



SEN Newsletter November 2025

Message from the Special Educational Needs Co-Ordinator (SENCo)

Welcome back, I hope you all enjoyed the half term break.

This is the second SEN newsletter which is aimed at providing general information about Special Educational Needs for parents and to provide further community signposting and support.

Any feedback regarding what goes into the newsletter or on any services parents have accessed from reading this would be greatly appreciated. Please email any feedback you have to my email address below.

Warmest Regards,
Mrs Cunningham
hcunningham@brierley.cheshire.sch.uk



SEN at Brierley – What is the SEN register?

The SEN (Special Educational Needs) register is a school record of students who require additional support that is different from or additional to the standard provision to help them make good progress. Children are placed on the register if they have a learning difficulty or disability that requires special educational provision, which is determined through a "graduated approach" of assessing, planning, doing, and reviewing support. This support is not dependent on a formal diagnosis and can be temporary or long-term, covering areas like communication, cognition, social-emotional needs, or physical/sensory difficulties.

How do I know if my child is on the SEN register?

Your child's class teacher will have a discussion with you if they feel your child would benefit from SEN support. If your child is already receiving SEN support, you will receive termly copies of your child's SEN support plan which details the additional provision and support in place. This support and provision is reviewed on a termly basis (sometimes more if necessary) and this is known as the graduated approach: Assess, Plan, Do, Review.

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- **Assess:** Teachers and support staff will observe the child and gather data.
- **Plan:** Based on the assessment, the school will plan specific interventions and implement more tailor-made support.
- **Do:** The planned support is put into place.
- **Review:** The school will review the effectiveness of the support to see if the child is making progress.

How does this look on a SEN support plan?

Plan Do Review 1 – This tells you what cycle of the plan do review your child is on					
Start Date				Review Date	
Outcomes (Long term)	These are long term targets that school hope your child to achieve. They are personal, individual targets and will be achieved over the course of a longer period following the support from the plan, do reviews.				
Assess	Plan			Do	Review
Area of Need (e.g. Cognition and Learning)	Current Baseline	SMART Targets	Advised by ... e.g. SALT, CEAT, EY&C Team	Interventions / Strategies What/who/where/when/how often?	Impact / progress
The four broad areas of need are Cognition and learning, Emotional. Social and mental health, Communication and Interaction and Physical and/or sensory Class teachers will identify the area of need in this column.	Teachers will identify the child's starting point through data and observation. They may use the previous year's review information for this too if available. This section tells you where the child is at before the support/provision is implemented.	SMART stands for 'Specific, Measurable, Achievable, Relevant, and Time-bound' Your child's class teacher will set SMART targets for your child which they see as achievable following the provision and support. The targets set will be individual and personalised.	If school have sought wider professional advice and support for your child's provision, they will include this in this column. Support can vary from Health Visitors, Educational Psychologists and Speech and Language Therapists. It may be no further support is needed, and the support is advised from Class Teacher who knows your child best, or from the SENCo.	This column will detail the additional support and interventions that are being put in place for your child. The support in this section will come from both school and home. For example, school may put certain interventions in place to support with reading however they may request that parents read regularly at home with their child too.	This section is used when class teacher is reviewing the effectiveness of the provision in place against the child's SMART targets. This section will help Class Teacher to decide 'what next?' in supporting your child.

Jargon Buster!

If you are a parent of a child with special educational needs, you will certainly hear a lot of acronyms used by wider professionals that may not make any sense to you at all! Below is a list of acronyms you may have heard in Cheshire East, and their meanings.

ACE – Adverse Childhood Experience
ADD – Attention Deficit Disorder
ADHD – Attention Deficit Hyperactivity Disorder
AfL – Assessment for Learning
ASC – Autistic Spectrum Condition (Known now as just 'Autism')
ASD – Autistic Spectrum Disorder (Known now as just 'Autism')
BSL – British Sign Language
CAMHS – Child and Adolescent Mental Health Services
CCP – Consultant Community Paediatrician
CEAT – Cheshire East Autism Team
CEAIS – Cheshire East Information and Advice and Support
C&F Act – Children & Families Act 2014
C&I – Communication and Interaction
C&L – Cognition and Learning
CoP – Code of Practice (2015)
CYP – Children and Young People
DfE – Department for Education
DLA – Disability Living Allowance
DLD – Developmental Language Disorder

EAL – English as an Additional Language
EBD – Emotional and Behavioural Difficulties
EBSA – Emotional Based School Avoidance
EHCNA – Education, Health & Care Needs Assessment
ELSA – Emotional Literacy Support Assistant
EP – Educational Psychologist
EqA or EQA – The Equality Act 2010
EWO – Education Welfare Officer
EY – Early Years
EYFS – Early Years Foundation Stage
FE – Further Education
FSM – Free School Meals
FSW – Family Support Worker
GDD – Global Development Delay
GLD – Global Learning Delay
HI – Hearing Impairment
HLTA – Higher Level Teaching Assistant
HV – Health Visitor
IEP – Individual Education Plan
INSET – In-Service Education and Training
IRP – Independent Review Panel
LA – Local Authority
LAC – Looked After Children

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MLD – Moderate learning difficulties
NC – National Curriculum
OCD – Obsessive Compulsive Disorder
ODD – Oppositional Defiance Disorder
OT – Occupational Therapist
PD – Physical Disability
PDA – Pathological Demand Avoidance
PfA – Preparation for Adulthood
PMLD – Profound and Multiple Learning Difficulties.
PP – pupil premium
PR – Parental Responsibility
PRU – Pupil Referral Unit
PSHE – personal, social and health education
SaLT – Speech and Language Therapist
SDQ – Strengths and Difficulties Questionnaire
SEND – Special Educational Needs and Disabilities
SEN – Special Educational Needs
S&L – Speech and Language
SLD – Severe Learning Difficulties
SENCO – Special Educational Needs Co-Ordinator

SEMH – Social Emotional and Mental Health Needs
SLCN – Speech, Language and Communication Needs
SLD – Severe Learning Difficulties
SLT – School Leadership Team
SM – Selective Mutism
S&PN – Sensory and/or Physical Needs
SPLD – Specific Learning Difficulty
SW – Social Worker
TA – Teaching Assistant
VI – Visual Impairment
YP – Young People

Visyon –A charity that offers free mental health support to families across Cheshire East

Live Parent Webinar: Supporting a Young Person with Anxiety
19th November 2025 6pm – 7.30pm.

This webinar is free for parents to access. Please sign up using the link below.
<https://www.visyon.org.uk/parentwebinars>



The Solihull Approach model

The Solihull Approach has a long history of transforming lives by strengthening relationships and emotional wellbeing. Developed by Dr Hazel Douglas MBE and a team of NHS practitioners in Solihull's Child and Adolescent Mental Health Services (CAMHS), the model was born from a need to bridge psychological theory with everyday practice, creating a practical, compassionate framework for supporting families and professionals

A model rooted in the NHS

The Solihull Approach was created within the NHS, and its foundations remain firmly grounded in public health values. It integrates key psychological and psychoanalytic theories — containment, reciprocity and behaviour — into a simple yet powerful model that supports emotional development and relational health. Its core principles are:

- Understanding behaviour as communication
- Understanding relationships as the foundation for development
- Promoting emotional containment
- Fostering reflective practice
- Building resilience through connection

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The Solihull Approach team is now **'Togetherness'**. Their website includes FREE training and online support for parents. Once you register yourself online through the website, you can access the following training courses – all free!

- Understanding pregnancy, labour, birth and your baby
- Understanding pregnancy, labour, birth and your baby: for women couples
- Understanding your baby
- Understanding your preterm or sick baby in hospital
- Understanding your preterm or sick baby now you're home
- Understanding your child: from toddler to teenager
- Understanding your child with additional needs
- Understanding your child's feelings (a taster course)
- Understanding your child's mental health and wellbeing
- Understanding the impact of the pandemic on your child
- Understanding your teenager's brain
- Moving up to secondary school for children with additional needs
- Understanding the impact of the pandemic on your teenager
- Understanding your brain (for teenagers only!)
- Understanding your feelings (for teenagers only!)
- Understanding your relationships
- Understanding your own trauma

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<https://togetherness.co.uk/pathway-library/>

To access the courses on the previous page, click on the blue button once you have accessed the website (link above).

How to access

Our pathways are for everyone. Thanks to a passionate network of sponsoring partners, much of our content is prepaid. You can find out what is free for you by using our quick and easy checker tool:

Find out if you are in a free area

Then put your email and post code in and click 'Check eligibility'. You will then be able to create a free account and access the courses.

Free Access Checker

Find out in just a few seconds if you're in a pre-paid area and gain free access to our courses.

We ask for your email address to check whether you already have an account. To ensure your privacy, this data is not shared or used for any mailing lists.

Email address

Postcode

Check eligibility

Special Educational Needs and Disability (SEND) – drop-in sessions in Cheshire East Support, signposting and guidance.

November

Tuesday 4th November 9.30-11.30am – Nantwich children's center (appts only)

Tuesday 4th November 10-11.30am Oakenclough Little Stars (drop in)

Monday 10th November 9-11am – Ash Grove Family hub (appts only)

Wed 12th November 1.30-2.30pm -Alsager Library (drop in)

Thurs 20th November 9.30-11.30am -Monks Coppenhall SEND hub (appts only)



Special Educational Needs and Disability (SEND) – drop-in sessions in Cheshire East Support, signposting and guidance.

December

Tues 2nd December 9.30-11.30am Nantwich children's centre (appts only)

Friday 5th December – 9-11am – Knutsford Family hub (drop in)

Monday 8th December 9-11am Ash Grove Family Hub (drop in)

Wed 17th December 1.30-2.30pm Alsager Library (drop in)

Thurs 18th December 9.30-11.30am Monks Coppenhall (appts only)





Contact details for Family Hubs

Alsager Library, Alsager ST7 2QH

Ash Grove Family Hub, Macclesfield SK11 7TD Tel:

01625 374484

Congleton Family Hub, Congleton CW12 3AH Tel: 01260

371061

Knutsford Family Hub, Manor Park North Knutsford

WA16 8DB

Monks Coppenhall SEND Centre of Excellence, Crewe

CW1 4LY Tel: 01270 371240

Nantwich Children's Centre, Nantwich CW5 5GX Tel:

01270 371240

Oakenclough Family Hub, Wilmslow SK9 2PZ Tel: 01625

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