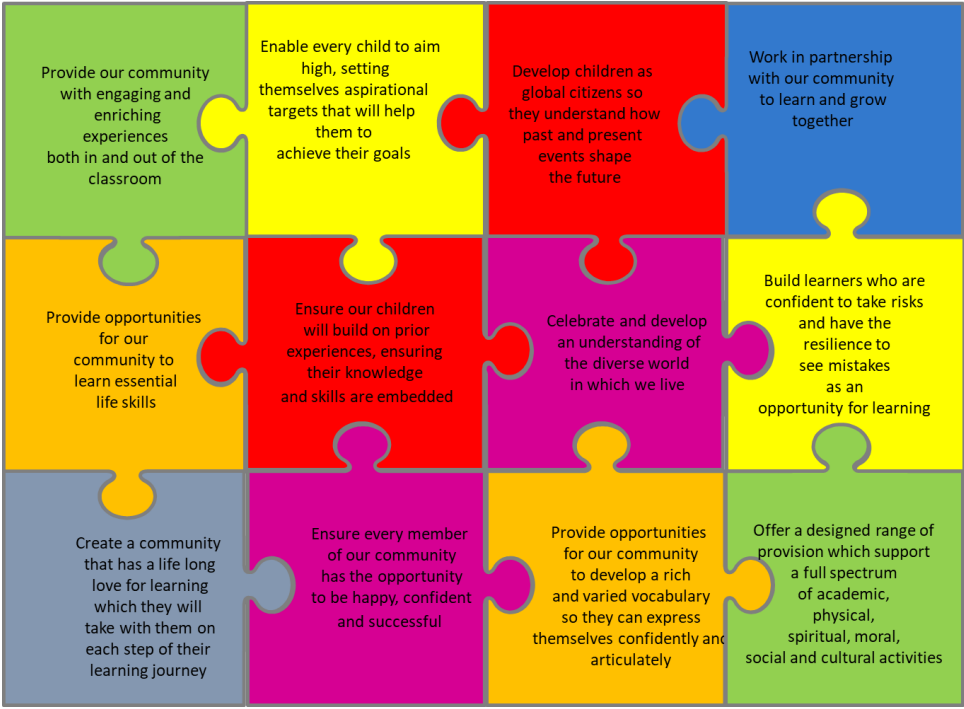
The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Pear Tree Mead Academy - Policies](#)

**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.

The following information is updated at least annually and outlines the provision parents/carers can expect their child to receive at Pear Tree Mead Primary School.

<p><b>Our School</b></p> 	<p><b>Our School ethos:</b></p> <p>At Pear Tree Mead Primary School we are committed to providing inspirational teaching that challenges and guides pupils so they feel valued, supported and safe. We aim to equip our whole school community with resilience and perseverance so that all pupils are able to become independent thinkers and learners for life. <b>Pear Tree Mead is an inclusive school; we are very proud of the care and consideration our children and staff show each other on a daily basis.</b></p> <p><b>Our Vision:</b></p> <p>Our Vision is ambitious and wide ranging for the whole community. It is characterised by our commitment to providing a rounded educational experience so that we:</p> 
<p><b>Our Inclusion Team</b></p>	<p><b>Our Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs Peden.</b>  <b>Our Inclusion Manager is Mrs Thurgood</b>  <b>Our Assistant SENDCo is Mrs Thurston-McGowan</b>  <b>The school governor with SEND responsibility is: Mrs Brettell</b></p>



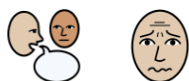
**Special Educational Needs**

**Pear Tree Mead does not have a special unit or specialise in any specific SEND provision.**

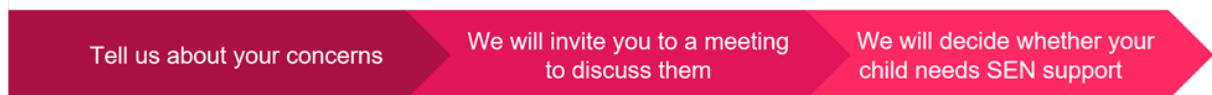
At Pear Tree Mead Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



**Raising your concerns**



<p>If you think your child might have SEN, the first person you should tell is your child's teacher. They will request you complete a SEND concern form</p> <p>They will pass the form on to our Inclusion Manager, Mrs Thurgood, who will evaluate the form and determine next steps.</p>	<p>Your child's teacher will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make notes about what's been discussed and add this to your child's record. Assessments will be completed and Your child will then be monitored under the SEND team</p>	<p>If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.</p>
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Identifying children needing SEN support

At Pear Tree Mead Primary School we work closely as a team and if staff have a SEND concern about a child, they follow the 'Pear Tree Mead Primary School SEND Flowchart' which may lead to discussing concerns with parents/carers.

**The following procedures are in place to identify children with special educational needs:**

**Step 1:**

On entry assessment, then continuous assessment is undertaken by all teachers. Assessment data is entered into our data tracking software. When pupils join Pear Tree Mead other than September of their Reception year, assessments from their previous school are transferred to us and are incorporated into our data. Progress and attainment is monitored every half term by: Class Teachers, Assessment Subject Leader, SENDco/Inclusion Manager, Phase Leaders, Subject Leaders and the Headteacher.

**Step 2:**

Teachers and Learning Support Assistants (LSAs) discuss concerns about individual pupils at any time with the SENDco/Inclusion Manager. The class teacher provides high quality inclusive teaching following the 'Ordinarily Available' document which targets areas of weakness, and this is discussed with parents/carers. Parent/carer concerns can be discussed with the class teacher at our Termly Parent consultations or indeed at any mutually convenient time either before or after school by appointment. Meetings can be offered virtually, when appropriate. Parents/carers may also contact the SEND Team directly.

**Step 3:**

After monitoring the child during a period of around 6-8 weeks and if the pupil's progress continues to be a concern, despite the child receiving targeted support for their area of weakness, along with the child's needs being 'different from and additional to their peers' and 'they have a significantly greater difficulty in learning than the majority of others of the same age' or they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, then the child is identified as requiring SEND support and will be placed on the SEND register for our school. Parents/carers will be invited to a meeting where we will share the targets your child is working on and the support they are receiving.

At all times parental involvement is integral to the process and parents/carers will be asked to give their views and insights about their child when they are in their home environment.

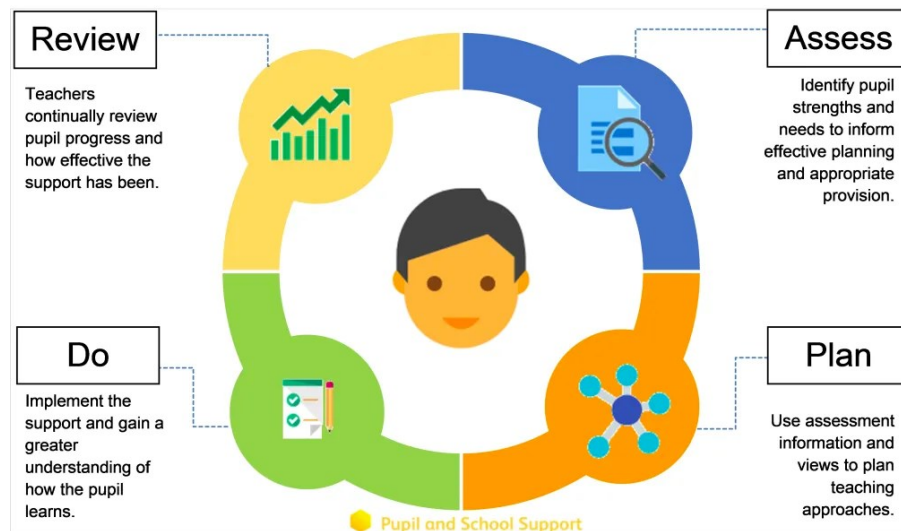
Some children being monitored who are working at below key stage standards will have had a pre key stage assessment and will be working towards outcomes to allow them to achieve and begin to work independently. Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. If necessary, we may seek expert advice from: Educational Psychologist/Inclusion Partner, Specialist Teachers, Health Professionals and Speech and Language Therapists.

Staff can access the Ordinarily Available Guidance (January 2024) to help support children's learning within the classroom.



How we will measure progress

A child may then be placed on the SEND monitoring register, and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



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 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 pupils 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 school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Our school community—staff, pupils, and parents/carers—shares high expectations for all learners and is committed to ensuring that pupils with SEND are supported to achieve their best. We work together to provide an inclusive and supportive environment where each child's needs are carefully identified, understood, and responded to.

Through high-quality teaching that is adapted to meet individual needs, alongside targeted support and interventions, we aim to remove barriers to learning and enable every pupil to participate fully in school life. We maintain open and regular communication with families and work closely with external professionals where needed to ensure the right support is in place.

At our school, we recognise and celebrate progress in many forms. We aim to build confidence, independence, and resilience so that pupils with SEND feel valued, included, and able to succeed within our school community

In order to achieve this we follow the Essex 'Ordinarily Available Framework'.

The Ordinarily Available sets out a common set of expectations about the provision and practice that is expected in all Early Years settings, mainstream schools and Post 16 providers for children and young people with SEND. It is what a young person, parent/carer or family can expect to be "normally" or "ordinarily" available to their child without the need for involving specialist support.

Ordinarily Available consists of two frameworks:

Ordinarily Available: Inclusive Teaching Framework – universal support - for all pupils – for classroom teachers, supported by the lead for teaching and learning and the SENCO.

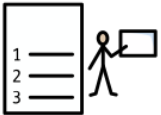
Ordinarily Available Targeted Support – additional to and different from - for some pupils – for classroom teachers, pastoral and SEND teams.

The concept of Ordinarily Available is grounded in the SEND Code of Practice: (6.15)

Underlining the 'Ordinarily Available' is the high quality inclusive teaching and learning that is embedded throughout our classes in the school.

Teachers are reflective of their planning and teaching and are able to ensure that their individual practice is inclusive and meets the needs of all learners. They look at areas such as the learning environment; Attention and listening; Relationships and behaviour; Motivation, recognition and feedback; Planning teaching; Literacy Language and understanding Maths along with Task support/ scaffolds.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. Also, when appropriate, staff are deployed to give children additional interventions in small groups outside the classroom.



**How adaptations are made to the curriculum and the learning environment of children and young people with SEND:**

At Pear Tree Mead, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. ***Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, each pupil is unique.***



Curriculum adaptations

Visual timetables	Tasks boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instructions

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We seek advice and equipment from outside agencies as and when the need arises. This may include accessing counselling and wellbeing support where appropriate.

Our Nurture Group delivers sessions linked to KS1 curriculum. The sessions are designed to help KS1 children with special educational needs (SEN) develop the social, emotional, and learning behaviours they need to succeed in the classroom. Children are supported to build confidence, practise managing

	<p>their emotions, and develop positive relationships., we also use targeted interventions to support each child's individual needs.</p> <p>Our Life Skills sessions for KS2 children are designed to help pupils develop the practical, social, and emotional skills they need to become more confident, independent, and resilient learners. During these sessions, children take part in activities that build everyday skills such as problem-solving, teamwork, organisation, communication, and managing responsibilities. We also focus on personal development areas like understanding emotions, building positive relationships, keeping safe, and developing healthy habits. These sessions are hands-on and meaningful, giving children real opportunities to practise skills that support both their learning in school and their readiness for life beyond the classroom. The aim is to empower every child to grow in confidence and independence at a pace that suits them.</p> <p>We provide a friendship lunch time club for vulnerable pupils who would find a whole hour on the playground challenging or who find the busy dining hall overwhelming. Wheelchair access is available from the playground and the main entrance. There are two disabled toilets located on the ground floor. It is possible for wheelchair access to the majority of the building. High visibility paint lines are placed by steps, outside the building. The school swimming pool is fully accessible via a ramp and houses a pool hoist to ensure full accessibility to the swimming/p.e curriculum The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained.</p> <p><a href="#">Pear Tree Mead Academy - Policies</a></p> <p>Children who need specific Speech and Language programmes, fine and gross motor programmes, and literacy and maths interventions are supported by trained Learning Support Assistants (LSAs).</p>
 <p><b>Parent Consultations</b></p>	<p><b>Our arrangements for consulting parents/carer of children with SEND and involving them in their child's education:</b></p> <p>Pear Tree Mead firmly believes that an effective partnership with parents/carer plays a key role in promoting a culture of cooperation between home and school. Parents/carers know their own child and hold key information and have a critical role to play in their child's education. They have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting their child's development both in school and at home.</p> <p>Parents/carers of children who have an Education, Health and Care Plan, a One Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. If there are any agencies and professionals involved with the child they are also invited to these meetings together with the pupil, class teacher and Inclusion Manager (if required). A copy of this will always be available to view online via the Edukey platform following the meetings.</p>
 <p><b>Child Consultations</b></p>	<p><b>Our arrangements for consulting young people with SEND and involving them in their education:</b></p> <p>Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.</p> <p>The degree of participation is reflected by a child's evolving maturity and all children are given the opportunity to make choices and understand that their views matter. Children with special educational needs are encouraged to:</p> <ul style="list-style-type: none"> <li>● play an active part in assessment and developing agreed outcomes</li> <li>● develop independence</li> <li>● understand the aims of an intervention and their contribution to it</li> <li>● be consulted about any individual support provided</li> <li>● have their views sought and recorded in all reviews</li> <li>● attend review meetings where appropriate</li> </ul> <p>Children are fully involved and their views fed directly into all policies, procedures and daily teaching of children with SEND.</p>



### Evaluating Provision

#### Evaluating the effectiveness of our provision:

Pupil's progress is measured termly and statutory assessments take place at the end of EYFS, and KS2. Phonics assessment takes place at the end of Y1 and again in Y2 if the child did not meet the standard and teacher assessment at the end of each academic year.

The effectiveness of interventions is monitored by measuring progress from baseline assessment, which is completed at the start of the intervention and the end of intervention assessment.

Both formative assessments, which are teacher assessments based on observing and talking to the child about their learning and summative assessments, which are test based and give a score or rating according to performance, are used.

Children do not continue with an intervention if it is proving to be ineffectual. Parental and pupils' views are sought via questionnaires and at review meetings. Parents/carers are encouraged to give their assessments on what they have observed at home. All assessments and progress towards outcomes are discussed at the One Planning meetings. As a result of assessments, all parties will agree on the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the child are made aware of their needs, the support provided and any teaching strategies or approaches that are required.

Children's progress is also reviewed in Senior Leadership Meetings (SLT) progress of children with SEND is analysed against national comparison data and discussions are had about next steps. Teachers will often discuss and share ideas in staff meetings to ensure up to date research and policy is in place. There are also termly reviews for children who are on Education Health and Care Plans, One Plans and those requiring specialist support.



### Staff Training

#### The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured:

Our SENDCO is working towards the NPQSENDCO qualification. She regularly attends training and briefings in addition to this in order to keep up-to-date with current local and national initiatives.

At Pear Tree Mead Primary School we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with under their induction.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training would be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.






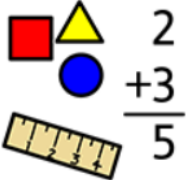


Requests for specialist expertise can be made by parents/carers and can be accessed via the SENDCO/Inclusion Manager or by a health professional. All specialist expertise can only be arranged with parental permission using the Essex agreed formats.



Teachers, Learning Support Assistants and Midday Assistant's training needs are met through in house and external training, organised by the Senior Leadership team and the Inclusion Manager as required. LSAs are deployed on a needs basis.


When staff go on a course, they have an opportunity to disseminate to relevant staff.

Some of our staff have completed training in the following areas:

Speech and Language	Phonics (Catchup)	De escalation	Learning mentoring

			
Harbour Counselling	Attachment	Lego Therapy	Specific Learning Difficulties
			
Reading Interventions	Maths Interventions	Bucket Time	Spelling Interventions

 	<p>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.</p> <p>All pupils identified as needing Additional Intervention and SEND Support come through the general admission process in line with our Admissions Policy.</p>
Admissions	

	<p>Our school is committed to being an inclusive setting where all pupils, including those with Special Educational Needs (SEN) and disabilities, are welcomed and valued. We follow the statutory requirements set out in the School Admissions Code and do not discriminate against or disadvantage pupils with SEN in our admissions process.</p> <p>Pupils with SEN are admitted to the school on the same basis as any other child, whether or not they have an Education, Health and Care Plan (EHCP). For children with an EHCP, the Local Authority consults with the school before naming it in the plan to ensure that we can meet the child's identified needs. We work closely with the Local Authority, parents, and professionals to ensure a smooth transition and appropriate provision.</p> <p>Where a pupil is known to have additional needs prior to entry, we encourage early communication with parents and outside agencies so that we can plan effectively for any necessary adjustments. This may include visits, transition meetings, personalised support plans, or enhanced transition arrangements.</p> <p>We are committed to making reasonable adjustments to ensure pupils with SEN can access all aspects of school life, in line with the Equality Act 2010. No child will be refused admission on the basis of SEN or disability where the school can reasonably meet their needs.</p> <p>Our arrangements for supporting children and young people in the transition between phases of education and in preparing for adulthood:</p> <p><b>Nursery to Reception:</b>  We make contact with pre-schools as part of our transition to school. We hold a parent/carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher. The Inclusion and class teacher attend preschool meetings with parents/carer in the summer term along with any observations of the child in their current placement, if appropriate.  In addition, we hold two 'taster' sessions in the second half of the summer term in preparation for the child's September start.</p> <p><b>End of Year transition:</b>  When children move up a year, we provide letters to parents informing them of their child's new teacher and classroom. This information, along with a photo of the new teacher and classroom</p>
Transition support	

environment and information are accessible via the school website. We hold a meeting where parents meet with their new teacher and find out information.

We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher. The last week of the summer term all children move up to their new classes for the week.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. For some children we also create a transition booklet which notes things that are staying the same and things that are changing for the following year. There are photos of the classroom environment and photos of any new teachers or adults that will be working with them. They can then take the booklet home and look at it over the summer holidays.

Class teachers meet with each other during the summer term to discuss the needs of the children and share any One plans or One page profiles, the Inclusion Manager is also on hand to support transition discussions with class teachers.

**Secondary Transition:**

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Once a child's secondary place is known, staff from the receiving school are invited to attend our One Planning/ Annual Review meeting with parents/carers and pupils. On transition to secondary school, pupils with SEND are usually offered additional visits, with school staff if appropriate. The SEND teams of both schools liaise and handover relevant paperwork. For some children we also have a transition intervention where they create their own transition book about their new secondary school and discuss as a group "What if...?" scenarios.

We hold a transition week in the last week of term with the MAT. Children who are attending either of the MAT schools attend their new school for the last week of term. Children who are attending any of the other secondary schools spend the week with the other primaries in the MAT so that they can meet other children who they will be with in September.

**Mainstream School to Specialist School Provision:**

For some children we also support them through the transition from mainstream school to a specialist provision school. We liaise closely with the specialist school and often they will send a member of their staff to observe the provision in place for the child and they will talk to the class teacher, LSAs and Inclusion Manager about the child's needs. Also, if the specialist school allows it, we arrange a couple of mornings or afternoons when the child, along with their SEND LSA, attend sessions at their new school so that they become familiar with their new learning environment.

In order to prepare for adult life, children's learning is scaffolded by good quality adult and peer interactions, which promotes independence and self-help skills.



**Wellbeing and Pastoral support**




**Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying:**

All pupils are supported by the school's Anti-bullying and Behaviour policy, details of which can be found on the school website.

We provide a safe and supportive environment, in which children have access to a range of teaching and learning strategies to suit their needs. Staff are good at observing any changes in children's emotional and social development and interventions are put in place to support children. This may be in many forms, e.g. the nest, sensory room, sensory spaces, provision packs and lunch time club. We promote independence and resilience as a learner, without over-reliance on adult support. Children are encouraged to communicate their needs appropriately throughout the school. We encourage parents/carers to work in partnership with school, to maintain close links to help support their child throughout their learning and social and emotional development - for example, through attending meetings, Termly Learning Conferences, Open Afternoons, and talking to class teachers as and when necessary.

Also, we encourage parents/carers to maintain close communication links with the class teacher, LSAs, Phase Leader, SENCO/Inclusion Manager, Assistant Headteachers and Head Teacher as appropriate. Teachers are available by appointment both before and after school to discuss any issues.

We welcome the involvement of parents/carers in their child's education by supporting at home, using online learning facilities such as Numbots, Busy Things, Times Tables Rock Stars and with specific

	<p>events or trips. The school provides access to a dedicated Learning Mentor who offers targeted support to pupils with SEMH needs, helping them develop strategies to manage challenges, build confidence, and engage positively with learning. In addition to this the school employs a Play Psychotherapist who works with pupils who are experiencing difficulties. The views of pupils with SEND are regularly sought regarding all aspects of their life, not just their emotional and social development.</p>
 <p><b>Outside Agencies</b></p>	<p><b>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families:</b></p> <p>We work with the following agencies, specialists and medical professionals to provide support for children with SEND:</p> <ul style="list-style-type: none"> <li>● Specialists in other schools e.g. teaching schools, special schools</li> <li>● Special Educational Needs Support Service – Inclusion partner</li> <li>● Educational Psychologist Service</li> <li>● Speech and Language Therapists</li> <li>● Hearing Impairment team</li> <li>● Visual Impairment team</li> <li>● Physical and Disability Support Service</li> <li>● Autism and Sensory Support</li> <li>● Autism Outreach Team</li> <li>● Educational Welfare Officers</li> <li>● Social Care input is also available where needed.</li> <li>● Child &amp; Adolescent Mental Health Service</li> <li>● ESSET Outreach Support</li> </ul> <p>There is no guarantee that the local authority will be in a position to provide this on request but the school does everything within its power to access support. We have limited access to an Educational Psychologist who may make observations, provide reports and recommendations and meet with parents/carers as appropriate. All of the above are always invited to attend One Planning meetings and Annual Review meetings if their input has been sought.</p> <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.</p>
 <p><b>Clubs and Trips</b></p>	<p><b>How children with SEND are enabled to have access to facilities and extra-curricular activities available to all children in the school:</b></p> <p>All pupils are actively encouraged to participate in all aspects of school life, both on and off site; this includes being encouraged to take part in sports day, school competitions, school assemblies and performances, school visits, the year 6 annual residential trip and many other activities.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. Ambassadors, School council, Year 6 leadership jobs etc.</p> <p>We welcome parent/carer/ relative involvement in all activities which will further support inclusion for all.</p> <p>Appropriate adaptations have been made to accommodate individual needs to enable them to participate in all aspects of school life.</p> <p>Training, when appropriate, is arranged for members of staff, so that children are able to access extra-curricular activities.</p> <p>Children are not excluded from activities on the basis of their SEND.</p>
 <p><b>Additional Information</b></p>	<p><b>Additional information:</b></p> <p>Special Needs pupils who are entitled to the Pupil Premium Grant will receive support as appropriate and this is detailed on the school website.</p> <p>The SEND budget is used to partly fund the deployment of LSAs, equipment and resources. It also covers the cost of training for LSAs and teachers.</p> <p>The Governing Body has a contingent of Parent Governors, they also have an assigned school governor with SEND responsibility, who is Mrs Brettel. The Governing Body as a whole regularly seeks views of parents/carers and pupils through school surveys and through conversations and discussions.</p>



**Looked after and previously looked after children**

Mrs Arnould, our Designated Safeguarding Lead, will work with Mrs Thurgood, our Inclusion Manager, to make sure that all teachers understand how a looked-after or previously looked-after pupil'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 pupils 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.

**Concerns / Complaints**

**Arrangements for handling complaints from parents/carer of children with SEND about the provision made at the school:**

The school has a thorough complaints policy which can be found on our school website at:

[Pear Tree Mead Academy - Policies](#)

Parents should always speak to the classteacher in the first case and then there is staff information page on the website that shows parents who else they can talk to.

[Pear Tree Mead Academy - Meet The Team](#)



**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](mailto: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](http://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/>

For the most up to date information on support services visit: [Essex County Council: Special](#)



Feedback

*"Staff have gone way above and beyond for both my children, I can't thank them enough"*

*"We are so pleased we chose Pear Tree Mead for our daughter, the staff are so supportive, they understand our child well and recognise her individual needs."*

*"We are pleased with the progress our child is making and appreciate the support provided by the school."*



Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with 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 pupil'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 pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority 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
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – 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 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

