

# Special educational needs (SEN) information report

## St. Francis Catholic Primary School



### The Mission of St Francis Primary School

'A community growing in love for  
learning and life rooted in God's love'.

Approved by: Governing  
Body

Date: 29<sup>th</sup> February 2024

Last reviewed on: February 2024

Next review due by: February 2025

The aim of this information report is to explain how we implement our SEND policy. We want to show you how SEND support works in our school. If you want to know more about our arrangements with regards to SEND, read our SEND policy. You can find it on our website:

<https://www.st-francis.kent.sch.uk/>

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

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

## What types of SEN does the school provide for?

At St Francis Primary School we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to giving all our children every opportunity to achieve the highest of standards.

Our school provides for pupils with the following needs:

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

We currently meet the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Speech, Language and Communication, Social, Emotional and

Mental Health and Autism. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate or disadvantage disabled children or those with special educational needs.

## **Which staff will support my child, and what training have they had?**

Our Inclusion Manager is Mrs Denise Frost

Mrs Frost is a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination in 2021

Our SENCO is Mrs Sarah Neill

Mrs Neill is a qualified teacher and she is currently working towards achieving the National Award in Special Educational Needs Co-ordination.

Mrs Neill works Monday, Tuesday, Wednesday and Mrs Frost Wednesday, Thursday, Friday each week to manage SEN provision.

### **Class teachers**

All of our teachers receive in-house SEN training, and are supported by the Inclusion Manager and SENCO to meet the needs of pupils who have SEN. We are committed to developing the on-going expertise of all our staff. Both in-house and external training opportunities are provided for all staff to enhance their skills and knowledge in the delivery of our universal offer, evidence-based interventions and in areas of specific SEN need, including social, emotional and mental health needs.

### **Teaching assistants (TAs)**

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver a range of interventions to support children's academic, social and emotional progress including, Sensory Circuits, Lego Therapy, NELI, Speech Link and ELSA.

### **Supporting Members of our Team**

These also include a Play Therapist, Thrive Practitioner and Dyslexia Specialist.

We also have a Family Liaison Officer (FLO) who undergoes continuing professional development to enhance her understanding of issues and challenges that may impact on families and children's wellbeing.

### **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 organisations
- Art Therapist

## 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
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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, Mrs Frost and Mrs Neill who will be in touch to discuss your concerns.

You can also contact the SENCO directly at [SEN@stfranciscatholicprimary.com](mailto:SEN@stfranciscatholicprimary.com).

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.

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

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

The SEND Code of Practice 2015 states that a child has SEND if they have a learning difficulty or disability which calls for special education provision to be made for them which is different or additional to that given to their peers.

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age;
- or

- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age within a mainstream school.

At St. Francis Primary School we assess the needs of all pupils at the earliest possible opportunity to ensure the early identification of any SEND and to ensure all children make good progress.

A range of criteria is taken into consideration when identifying SEN, including:

- The child's early history
- Medical diagnoses which may impact learning
- Parental concern
- Low entry profile
- Attainment in the National Curriculum which is significantly lower than the expected for their age
- A lack of progress despite access to high quality teaching and a differentiated curriculum
- Requiring greater attention in class due to behavioural or learning difficulties
- Requiring specialist material or equipment or support for sensory or physical challenges

We monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g., Year 1 Phonics screening, Speech Link, Language Link, spelling age, reading age tests, Pixl. Assessments and SATS.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to work towards catching up. Examples of extra support are: targeted intervention for maths, phonics, reading comprehension, writing, handwriting, social and emotional wellbeing, fine or gross motor skills, sensory circuits, speech and language.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At St. Francis Primary School we are experienced in using the following assessment tools

- Lucid Cops and Lucid Lass for identifying strengths and weaknesses in learning and possible indicators of dyslexia
- Infant / Junior Language Link for evaluating the development and understanding of language
- Speech Link for the evaluation of speech sound production
- Language for learning screening
- Leuven Scales for wellbeing and involvement
- The Boxall Profile for Social, emotional and behavioural development
- Curtis Scale diagnostic and developmental assessment of emotional / social wellbeing
- Ravens Matrices IQ Test for evaluation of non-verbal ability

- BPVS (British Picture Vocabulary Scale for evaluation of receptive vocabulary)
- Sensory circuit checklist
- Social, communication and interaction scale
- Expressive vocabulary test

We also have access to external advisors such as the specialist teaching and learning service, educational psychologist, physiotherapy, speech and language therapy, occupational therapy, school nurse, art therapy, play therapy, ELSA, Thrive, early help services and social services who are able to use more specialist assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and alternative approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress with it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources they will no longer be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

All teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches and adaptations to be used.

### **Consulting and Involving Pupils and Parents**

All parents of pupils at St. Francis Primary School are invited to discuss the progress of their children on three occasions during the year. They receive a written report at the end of the year.

We will have an early discussion with the pupil and their parents when identifying whether they need special education provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parent's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with the parent. We will notify parents when it is decided that a pupil will receive SEN support.

In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help the catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special

educational need. All such provision will be recorded, tracked and evaluated on a Provision Map and will be shared with parents.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special education needs because special educational provision over and above our universal offer is being made and the parent will be invited to all planning and reviews of the provision. Parents will be actively supported to contribute to assessment, planning and review.

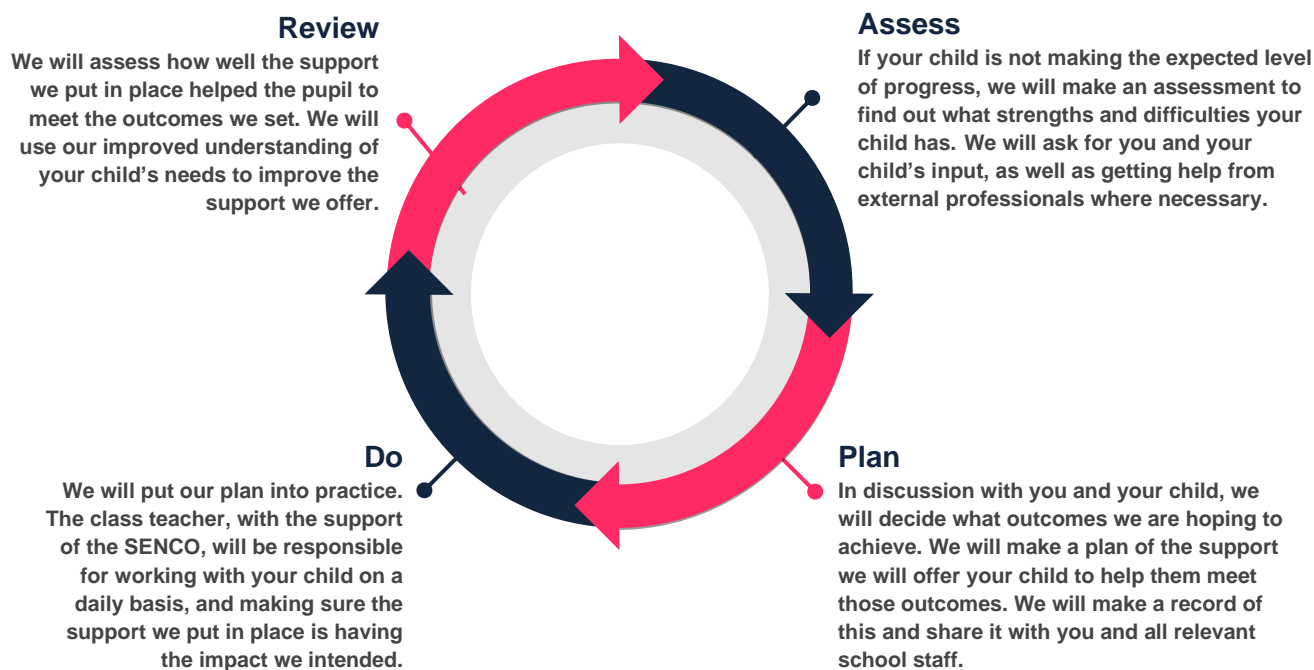
Parents of pupils with an Education, Health and Care Plan, will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil, all information will be made accessible for parents / carers.

When a pupil has been identified to have special educational needs, they will be consulted about and involved in the arrangements made for them as part of person-centred planning (where appropriate). Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. Pupils' views are sought for Annual Reviews of EHCP's, Pupil views are included as part of learning walks and ongoing monitoring of teaching and learning. Self-assessment is encouraged as an integral part of pupil learning.

## 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**.



The class teacher will work with the Inclusion Manager and SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

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.

## **How will I be involved in decisions made about my child's education?**

We will provide a written report on your child's progress at the end of each academic year.

You will have the opportunity to meet with your child's class teacher three times per academic year, to:

- 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 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.

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

## **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 2 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 presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## **How will the school adapt its teaching for my child?**

High quality teaching, with scaffolded access and differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2015, 6.37).

At St. Francis Primary school we follow the Mainstream Core Standards,

<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g., one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages, these are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

Where a child requires further support, the school uses the graduated approach to plan and deliver appropriate interventions for the child. We use a tiered approach to support:

### **Wave 1**

- Inclusive, high-quality teaching for all

- Appropriately differentiated curriculum
- Reasonable adjustments to the classroom environment

**Wave 2:** Wave 1 plus:

- Additional interventions designed to accelerate progress
- Targeted and time limited interventions. Planned by teachers to help children ‘catch-up’ and close gaps in knowledge

**Wave 3:** Wave 1 plus:

- Structured intervention programmes tailored to a child’s individual needs which may be designed in conjunction with specialist services

These interventions are closely monitored and are adapted regularly to reflect children’s progress and evolving areas of need. The Inclusion Manager / SENCO oversee all additional support.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Comic Strips Talk about Social Skills Talk about Self Esteem Zones of Regulation Anxiety Gremlins Lego Therapy Emotional Check-ins Mentoring
	Speech and language difficulties	Speech and language therapy Speech Link Language Link Phonological Awareness Programme Nessy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pencil grips Literacy Gold (formerly Dyslexia)

		Gold) Lexia 1:1 session with Dyslexia Trained Teacher Assisted Technology
	Moderate learning difficulties	Pixl Interventions Booster Groups Daily Readers Lightening Squad Clever Fingers for fine motor skills development BEAM for gross motor skills development
	Severe learning difficulties	Precision teaching Colourful semantics PECS Memory Boosting Activities Adapted Curriculum Nurturing Activities
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Sensory Circuits Nurture room lunchtimes Now and Next Boards Task management Boards Widget Ear defenders
	Adverse childhood experiences and/or mental health issues	Nurture groups Art Therapy Play Therapy Thrive ELSA
<b>Sensory and/or physical</b>	Hearing impairment	Optimum position in class for need Awareness of sensory impact or everyday sounds

	Visual impairment	Limiting classroom displays Optimum seating position in class. Impact of lighting within the classroom Use of recommended background colours & font type and size
	Multi-sensory impairment	Safe spaces Calming activities Nurture activities Transition preparation Ear defenders Sensory break opportunities Help / exit indicators
	Physical impairment	Ensuring safe access to all areas Clear planning for emergency exits

These interventions are part of our contribution to Kent County Council's local offer.

## **How will the school evaluate whether the support in place is helping my child?**

St. Francis primary school has a robust self-assessment system in place which includes learning walks, lesson observations, book scrutiny and pupil voice interviews, all of which includes monitoring provision for pupils with SEN.

Interventions are discussed with the Class teacher at Pupil Progress Meetings in the presence of the Inclusion Manager / SENCO and Headteacher. Appropriate targets are set for all children and these are regularly reviewed. All interventions, and the impact of these, are monitored by the Inclusion Manager / SENCO.

Each review of the SEN support plan will be informed by the views of the pupil (where appropriate), parents, class teachers and the Inclusion Manager / SENCO and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

### **How will the school resources be secured for my child?**

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our class provision maps. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. The school applies for this top up for pupils with a level of need that cannot be met through our universal offer of through normal targeted interventions.

If the situation arises whereby a child requires specialist expertise, the school will work with the Local Inclusion Forum Team (LIFT) to identify and allocate the most suitable specialist teacher within the area. In addition to this, the school can also make referrals for support from paediatricians, speech and language therapists, mental health support, occupational therapy, school nurses and other available external support services.

We have a team of teaching assistants who are trained to deliver a range of interventions to support children's academic, social and emotional progress. Training opportunities offered to staff throughout the year will be linked to the needs of the current cohort of children.

### **How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All clubs, trips and activities offered to pupils at St. Francis Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. Parents and carers are consulted and involved in additional planning so adaptations can be made to allow participation. Individual risk assessments can be put in place to support this process and specialist services may be consulted.

Please see our Accessibility Policy available on the school web site.

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

St. Francis Catholic Primary school undertake to be a fully inclusive school. The admission of pupils with a statement of Special Educational Need or Education, Health and Care Plan (EHCP) are dealt

with by a completely separate procedure. This procedure is integral to the making and maintain of statements by the pupil's home local authority. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. Before the application of oversubscription criteria, children with a Statement of Special Educational Need, who have named the school, will be admitted. As a result of this the published admissions number will be reduced accordingly.

### **How does the school support pupils with disabilities?**

The admissions process is the same for children with physical disabilities as it is for those without. The school has been modified and has an ongoing program of modification to ensure access to all areas for pupils with SEND. Teaching Assistants are employed and trained who have specific skill sets that match the needs of children. All staff receive ongoing training and professional development to enable them to support the children with SEND. Individual transition programmes are arranged for children that have already been identified as having SEND before arriving at St. Francis to ensure effective provision is in place for them and that the curriculum is adapted where necessary to take account of their needs. Risk Assessments are in place for trips to ensure they are able to participate as much as is safe to do so and additional training is provided to enable access to wrap around care. More information is available in our Accessibility Plan which is available on the school website.

### **How will the school support my child's mental health and emotional and social development?**

At St. Francis Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g., PSHE, circle time activities, assemblies and school rules and indirectly with all conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g., access to learning / behaviour mentor, counsellor or therapist, mentor time, ELSA, external referral to CYPS, time-out space for pupil to use when upset or agitated etc.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature. This will often require additional and different resources, beyond that required by pupils who do not need this support.

The school has a Family Liaison Officer (FLO) whose primary role is to work with families to ensure the wellbeing of all family members is protected and to signpost to appropriate supportive services and resources where required.

### **What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

At St. Francis Primary School we work closely with educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Transition meetings are organised for all children and where outside agencies have been involved, they are invited to attend or to provide information for the meeting.

When moving through the primary years detailed handover meetings take place when children move to a new year group, including discussions with the Inclusion Manager and the SENCO, to

ensure relevant interventions and support are in place as soon as they begin in their new year group.

We also contribute information to a pupil's onward destination by providing information to the next setting. Arrangements are made for pupils to have taster days in their chosen secondary school where they are given key information and are able to ask questions usually in a small group. Transition meetings take place between staff from both schools, supported by the Specialist Teaching and Learning Service.

### **What support is in place for looked-after and previously looked-after children with SEN?**

Miss Butler, Assistant Head will work with the Inclusion Manager Mrs Frost and Mrs Neill, our SENCO, 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 SEND. 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.

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

The normal arrangements for the treatment of complaints at St. Francis Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, the Inclusion Manager, the SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this then see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, 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. For more

information about mediation visit <https://www.globalmediation.co.uk/service/special-educational-needs-disability/>

## **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.

### **Kent Authority's Local Offer**

The local authority's 'local offer' provides information about SEND or disabilities in a single place. It intends to provide information about the support and services available for children with SEND or disabilities and their families within the local area, including useful contact details and information about children and parent's statutory entitlements. Kent's Local Offer is published on:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with the SENCO / Family Liaison Officer for support to gain the information they require.

Information, Advice and Support Kent (IASK), provides a free and confidential, information, advice and support service, for parents of a disabled child or a child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial, legally based, information and support on educational matters relating to special educational needs and disabilities, including health and social care, The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

**HELPLINE:** 03000 41 3000

**Office:** 0300 412 412

**Email:** [lask@kent.gov.uk](mailto:lask@kent.gov.uk)

**Website:** <https://www.lask.org.uk/>

### **Kent PACT (Parents and Carers Together)**

Kent PACT is a forum for parents and carers of children who have special educational needs and disabilities within the Kent local authority. It is a way to empower you as parents and enable you to have your say.

**Email:** [infor@kentpactnew2022.co.uk/](mailto:infor@kentpactnew2022.co.uk/)

**Website:** <https://kentpactnew2022.co.uk/>

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

- > [IPSEA](#)
- > [SEND family support](#)



- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 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
- › **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 which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

