

Special Educational Needs and/or Disabilities (SEND) Information report

Grangetown Primary School



Approved by:	Charlotte Mott Stephen Jackson Christina O'Hare Heather Corlett	Date: 26.1.24
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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 ask a member of staff to make a copy/send you the policy.

At Grangetown Primary, we are committed to providing all children with quality first teaching, appropriate to their individual needs. We aim to maximise opportunities for our learners with SEN(D) to achieve their full potential through support children's holistic development and removing barriers to achievement. We pride ourselves on being an inclusive school.

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.

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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 condition
	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)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

The needs of our pupils are monitored by a team of people:

<u>Miss Mott</u> Head Teacher (SENCO Award)	<u>Miss O'Hare</u> SENDCO & ARC Support Base Teacher (SENCO Award)	<u>Mr Jackson</u> Deputy Head & Behaviour Lead
<u>Mrs Corlett</u> SEND Governor	<u>Mrs Ackerley</u> Pastoral Care Manager	<u>Miss Armstrong</u> Mental Health Lead
<u>Miss Harvey</u> SEND Parent Governor	<u>Miss Bashford</u> Mental Health & Wellbeing Practitioner	

This is alongside monitoring and support from your child's class teacher.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Miss O'Hare.

Miss O'Hare has 2 years' experience in this role and has worked as a primary school teacher for 9 years. She is qualified teacher. Miss O'Hare achieved the National Award in Special Educational Needs Co-ordination in April 2022. Miss O'Hare previously shadowed Miss Mott, current Head Teacher and previous SENCO, for 3 years.

Miss O'Hare is currently studying a master's degree (MA) in Inclusion, specialising in SLD and PMLD.

Miss O'Hare is allocated 3 afternoons a week to manage SEN provision. Miss O'Hare takes part in weekly Senior Leadership Team (SLT) meetings. Miss O'Hare also takes part in pupil progress meetings.

Class/subject teachers

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

Staff have additionally had SEN training from the local authority including early childhood trauma and EBSA (Emotionally Based School Avoidance). Teaching assistants (TAs)

We have a team of 22 TAs, including 4 HLTAs. We have TAs who are trained to deliver SEN interventions such as ELSA and Thrive.

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)
- Neurodevelopment team
- Education welfare officers
- Inclusion team
- Specialist teaching service – literacy specialist, SEMH specialist & ASC specialist
- Attendance officer
- Social services and other LA-provided support services e.g. The Link
- Voluntary sector organisations e.g. Daisy Chain, MFC Foundation

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

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

Speak to your child's class teacher on the classroom door before/after school and ask for a chat. You can phone the school office and ask for a meeting with the class teacher who will get in touch. You can also speak to the class teacher during parent consultations and open afternoons.

They will pass the message on to our SENCO, Miss O'Hare, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. RGPCOHare@grangetown.steelriver.org.uk

Come along to our Parent/Carer monthly SEN drop-ins. If your concerns are centered around ASC, come along to our monthly Parent Carer Forum sessions.

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.

We may complete an 'Areas of Concern' form for some watchful waiting time whilst interventions are tried before

we decide with you that your child needs to be on SEN support.

You will be invited to attend a meeting to open a SEN file with the class teacher and/or SENCO.

You will be given a copy of a termly Individual Support Plan with targets and provision and the opportunity to share your views.

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

We pride ourselves on being an inclusive school and adapting teaching to meet the needs of all learners. If your child is requiring additional provision to others longer term and making limited progress despite targeted intervention from SEN monitoring, teachers will know SEN Support level is required.

We are mindful that children may have delayed development in different areas and for different reasons. Therefore, it is vital that we do not label children as SEND before a substantial period of individualised support, intervention and monitoring has been in place. This will allow time to accurately assess the child's needs and barriers to learning, thus ensuring the child receives the right provision for their long term personal and educational development.

To ensure provision is right for our youngest children, we have a strong focus on early identification and intervention for children in EYFS and Year 1 so that support plans are put in place at the right time.

Grangetown Primary follow the procedures created by SENCOs our Steel River Academy Trust for identification of SEN needs through SEN monitoring and adding children to a 'vulnerable learners' list.

Vulnerable learners

A vulnerable learner is a child who staff and parents/carers are concerned may have additional needs.

- Children who are on SEN monitoring and receiving intervention will be placed on the vulnerable learners list to be monitored for a minimum of 1 term to assess level of need and improvements from targeted intervention.
- Children who are identified as range 1 for cognition and learning needs will be placed on the vulnerable learners list.
- Children who are identified as range 1 in multiple areas will receive targeted interventions/additional support for a minimum of 1 term. If after this period, little or no progress is made, a meeting will be arranged by the class teacher and/or SENCO to determine whether registration on the SEND register is the appropriate next step.
- Once a child is registered on the vulnerable learner list, this will be monitored and reviewed termly, if after two terms, there is still little or no progress, the child will progress to the SEND register. Pupils must not remain on the vulnerable learner list for more than 1 year.
- During pupil progress meetings, members of SLT alongside the SENDCo, will determine whether poor progress is a result of SEND need or whether this is down to poor classroom provision and quality first teaching before agreeing to register a child as SEND.

All our class teachers are aware of the 4 areas of SEN and are on the lookout for any pupils who aren't making the expected level of progress or demonstrating age appropriateness.

If the teacher notices that a pupil is struggling, 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 support 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 SENCO, and will contact you to discuss the possibility that your child has SEN. Your child's class teacher will be in regular contact through meet and greets on the classroom door daily, parent consultations and open afternoons.

The SENCO will 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 and/or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts e.g. speech and language therapist, an educational psychologist, occupational therapist.

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

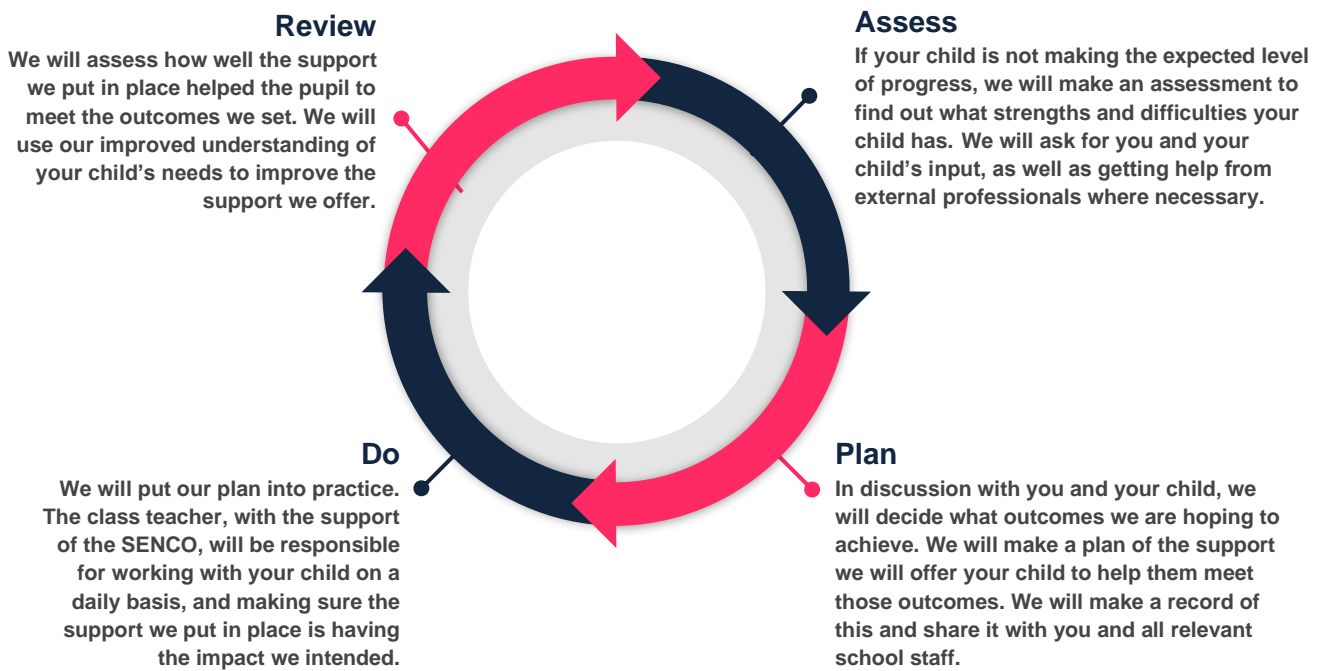
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them for additional support.

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

Children's academic attainment is measured and recorded termly. This is then discussed in pupil progress meetings. Children's progress are measured against the National Curriculum expectations.

Children's progress in other areas such as communication and interaction, SEMH, physical/sensory will be measured through observation and discussions with children. It will also be measured against outcomes from any interventions or additional support e.g. ELSA, occupational therapy/physiotherapy, work through Inside Out. 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**.



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.

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

We will provide termly reports on your child's progress in the form of a termly report card for the autumn term, spring term and a longer report in the summer term.

Your child's class teacher will provide opportunities to meet you a minimum of 6 terms a year (each half-term) through parent consultations and open afternoons 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. There may also be some multi-agency meetings to involve you as parents/carers, school and any other professionals involved with your child.

We know that you're the expert when it comes to your child's needs and aspirations. 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 e.g. Multi-agency meeting minutes, Positive Behaviour Support Plan, Individual Support Plan.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact your child's class teacher on the classroom door and ask for a chat or phone the school office to arrange a meeting.

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

The level of involvement will depend on your child's age and individual needs. We recognise that no 2 children are the same so we will decide on a case-by-case basis, with your input. We aim to involve all children in decisions as much as possible regarding decisions made about their education.

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
- › Work with a member of staff to complete a pupils views booklet e.g. EHCP annual reviews, statutory assessment initiations.

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

At Grangetown Primary, we have worked on developing our own bespoke 'Grangetown' curriculum tailored to the needs of our pupils. We have a focus on oracy across school to encourage discussion opportunities for children to access learning.

Your child's teacher(s) have responsibility and accountability for the progress and development of all the pupils in their class.

Quality first 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 and 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 e.g. by grouping of children, small group work, 1-to-1 opportunities, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Adapting our resources and staffing
- Using recommended aids, such as iPads, coloured reading overlays, visual timetables, larger font, etc.

We may also provide the following interventions:

AREA OF NEED	CONDITION	SOME EXAMPLES OF HOW WE MAY SUPPORT PUPILS IN THESE AREAS:
Communication and interaction	Autism spectrum disorder	<ul style="list-style-type: none"> • Visual timetables • Social stories • Now/next or now/next/then boards
	Speech and language difficulties	<ul style="list-style-type: none"> • Speech and language therapy • Makaton • BLAST
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<ul style="list-style-type: none"> • Writing slope • Pencil grips, specialist pencils • Coloured paper, coloured overlays • Interventions e.g. LEXIA, One minute maths, Toe-by-toe, 1:1 opportunities and small group work
	Moderate learning difficulties	<ul style="list-style-type: none"> • Following advice/recommendations from EP
	Severe learning difficulties	<ul style="list-style-type: none"> • Following advice/recommendations from EP

Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none"> • Quiet workstation • Timers • Fidget toys
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> • Interventions such as ELSA or Sunbeams/Rainbows (for bereavement) • School counselling • Therapies/interventions suggested from Inside Out e.g. work with MIND, Friendship groups, CBT • Referrals to outside agencies e.g. MFC Foundation
Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none"> • Placement in classroom. • Set up of classroom acoustics. • Following advice and suggestions from STARS Hearing Impaired Service.
	Visual impairment	<ul style="list-style-type: none"> • Limiting classroom displays
	Multi-sensory impairment	<ul style="list-style-type: none"> • Occupational therapy • Adapting tactile/sensory approaches for teaching
	Physical impairment	<ul style="list-style-type: none"> • Occupational therapy • Physiotherapy • Adaptive resources e.g. specialist chair, helmet, splints etc from health.

These interventions are part of our contribution to Redcar and Cleveland's local offer.

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

Teachers will assess whether support in place is helping your child using daily assessment for learning strategies identifying any improvements and any concerns. Support in place is reviewed termly or intervention specific e.g. ELSA/CBT 6 weeks and determined whether to cease and give the child some time to implement strategies or continue with the intervention for a longer period of time.

SLT and the SENCO will evaluate the effectiveness of support in place for children with SEN/D through weekly teaching and learning monitoring. This may be from classroom observations, learning walks or 'following a child'.

We will further evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term in pupil progress meetings
 - Reviewing the impact of interventions after completed e.g. 6 weeks for ELSA and CBT
 - Reviewing the impact of interventions after a minimum of 1 term
 - Using pupil questionnaires
 - Monitoring by the SENCO
 - Using summative assessment data to measure progress
- Holding an annual review if they have an EHCP.

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

Children on SEN support will be added to the school census and the local authority will provide funding to support additional provisions made to meet needs in school. This funding is used in a variety of ways such as to fund staffing time e.g. small group work, 1:1 opportunities, to pay for assessments from professionals such as occupational therapy (we use Tree Tops), educational psychology (we use Joanne Mowbray) or to purchase specific resources/interventions for children e.g. ear defenders, OT equipment, LEXIA account.

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

- 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 and provide a costed provision map.

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

We pride ourselves on being an inclusive school and providing opportunities for all. We will work with you to ensure your child can take part.

All extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s) in KS2.

All pupils are encouraged to take part educational trips, sports day, swimming, sporting events and other activities throughout the school year.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. This includes external offers such as Bikeability.

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

- › Pupils with disabilities and/or SEN will go through the usual school admission procedures. We will work with you and staff at your child's previous school to understand need and get the correct provision in place for support.
- › Pupils with an EHCP will come through the consultation process for mainstream or the ARC support base. This will involve a copy of your child's EHCP being sent to school with a 15 day consultation period. In this time, the SENCO will observe your child in the current setting if possible and read through the EHCP. A response will be submitted to the local authority on whether need can be met. This is in line with the Equality Act (2010) and the SEN Code of Practice (2015).

Local authority oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs. Parents/carers have the right to appeal.

13. How does the school support pupils with disabilities?

- › Inclusive approach to teaching – all opportunities available for pupils with disabilities.
- › Disabled access and ramp at school entrance
- › Involvement of specialist services to give pupil profiles and support staff in meeting needs of children with hearing and visual impairments (STARS service)
- › Provision made for pupils with physical disabilities when on trips e.g. walking to local church, pupils will be taken in the car by a member of staff.
- › Staff trained when appropriate in specific medical conditions e.g. central line.
- › Working with parents/carers and physiotherapists to discuss any difficulties with mobility.
- › Adaptive teaching in physical elements of school e.g. sitting on a chair.

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

As a Thrive school, we have a focus on children's mental health, emotional and social development. Children access a class Thrive session weekly, in addition to PSHE lessons which focus on mental health, emotional and social development.

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

- › Pupils with SEN are encouraged to be part of the school council.
- › Pupils with SEN are also encouraged to be part of other groups in school to promote teamwork/building friendships e.g. Junior Leadership Team, Eco-Warriors, librarians etc.
- › We provide extra pastoral support for listening to the views of pupils with SEN through daily check-ins.
- › The Nest provision is for pupils who need extra support with social or emotional development.
- › We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by GABA (Grangetown Anti-Bullying Ambassadors) and pupils with SEN are encouraged to be part of this.

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

Between years

To help pupils with SEND be prepared for a new school year we:

- › Hold a 'handover' meeting with the current teacher and the next year's teacher to discuss need and provision for pupils.
- › Have a minimum of 3 transition days before the end of the summer term in preparation for next year.
- › Hold transition activities at the start of each academic year.
- › Create a transition book for pupils who require additional support.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will share your child's SEN file and meet with the SENCO to discuss need and provision.

Between phases (primary to secondary)

Our SENCO will meet with secondary school SENCOs to discuss pupils on the SEND register. For pupils who require enhanced provision, there may be multiple meetings. Parents/carers will also be invited to attend meetings to meet the SENCO at secondary school and share their thoughts. Meetings may also involve the local authority SEN team to further support with transition.

Pupils will be prepared for the transition by:

- › Attending local secondary schools for sessions linked to the curriculum e.g. science, DT.
- › Attending transition week at secondary schools
- › Practising with a secondary school timetable
- › Learning how to get organised
- › Plugging any gaps in knowledge
- › Referrals to the Independent Transport Training Scheme
- › Secondary staff coming into school to meet children
- › Providing all pupils with a pencil case

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

Mrs Ackerley and Mr Vickers are the designated members of staff for looked-after children and previously looked-after children.

Mrs Ackerley and Mr Vickers will work with Miss O'Hare, 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.

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

Complaints about SEN provision in our school should be made to the class teacher in the first instance. This will then be passed on to the school SENCO to address this who may seek further guidance from SLT and the Deputy Head / Head Teacher. If you do not feel enough has been done to resolve your complaint, we will refer you to our school's complaints policy.

Here is the link to our school complaints procedure - <https://www.grangetownprimaryschool.co.uk/wp-content/uploads/2023/10/Complaints-Policy-and-Procedures-Nov-23.pdf>

We will respect your views and appreciate you drawing a concern to our attention. It is in everyone's best interest that complaints are resolved at the earliest possible stage.

To make a formal complaint, fill in a complaint form (annex 3 of Complaints Policy) and take this to the Head Teacher, Miss Mott. If you require a paper copy, please ask at the school office. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To 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.

Here is the link - [People's Information Network | Mediation and Disagreement Resolution Services in Redcar & Cleveland \(peoplesinfonet.org.uk\)](https://www.peoplesinfonet.org.uk/mediation-and-disagreement-resolution-services-in-redcar-cleveland)

18. 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.

Our Local Offer (Redcar and Cleveland)

To see what support is available to you locally, have a look at the 'local offer' for your local authority (Redcar and Cleveland) local offer. Redcar and Cleveland local authority publishes information about the local offer on their website: [People's Information Network | SEN and Disability \(peoplesinfont.org.uk\)](https://peoplesinfont.org.uk)

The link to our local offer for Grangetown Primary is below:

[People's Information Network | Grangetown Primary School \(peoplesinfont.org.uk\)](https://peoplesinfont.org.uk)

Other authorities

Link off to the local offers of all the local authorities in your catchment area can be viewed in the links below:

Middlesbrough local authority - [Local Offer | Middlesbrough Council](#)

- Stockton local authority - [Stockton Virtual School | Stockton's Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) can be found here: [Families with additional needs | Redcar and Cleveland \(redcar-cleveland.gov.uk\)](https://redcar-cleveland.gov.uk)

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

- Carers Together - [Find help in Redcar & Cleveland | We Care You Care](#)

Neurodiverse charities:

- Daisy Chain - [Daisy Chain | Autism & Neurodiversity \(daisychainproject.co.uk\)](#)
- Main - [Home - MAIN \(iammain.org.uk\)](#)
- National Autistic Society - [Redcar and Cleveland Information, Advice and Support Service for children and young people with SEND \(autism.org.uk\)](#)

Social, emotional & mental health support charities:

- The Link - [Home Page - The Link - The Link \(redcarlink.com\)](#)
- The Junction - [Empowering Children and Transforming Lives - The Junction Foundation](#)

Some useful national charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)
- › [Council for Disabled Children](#)
- › [Special educational needs and disabilities \(SEND\) - Sense](#)
- › [Parents & Carers Support - Learning Disability | Mencap](#)
- › [SEN Support | Disability charity Scope UK](#)

19. 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
- › **ISP** – Individual support plan (a copy of your child's termly targets and provision in place to support). Longer ISPs which require more detail may be called a SEN Support Plan Plus.
- › **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
- › **Ranges** – the criteria of different levels of special educational needs and disabilities set by the local authority.
- › **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
- › **SLT** – the senior leadership team in school (Miss Mott, Mrs Ackerley, Mr Jackson, Mr Vickers, Mrs Oliver)
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

