

Special educational needs (SEN) information report

Stapleford Community Primary School



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Contents

Contents.....	3
1. What types of SEN does the school provide for?	4
2. Which staff will support my child, and what training have they had?	4
3. What should I do if I think my child has SEN?	6
4. How will the school know if my child needs SEN support?	6
5. How will the school measure my child's progress?	7
6. How are the Governors involved in the provision of SEND and what are their responsibilities?	7
7. How do teachers match the curriculum to an individual child's needs?	8
8. How is the decision made about what type and how much support my child will receive?	8
9. The school judges whether the support has had an impact by.....	9
10. Our school's offer.....	10
11. How will I be involved in decisions made about my child's education?.....	10
12. How will you help me to support my child's learning?	10
13. How will my child be involved in decisions made about their education?	11
14. What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?	11
15. How does the school manage the administration of medicines and personal care?	11
16. How will the school adapt its teaching for my child?	12
17. How will the school evaluate whether the support in place is helping my child?	12
18. What specialist services and expertise are available at or accessed by the school?	13
19. How will the schools resources be secured for my child?	Error! Bookmark not defined.
20. How will the school prepare and support my child when joining the school or transferring to a new school?	13
21. How are parents involved in school life?.....	13
22. Who should I contact if I am considering whether my child should join the school?.....	13
23. What support is available for me and my family?.....	13
24. Glossary.....	14

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 SEND 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 <https://staplefordprimary.org/>

You can ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment disorder (AD)
	Anxiety and mental health difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

At Stapleford Community Primary School, the class teacher will meet parents at least on a termly basis to discuss your child's needs, support and progress.

If further information is needed, the Inclusion Team are able to help. These are:

Mrs Laura Rawlings – Headteacher
 Mrs Jayne Hore - Deputy Headteacher and Pupil Premium lead
 Mr Lloyd Douglas – SENDCo
 Mrs Maggie Webb – SEND Support
 Mr Martin Brown - SEND Governor

Our special educational needs and disabilities co-ordinator, or SENDCo

Our SENCO is Lloyd Douglas.

He has 7 years' experience in this role and has worked as SENDCo at Stapleford since 2021, while also working as SENDCo at another school. He is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2018. He has also had training in a number of areas including ELKLAN, ASD, Dyslexia and Literacy Difficulties.

He is allocated 2 days a week to manage SEN provision.

SEND Support

Our SEND Support is Maggie Webb

She started in this role in 2023 and has a number of years experience as a class teacher at Stapleford. She has undergone training in being a SEND Specialist Teacher and is continuing to train in a number of areas.

Class teachers

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

Teaching assistants (TAs)

We have a fantastic team of TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver teaching to classes.

We have number of teaching assistants who are trained to deliver interventions such as Sensory Circuits, Spirals, Tagtiv8, Elklan and ELSA.

External agencies and experts

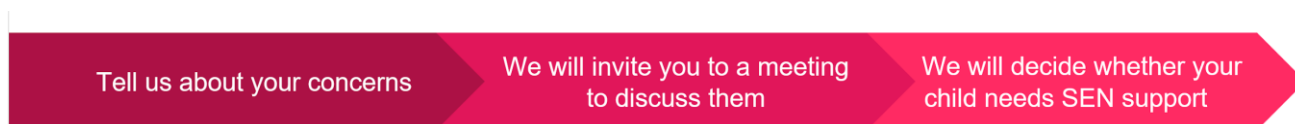
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisation

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

Talk to us – In the first instance, contact your child’s class teacher; who will arrange a meeting at the earliest, mutually convenient time to discuss any concerns. If there are still concerns, the class teacher or you can contact the SENDCo or the headteacher.

At Stapleford Community Primary School we pride ourselves on building positive relationships with parents and carers in which we are open and honest and encourage you as parents and carers to do the same with us.



If you think your child might have SEN, the first person you should tell is your child’s teacher.

You can arrange this through the office or through a discussion with the class teacher at drop off/pick up.

They will complete a SEND Concern form and pass this on to our SENDCo, who will be in touch to discuss your concerns.

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?

‘The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.’ SEND Code of Practice 2015 (6:14, p94)

According to the SEND Code of Practice 2015, there are four broad areas of SEND:

- Cognition and Learning (CL)
- Communication and Interaction (CI)
- Social, Emotional and Mental Health (SEMH)
- Physical and Sensory (PS)

For more information on these four areas of SEND, please refer to our Schools SEND Policy on our website: www.staplefordprimaryschool.org.

With these four areas of SEND in mind, at Stapleford children are identified as having a SEND through a variety of ways including the following:-

- child performing below that expected for their age identified between class teachers and a member of the leadership team where progress data is discussed,
- concern raised by parents,

- concerns raised by the teacher, for example, behaviour or self-esteem is affecting performance,
- liaison with external agencies e.g. Specialist SEND Services, the School Nursing Team or Speech and Language Specialist
- health diagnosis through a paediatrician,
- liaison with previous school or setting, if applicable.

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

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

The SENDCo may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. 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 SENDCo 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.

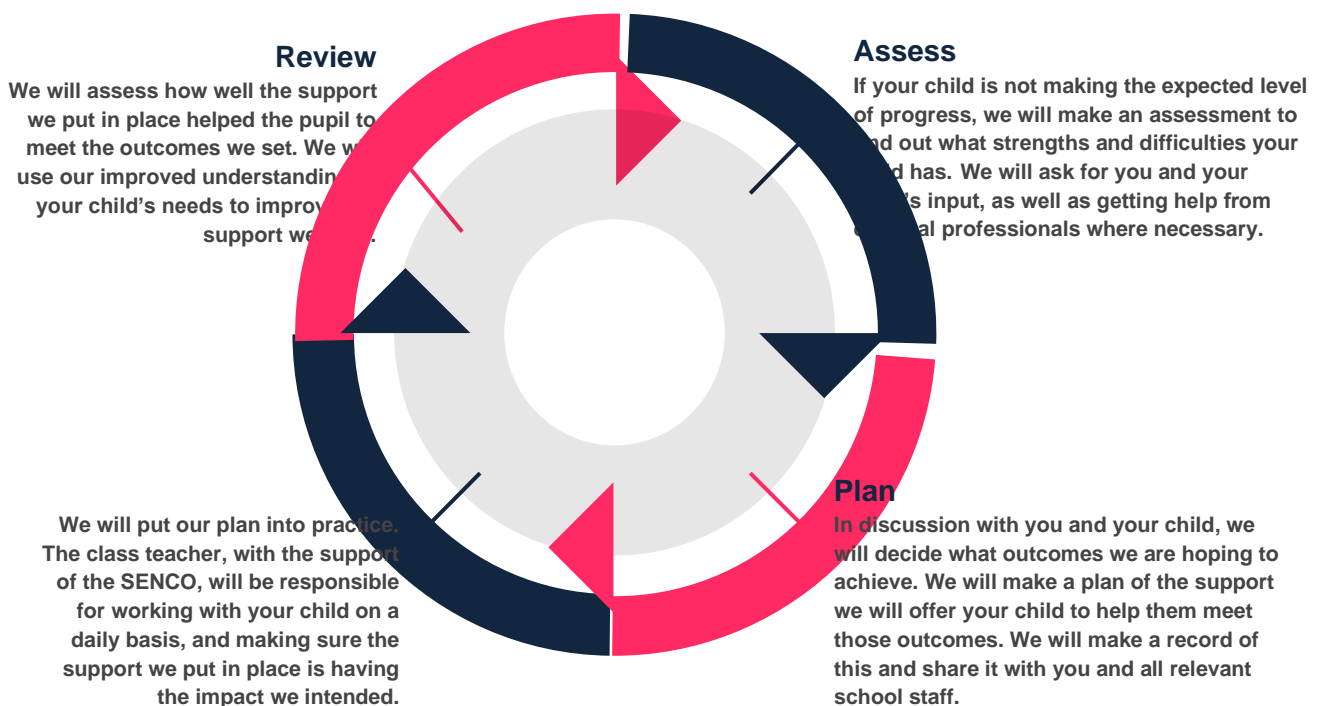
Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCo will work with the class teacher and you to create a SEN support plan for them which will take the form of our Assess, Plan, Do, Review (APDR) process.

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

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



A detailed description of the support we are able to offer is in our SEND Policy, along with an 'Easy Read' outlining the main points. The following points are intended to provide you with a brief overview. If you would like a copy of our SEND Policy please ask at the School Office or look on our website at www.staplefordprimaryschool.org

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. A SEND Support Journey will be created to follow the support your child is receiving and evaluate the success of any interventions. This will take the form of a Communication Passport in the first instance followed by an Assess, Plan, Do, Review (APDR) if further support is needed. This is an ongoing document but is shared with parents/carers termly.
- Our SENDCo oversees all support and progress of any child requiring additional help across the school.
- There may be a teaching assistant working with your child either individually or as part of a group if the class teacher sees this as necessary. Information on these sessions will be explained to parents/carers and the child when the support starts.
- We have staff trained to run a number of specific interventions including Accelerate/Accelwrite, Boosting Reading Potential, First Class @ Number, Talking Partners, Enhanced Rehearsal Technique (ERT), Rockerbox, Spirals, Sensory Circuits, Tagtivate, ELSA and ELKLAN.
- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including formative assessments (teacher judgement) and some standardised tests such as GL assessments as appropriate.
- Children who are not making expected progress are identified through the termly Pupil Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

If a child is on the SEND Register and their SEND Support Journey is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. At these meetings, both yours and your child's voice will be recorded so we incorporate all views into a child's journey of support.

6. How are the Governors involved in the provision of SEND and what are their responsibilities?

- The SENDCo reports to the Governors every term to inform them about the progress of children with SEND through a SEND Monitoring Report. This report does not refer to individual children and confidentiality is maintained at all times.
- Martin Brown is responsible for SEND and upon meeting with the SENDCo, reports to the Governing Body to keep them informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

7. How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there may be three different levels of work set for the class, however on occasions this can be individually differentiated for a specific child.

- The benefit of this type of differentiation is that all children can access a lesson and learn at a pitch suitable for them.
- Resources are used to tackle all learning styles and eliminate any barriers to learning a child may have. These are accessible to the whole class.

The Teaching and Learning Policy outlines how work is differentiated and more information on how we at Stapleford provide both enriching and achievable learning for all our children. Please ask for a copy from the school office or alternatively find it on our website www.staplefordprimaryschool.org

8. How is the decision made about what type and how much support my child will receive?

During pupil progress meetings, the class teacher and the SENDCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential. This is then communicated with you through Parent Consultations and a SEND Support Journey will be created or updated to track the child's progress.

9. The school judges whether the support has had an impact by...

- reviewing children's targets termly on APDRs and ensuring they are being met. Parents/carers will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent/carer and the child's view will be added,
- seeing whether the child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by Class Teachers, a member of the SEND team and the Senior Leadership Team,
- using verbal or written feedback from the teacher, parent and pupil,
- reviewing and editing the Special Educational Needs register based on progress. This discussion will be had with parents/carers and an overall decision made with the child's best interest in mind.
- The SENDCo will analyse the impact of interventions termly across both KS1 and KS2.

10. Our school's offer...

We are very lucky here at Stapleford Primary School as we have skilled TAs who are both trained in a number of interventions and are passionate to deliver them. We also practise Dyslexia friendly classrooms to ensure that all of the children are able to access the work. Here is an overview of available interventions here at Stapleford Community Primary School.

Enhanced Rehearsal Technique (ERT) - This is a quick fire intervention delivered once, sometimes twice daily designed for children who struggle to retain phonics and need 'sight word' strategies. The style can be adapted to any words including days of the week or reading numbers.

Boosting Reading Potential (BRP) - A reading programme designed to improve both reading fluency and comprehension.

Daily reading - This is where a child will read 1-1 with an adult once, maybe twice every day. The impact of daily reading can be huge and a great use of time.

Talking Partners - This intervention is designed to enhance speaking and listening skills in the classroom by

linking sessions to the English lessons that happen in the classroom. It is a language enhancement which also helps to develop children's writing.

First Class @ Number - This Maths intervention covers number, place value, addition and subtraction and multiplication and division. It is aimed at children who are working towards age related expectations in Maths and is a 45 mins extra Maths lesson 3 times a week.

Success @ Arithmetic - Similarly to First Class @ Number, these structured extra Maths sessions are 45 minutes 3 times a week and are run in addition to regular Maths sessions. These sessions focus on the number system & fluency with arithmetic facts and is usually available to Y5 and Y6.

Rockerbox - Rockerbox News is a non-fiction literacy improvement tool, designed to help children achieve the national curriculum aims for English. Through inspiring non-fiction content that's age appropriate, no matter a pupil's working-at level, Rockerbox News helps every young learner to excel in reading.

Spirals - The SPIRALS language book contains a wealth of effective ideas for activities to support good practice to develop children's speech, language and communication development.

Tagtiv8 - Active Learning with Tagtiv8 works and plays with all children – from EYFS/kindergarten through the primary/elementary phases. Tagtiv8 engage even the most reluctant of learners. Session plans are easy to follow and adapt to your curriculum.

Sensory Circuits - The Sensory Circuit provides a sequence of activities done repeatedly to provide the child with the right type of sensory input in order to calm and organise them for the day ahead ready for learning to occur.

ELSA - An ELSA in a school is an Emotional Literacy Support Assistant. Examples of things covered to support children are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

ELKLAN - Elklan offers a comprehensive range of speech, language and communication strategies to support children in school.

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

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at Parent Consultations.
- You are also welcome to make an appointment at any time to meet with your class teacher and discuss how your child is getting on.
- Parent Consultation sessions with SENDCo

We will also provide termly APDR reports on your child's progress. Your child's class teacher will meet with you to discuss these each term where they will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support or if requested.

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.

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance.

12. How will you help me to support my child's learning?

- The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home/school communication book which will be brought home daily by your child so that comments from parents and teacher can be shared.
- Through discussion of the child's Support Journey. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress with the class teacher, 1:1 adult if appropriate, SENDCo, headteacher and any external services involved with that child will be invited.
- Recommendations from external agencies e.g. a Speech and Language Therapist, Specialist SEND Services, Occupational Therapist will be shared with you so that strategies can be implemented at home and school and are consistent for the child.
- We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.

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

At Stapleford we value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.

- Children who have SEND Support Journeys discuss their targets with their class teacher where appropriate. Their views are then recorded termly.
- If your child has an Education, Health Care Plan (EHCP) their views will be sought at the review stage, if appropriate.

14. What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable

pupils are known to staff.

- The school entrances are staffed with adults who greet and welcome pupils and their families each morning. Teachers are also present on the playground to talk to the children and parents before they enter the classroom. This ensures a smooth transition between home and school each day.
- For children who reach heightened states of emotions and need a specific personalised approach, a Risk Reduction Plan (RRP) is written along with class teacher, SENDCo and parents to ensure a consistent, successful approach is used with that child. These are kept in a confidential area accessible to all staff.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Special Educational Needs and Disability Services (SENDSS).

15. How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day.
- Staff have regular training regarding conditions and medication affecting individual children.
- If a child requires personal hygiene care this will be managed through an Individual Care Plan.

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

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there may be three different levels of work set for the class, however on occasions this can be individually differentiated for a specific child.
- The benefit of this type of differentiation is that all children can access a lesson and learn at a pitch suitable for them.
- Resources are used to tackle all learning styles and eliminate any barriers to learning a child may have. These are accessible to the whole class.

The Teaching and Learning Policy outlines how work is differentiated and more information on how we at Stapleford provide both enriching and achievable learning for all our children. Please ask for a copy from the school office or alternatively find it on our website www.staplefordprimaryschool.org

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis.
- Teaching assistants will support pupils in small groups.

17. How will the school evaluate whether the support in place is helping my child?

During pupil progress meetings, the class teacher and the SENDCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential. This is then communicated with you through Parent Consultations and a SEND Support Journey will be created or updated to track the child's progress.

The school judges whether the support has had an impact by...

- reviewing children's targets termly on APDRs and ensuring they are being met. Parents/carers will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent/carer and the child's view will be added,
- seeing whether the child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by Class Teachers, a member of the SEND team and the Senior Leadership Team,
- using verbal or written feedback from the teacher, parent and pupil,
- reviewing and editing the Special Educational Needs register based on progress. This discussion will be had with parents/carers and an overall decision made with the child's best interest in mind.
- the SENDCo will analyse the impact of interventions termly across both KS1 and KS2.

18. What specialist services and expertise are available at or accessed by the school?

- The *Children and Families Bill* became law in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

For details of all the services available in our local area for children with SEND, please go to:

www.cambridgeshire.gov.uk/SEND

- We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, Family Worker, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Early Support Worker, Educational Psychologist, the Special Educational Needs and Disability Services (SENDSS), the SEND Specialist Teaching Team, the Child and Adolescent Mental Health Service (CAMHS) and Social Care.

19. How will the schools 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 by submitting an Education Health Care Needs Assessment (EHCNA).

20. How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- For children with SEND we may facilitate a phased transition to help your child become familiar with their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we liaise with that school to arrange visits for them and transition activities.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health Care Plan (EHCP) and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

21. How are parents involved in school life?

- We have a very active PTA who arrange many wonderful events for the school including the disco and gift and summer fairs.
- Parents are also welcome to help out as volunteers, for example, listening to readers.
- For children with SEND, parents/carers are often invited to help support their child on a school trip.
- Parents are also invited to regular class assemblies and concerts.

22. Who should I contact if I am considering whether my child should join the school?

- Contact the School Office, to arrange a meeting and tour of the school. Miss Macdonald or Miss Watson-Labib will be more than happy to help you
- If your child has SEND you could contact the Headteacher or SENCo who will discuss how the school could meet your child's needs.
- Parents should contact the Local Authority for the formal procedures for Admission. Contact the Admissions Team on 0345 045 1370 or email admissions@cambridgeshire.gov.uk.

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

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

To see what support is available to you locally, have a look at Cambridgeshire County Councils local offer. Cambridgeshire County Council publishes information about the local offer on their website:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=0>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q

Local charities that offer information and support to families of children with SEND are:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=4>

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

24. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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 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 SEND
- **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 which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. 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
- **SENDCo** – 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 which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages