

Special Educational Needs (SEN) Information Report



**St Matthew's Church of
England Primary School**

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Aims

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

You can find it on our website

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.

Our School Mission Statement

Learning together in the Love of God

Our School Values

Our theologically rooted Christian vision, '**Let not your light be hidden ... Let your light shine!**' (Matthew 5 v -14-16) and our school values of **faith, learning together, respect** and **choices** are reflected in the kind of provision made for pupils with learning difficulties and special educational needs and disabilities (SEND) and our aspirations that pupils with SEND flourish and meet their potential at St Matthew's.

All staff led by the Head Teacher, SENCO and Senior Leadership Team resolutely promise to serve the local community and work tirelessly to support children and their families.

What types of SEN does the school provide for?

- At St Matthew's we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.
- We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.
- The school makes provision for all of the four main areas of SEND:
- Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives. The Autistic Spectrum comes under this area of need; children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning	Children with cognition and learning difficulties may learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate, severe and profound learning difficulties. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.
Sensory and/or physical	Some children have a disability. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

2. Which staff will support my child?

Class Teacher

All children receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching will be put in place so that your child is fully involved in learning in class. This may involve, for example, using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent learning, is used to support all pupils.
- Pupils who are working well below age related expectations in KS2 may learn in our Sycamore Class to aid pupils to catch-up.
- Pupils with more complex SEN needs, working well below age related expectations in EYFS/KS1 may require an alternative provision and learn in our Maple Class.

Learning Support Assistants (LSA)/ Learning Support Practitioners (LSP)

LSAs/LSPs at St Matthew's provide targeted support where it is most needed. Some children will work with LSA/LSPs to provide targeted interventions, or within lessons, as and when they are needed.

Special Education Needs Coordinator SENCO: Mrs Joan Amphlett

Mrs Amphlett's office is in the Windmill Lane building, although she works across both sites and can

be contacted by asking for an appointment at either school office.

Responsible for:

- Coordinating all the support for children with SEND to make sure all children get a consistent, high quality response to meeting their needs in school. In addition to this, she is responsible for ensuring that you are:
- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- Liaising with external agencies who may be asked to come into school to help support your child's learning (e.g. Educational Psychologist).
- Updating the school's SEND Register to ensure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND to achieve the best possible outcomes.
- Monitoring the effectiveness of provision in the school.
- Working with external agencies to implement and monitor provision.

Enhanced Speech and Language Therapist (SALT)

At St Matthew's we have 2 Enhanced Speech Therapists who work two days a week in school. They provide:

- specialist training and ongoing advice to staff and parents.
- provide initial consultations, set targets, and review pupil progress.
- Provide reports, resources and recommendations to both parents and staff.

Enhanced Occupational Therapist (OT)

The school has an Enhanced Occupational Therapist who works in school one day a week. They provide:

- specialist training and ongoing advice to staff and parents.
- provide initial consultations, set targets, and review pupil progress.
- Provide reports, resources and recommendations to both parents and staff.

SEND Governor: Mr Gareth Brown

The role of the SEND Governor is to help to raise awareness of SEND issues at governing body meetings. They also discuss the quality and effectiveness of SEND provision within the school and update the governing body accordingly.

External agencies

Sometimes the school may require extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families.

Inclusion Support provide:

- Educational Psychologists

- Specialist Advisory Teacher for Learning/ or Specific Learning Difficulties
- Specialist Advisory Teacher for Social, Emotional and Mental Health
- Complex Communication and Autism Team

Other agencies that offer support:

- NHS Speech and language therapists
- Open Minds Therapeutic Support and Creative Art Therapies
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services

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

At St Matthew's, we believe working with parents is a vital part of ensuring that we provide the best quality education.

Tell us about your concerns

If a parent or carer has a concern, we suggest that this is discussed first with the child's class teacher, who is responsible for the progress of all of the children in their class. Teachers are always readily available at the end of the school day, but if this is not possible they will book a time to discuss your concerns.

When required they will pass concerns on to Mrs Amphlett (SENCO), who will then contact parents. Mrs Amphlett can also be contacted directly. 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.

Following this meeting it might be decided that your child requires external agency support (e.g. from the Inclusion Support Services), or support from our enhanced therapies (e.g SALT, OT). You will be asked to provide written consent before this support is sought. No external agency or enhanced therapy work will be implemented without your permission. Children gaining this level of support will be added to the school SEND Register.

Following referrals, the specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class (e.g. some individual support or changing some aspects of teaching to support them better).
- Support to set targets which will include their specific professional expertise.
- Group or individual work with an external professional.
- Further assessment with other professionals when and if appropriate.

The school will seek to embed a pupil's next steps in learning into their daily curriculum through target setting. Although some additional intervention programmes are undertaken if required. You will be invited to a meeting which informs you about the interventions to be used, the reason they have been chosen, and the progress the school is expecting your child to make.

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

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 learning or socially. This might include (reading, writing, maths, or social skills/behaviour).

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 SENCO, and will contact you to discuss the possibility that your child may have an additional need.

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 or behaviour.

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 agencies. such as the speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO 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 SEND register, and the SENCO will work with you to create a SEN support plan for them.

Support for children with identified special needs starting at St Matthew's:

- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a Consultation Meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- The SENCO may make a home visit or visit your child if they are attending another provision/setting.
- We may suggest adaptations your child's settling in period to help your child to settle more easily (e.g. an extended transition).

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

All student progress is monitored carefully throughout their time at St Matthew's through data analysis and pupil progress meetings. The process for responding to students identified as needing additional support, follows the four-step cycle called the Graduated Response. It follows the cycle of: **Assess, Plan, Do, Review**. This way we can constantly make sure that the school is meeting your child's needs.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

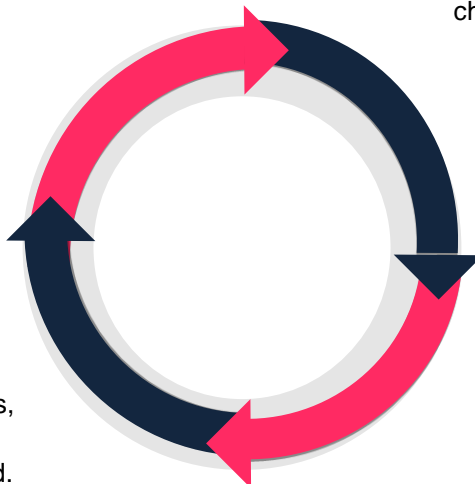
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.



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.

Pupils that require more support

If you or the school believe that your child needs more support than the current provision in place, either you or the school can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process and you can find more details about this in the Sandwell Local Authority Local Offer.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child requires an Education and Health and Care Plan (EHCP). If the LA decides not to issue an EHCP, they will write to you informing you of their decision, ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong, and that they need more support in school to make good progress. If this is the case, they will write an EHCP. The EHCP will outline your child's SEND needs and the support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

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

We will provide annual reports on your child's progress.

Your child's class teacher will meet you at the minimum of 3 times a 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 are 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.
- If you have concerns that arise between these meetings, please contact your child's class teacher or the SENCO.

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

- Pupil voice is very important at St Matthew's because we want children to be happy, feel safe and thrive.
- Children are involved every day in their own learning. They are involved in the marking of their own and their peers learning.
- Children are encouraged to talk about their learning in pairs and small groups. Targets are discussed with them and they take ownership of them.
- Pupils with an Education, Health and Care Plan complete an All About Me, one-page profile, which helps teachers to know what children enjoy, what are their strengths and difficulties, and what helps them learn.
- The level of involvement in decisions made about their education 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
- Discuss their views with a member of staff who can act as a representative during the meeting

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

The school has adopted a three-teacher model in KS1 and KS2. This means that pupils who are working well-below expectations learn in smaller groups.

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 ALD visual aids, visual timetables, sensory resources (e.g. wobble cushions) Clear-View monitors, larger font, etc.
- Teaching assistants in EYFS and KS1 will support pupils on a 1-to-1 basis or within a small group in class, or to deliver interventions (e.g. SALT, phonic intervention).

Maple Group

Over the past few years there has been the need to create bespoke provision for pupils who have more complex needs (e.g. these may be pupils who have complex communication difficulties, or hyper-sensory needs and are not ready to access a more structured curriculum).

The curriculum set for children, follows the Orchard School Framework which allows small steps of progress to be assessed.

The Maple groups supports pupils on a higher ratio and provides short bursts of learning for pupils on a carousel basis. Inclusion Support, Occupational Therapy and SALT have been involved in the specialist resourcing of the class.

Sycamore Group

Pupils who are working well below age related expectations in KS2 learn in our Sycamore group and are provided with a curriculum which meets their needs and closes gaps in learning. Pupils in the group may require reading intervention and phonics teaching as some didn't pass the phonic screening check at KS1 or may have English as a second language. Learning within this class follows a spiral approach which means that pupils have the opportunity to consolidate basic skills.

We may also provide the following interventions:

SALT, RWI Reading Intervention, Zones of Regulation, Let's Talk about Friendships/Social Skills.

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 8 weeks
- Monitoring by the SENCO and Assessment Lead
- Holding an annual review (if they have an Education, Health and Care Plan (EHCP))

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

- We make sure activities outside the classroom and school trips are available to all including our before and after-school clubs.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- All pupils are encouraged to go on school trips, including our Year 6 residential trip to Frank Chapman.
- All pupils are encouraged to take part in Sports Day and Parent Inspire Workshops.
- Parents/carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils.
- Adjustments are made for vulnerable children to support their participation.
- Health and safety audits will be conducted as and when appropriate
- 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 they can be included.

Please also see the school Accessibility Policy

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

Children with an Education and Health Care Plan that names St Matthew's Church of England Primary School will be offered a place first. This may reduce the number of places available.

12. How does the school support pupils with disabilities?

- St Matthew's is split over two sites. EYFS and KS1 are on the Windmill Lane site and KS2 is on the Croxall Way site. The school nursery is situated in the modular build on the Windmill Lane site and is easily assessable.
- The ground floor of the Windmill Lane site, consisting of the Early Years and Year 1 classrooms and hall, are all easily accessible.
- Year 2 classrooms are accessed by stairs to the first floor. Risk assessments are undertaken for individual pupils with SEN (e.g. visual impairment) to ensure their safety when they move from the ground to upper floor classrooms.
- The KS2 building has two levels. All classrooms are accessible to pupils by use of a lift when required for pupils with physical disabilities.
- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities (e.g. learning stations (if required) and furniture placement to ensure clear access for visually impaired pupils, etc.)

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

The school's ethos and values drive the school. Letting your light shine, our school Christian vision, also supports all pupils and stakeholders to shine and reach their potential. Our behaviour mantra of Be Safe, Be Ready, Be Respectful, underpins our whole school approach towards behaviour management. The school strives to create a climate in which there is a strong promotion of positive relationships and behaviour.

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

- Learning for peace and peacemakers. The Peacemakers organisation have been involved with the school for several years. Teaching pupils what peace is, and how they can find peace in themselves and with others. Peacemakers equip pupils how to positively address issues and challenges they may experience or witness Peacemaker circles are held as part of the PHSE lessons in school.
- Peer mediation. Children are trained as mediators to help resolve conflicts on the playground. Staff are trained to make the scheme a success. Peer mediators develop confidence and social communication skills.
- Zones of Regulation. Intervention within a small group to support pupils to understand and regulate their emotions.
- Talk about Friendships/Social skills an intervention for 1:1 or small groups is provided to give pupils confidence to build relationships, understanding body language and to develop their conversational skills.
- Open Minds – Therapeutic Services work on a 1:1 basis to support emotion health and regulation. As part of our partnership work with Brushstrokes we are able to refer pupils to Open Minds when pupils have experienced a trauma or upset.
- Quiet spaces. The pupil feedback from Learning for Peace Project identified that KS2 pupils would like a quiet space in their playground. A quiet space is currently being created. KS1 has several quiet zones where children can sit and reflect.
- Prayer spaces in school. Each classroom has a prayer/reflection table where pupils can reflect or write a prayer. There is a communal prayer board in each building. Prayers Spaces is an annual event where pupils visit the local Gospel Hall to enjoy Prayer Spaces in Schools prayer/reflection activities. These activities link to topics including: transitions, change, worries, saying sorry, forgiveness, and stillness.

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

The school recognises that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible

When moving classes in school:

- Information will be passed on to the new class teacher in advance, and in most cases a

planning meeting will take place with the new teacher.

- All provision maps and previous targets will be shared with the new teacher.
- A visit to their new classroom will be provided to meet their new teacher and to become familiar with their surroundings.
- Transition books are made containing photographs of the child's new teachers and their new classroom before the end of the summer term to allow your child to become familiar with their new class over the holiday.

Year 3 Transitions

- Visits to the KS2 Croxall Way site are made in the summer term before the transition. Pupils will make visits and take photographs/videos and create a transition book to take home over the summer holidays. They will also have a meet the teacher day at the end of the summer term.

When moving into St Matthew's CofE Primary School during the academic year:

- The SENCO will meet with you and your child to discuss their needs and decide how to best transition into our school.
- We will liaise with the previous school SENCO to discuss the provision and obtain records from external agencies.
- A TAC meeting may be additionally required to discuss the transition and ongoing support.

Year 6 Transitions:

- We fully support parents and carers in making decisions about the secondary school they choose for their children, and work with them to ensure the smooth transition from KS2 to KS3.
- The SENCO will support parents/carers to find the school that meets your child's needs, and will make a transition visit with you if required.
- Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- Secondary School teachers will visit your child in school.
- Your child will visit their new school on several occasions. The SENCO will accompany them on their first transition visit.

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

Mrs Amphlett (SENCO) is the designated teacher for Looked After Children, and ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact. She will also investigate what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

If you wish to make a complaint about the SEN provision at St Matthew's you must first raise your concern with Mrs Amphlett (SENCO) who will make every effort to address your concerns. The prime aim of St Matthew's is to resolve a complaint as fairly and speedily as possible. If you remain dissatisfied after the complaint has been dealt with, you may then raise the matter with the Head Teacher (Mrs Fiona Deakin). If you are still unhappy, you may raise your concerns with the Chair of Governors of the school (Dr Ian Williams). If you are still not satisfied, then you may register a complaint with the Local Authority at Sandwell Council House.

Sandwell Parent Voices United are also available to help you. They are an independent group of parents and carers working together to raise awareness of, and aspire to improve outcomes, for children and young people with SEND in Sandwell. Contact details can be found on the Sandwell Council Website. [Sandwell Parents Voices United](#)

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

If you have questions about SEN, 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 Sandwell Council's Local Offer. They publish information about the Local Offer and other services on their website:

[Family Information Service Hub | Sandwell SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Sandwell Sendiass :: Home](#)

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

[Autism West Midlands - Embracing Difference, Empowering People](#)
[Barnardo's | Children's charity | Barnardo's](#)

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

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

18. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages