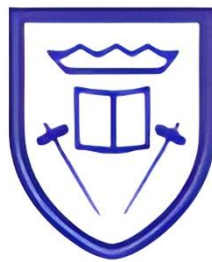


Special Educational Needs and Disabilities (SEND) Information Report

Swalecliffe Community Primary School



Inclusion Team

SEND Governor:

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Approved by:	[Name]	Date: [Date]
Last reviewed on:	[Date]	
Next review due by:	[Date – note: this document should be updated annually and as soon as possible when any of the information in it changes]	

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Swalecliffe SEND Information Report

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.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



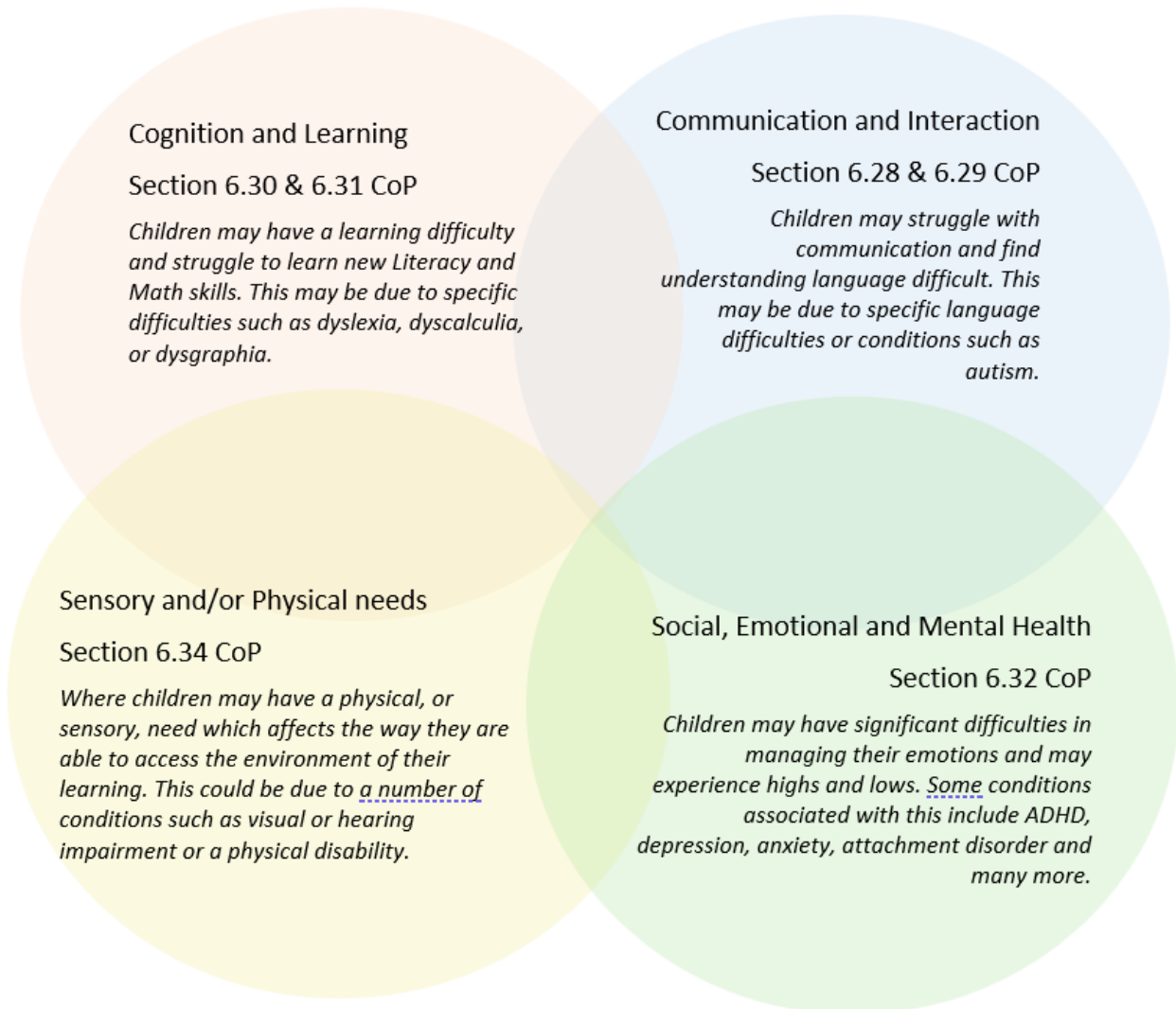
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [Policies - Swalecliffe Community Primary 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.

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

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

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 against or disadvantage disabled children or those with special educational needs.

Definition of SEN & Disability (2025)

A child has SEN if they:

- Have significantly greater difficulty in learning than others of the same age, or
- Have a disability that prevents or hinders access to educational facilities available to peers.

A disability is defined as having a substantial and long-term (12+ months) negative effect on daily activities.

SEND Profile (November 2025 Data)

- Whole-school cohort: 490 pupils
- Total identified SEND: 68 pupils (14%) — National: 19.5%
- EHCP: 10 pupils (2.0%) — National: 5.3%
- SEN Support: 58 pupils (11.84%) — National: 14.2%

EHCP by Year Group

- Year R: 1 (2 applications in progress)
- Year 1: 1
- Year 2: 0 (1 recently assessed, 1 declined – will reapply)
- Year 3: 0
- Year 4: 3 (2 applications to complete)
- Year 5: 6 (2 pending – 1 under appeal)
- Year 6: 0 (2 pending)

SEN Support by Year Group

- Year R: 3
- Year 1: 2
- Year 2: 6
- Year 3: 10
- Year 4: 11
- Year 5: 11
- Year 6: 15

Swalecliffe SEND Information Report

Primary Needs Profile (2025)

SEN Need	No. of Students	% of SEN Students	% of Whole School
Physical Disability	1	1.19%	0.2%
Other Difficulty/Disability	2	2.38%	0.41%
Moderate Learning Difficulty	19	22.62%	3.88%
Specific Learning Difficulty	2	2.38%	0.41%
Speech, Language & Communication Needs	17	20.24%	3.47%
Social, Emotional & Mental Health	31	36.9%	6.33%
SEN Support — No Specialist Assessment	1	1.19%	0.2%
Autism Spectrum Disorder	31	36.9%	6.33%
ADHD	11	13.1%	2.24%
Dyspraxia	1	1.19%	0.2%
Dyslexia	5	5.95%	1.02%

2. Which staff will support my child, and what are their key responsibilities?



At Swalecliffe Community Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mrs Julie Deeks.

Mrs Deeks has 8 years of experience in this role and has worked as a class teacher with specialisms in English, Literacy and Psychology for 21 years. Mrs Deeks was also a Specialist Leader in Education, a Specialist Assessor for Psychometric Testing and Access Arrangements, a phonics trainer and external examiner. She is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2018.

Mrs Deeks has also completed a range of specialist training including:

- Emotionally Based School Avoidance
- Making Sense of Autism
- Solihull Training
- Trauma Informed Practice
- Attachment and trauma training
- Speech and Language Training
- Hopscotch Interventions and sensory support
- Sensory Circuits
- Lego Therapy
- Cognitive Abilities Profile
- Mainstream Core Standards Training for Leaders
- Supporting Pupils Working Significantly Below the Curriculum
- ADHD including Executive Function
- Nurture UK

Class/Subject Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEND. Where a training need is identified beyond this we will seek to up-skill ourselves as appropriate.

Teaching Assistants (TAs)

We have a team of 30 TAs, including 2 higher-level teaching assistant (HLTAs) who are trained to deliver SEND provision.

In the last academic year, TAs have been trained in:

- Precision Teaching Training
- Supporting Pupils with S&L and Communication Needs
- Autism Training - Autism Education Trust
- Sensory Circuits
- De-escalation & Positive Behaviour
- Attachment and Trauma

External agencies

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 SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School nurses
- Specialist Teacher Service
- Speech and language therapist
- Voluntary sector organisation
- SEND Inclusion Advisor
- School liaison officer (Kent Pru and Attendance Service)



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

Process for supporting parental concerns for possible SEND

Step 1. A parent has concerns about their child's behaviour and presentation (possible ASC/ADHD traits shown at home).

1. Parental meeting held with SENCo and Class teacher (if possible).
2. Parental concerns from that meeting logged on child's file. Child raised to 'monitor' on SEND register (if not already).
3. Student to be monitored closely in class and reviewed after 6 weeks.

No classroom concerns

1. Follow up meeting held with parents.
2. Parents sign-posted to outside agencies:
 - NHS Right to choose.
 - Autism Apprentice.
 - School-based parent support EG coffee mornings

Classroom concerns

Step 2. If classroom team do see any concerns:

1. Child to receive wellbeing interventions.
2. Reasonable adjustment made in the class room EG fiddle toys, wobble cushions etc (in line with Mainstream Core Standards).
3. Personalised plan to be written to gather evidence for LIFT/Paediatric referrals.
4. Student progress reviewed every 6 weeks (2 terms worth of evidence needed for both LIFT and the paediatricians).
5. Follow up meeting held with parents.
6. Progress monitored (Assess, plan, do, review cycle followed).
7. Referrals made if concerns persist.

We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.

4. What happens if the school identifies a need?

Process for identifying and supporting SEND-Access, Plan, Do, Review cycles

Step 1. A member of staff has a concern regarding a student's progress.

1. Checklist for Mainstream Core Standards (MSCS) is the first step in responding to students who have or may have SEND.
2. Classroom based strategies and catch up implemented (MSCS checklist followed), evidence collected (specific notes of incidents on MSCS checklist).
3. Teacher has informal discussion with parents to make them aware of their concerns.
4. Student progress reviewed after 6 weeks.

IMPROVEMENT

Continue to monitor in class and maintain successful approach/adaptations.

NO IMPROVEMENT

Step 2. Teacher to consult with SENCO-PPM discussion

1. SENCO observe and feedback to CT with recommendations if required.
2. SENCO and teacher consult with parents and student where necessary-child added as 'monitor' on the SEND support list.
3. New in class strategies/interventions agreed and recorded with outcomes.
4. Student progress reviewed after 6 weeks.

IMPROVEMENT

Adaptations remain in place. Progress monitored through termly grade rounds. Parents informed.

NO IMPROVEMENT

Step 3. Consult SENCO

1. SENCO meets with teacher to discuss SEND provision and outcomes.
2. Teacher writes personalised plans with SENCO support if required.
3. Date of review agreed and interventions implemented.
4. Specialist assessments and support requested from external providers to use within the classroom EG LIFT/Paediatrician/CAMHS/Educational psychologist etc.
5. **Student added as 'SEND Support' on support list**- parents informed of change of status. Arbor updated
6. Assess, plan, do review cycle continues.

Step 4: If still no improvement...

1. Teacher to consult with SENCO. Higher needs funding considered.
2. SENCO consults parents and initiates a statutory assessment if pupil continues to make no progress under the graduated approach – EHCP.

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Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc.

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work.

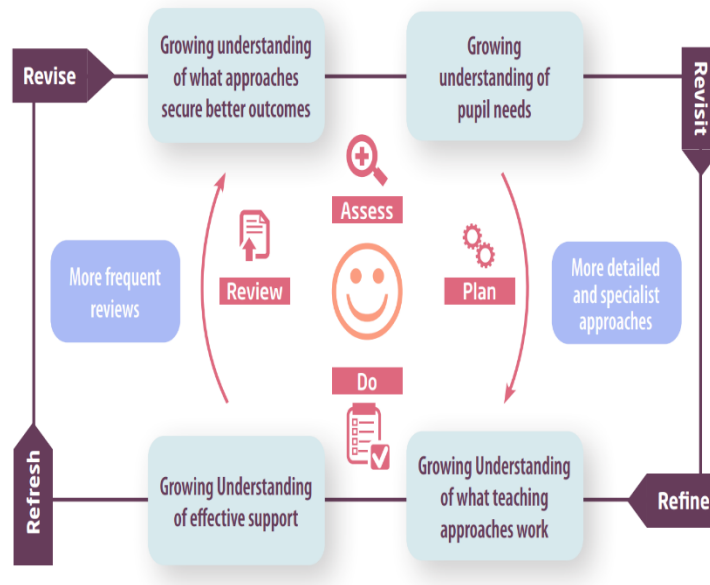
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs will be supported via the 'graduated approach'.

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



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 you and your child's input, as well as getting help from external professionals where necessary.
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.
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.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

We will provide reports on your child's progress via parent's evenings and end of year reports. The SENCo is also available at parent's evening.

If your child has an EHCP, the SENCo will meet you for their Annual review 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

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 SEND 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.

If you have concerns that arise between these meetings, please contact your child's class teacher or SENCo via the school office.

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 two pupils 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/give pupil voice



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

At Swalecliffe Community Primary School we believe that your child's learning needs will first be met through the high quality first teaching delivered by her/his class teacher and the teaching team.

We carefully plan our curriculum to match the age, ability and needs of all children.

The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.

It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

Swalecliffe Community Primary School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one 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 and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:



➤ Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

➤ Adapting 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



➤ Adapting our resources and staffing



➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



➤ Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



➤ Scaffolding lesson materials and using an adaptive approach in a responsive way.

We may also provide the following interventions:

- Sensory circuits
- Precision Teaching
- Colourful Semantics
- Phonics
- Dailey Reader
- Clever Fingers
- Language Link
- Speech and Language
- Language through Colour
- NESSY
- Toe by Toe/Stride Ahead

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

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Lego intervention Comic Strip Conversations Social Communication Groups
	Speech and language difficulties	Speech and language therapy Task Planner Visual Support Language and speech link
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Dyslexia screens

Swalecliffe SEND Information Report

		<p>Irlen Screens Overlays Precision teaching Toe by Toe NESSY Precision Teaching Pre-Teaching</p>
	Moderate learning difficulties	Phonics interventions (Twinkl Phonics)
	Severe learning difficulties	<p>Numicon Adapted Timetable Adapted Curriculum</p>
Social, emotional and mental health	ADHD, ADD	<p>Movement breaks Sensory Circuits Sensory Tools Heavy Work Alternative spaces Privacy board Workstations</p>
	Adverse childhood experiences and/or mental health issues	<p>Play Therapy Alternative spaces Alternative provision for unstructured time.</p>
Sensory and/or physical	Hearing impairment	<p>Visuals Makaton</p>
	Visual impairment	<p>Coloured Overlays Dyslexia friendly I.W.B slides</p>
	Multi-sensory impairment	Multitude of approaches listed in other areas.
	Physical impairment	<p>Clever fingers Wobble cushion Sensory tools Modifications where necessary</p>

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

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes. The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.

You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

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 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

As part of our budget we receive 'notional SEND 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 SEND support.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise
- Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

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

All clubs, trips and activities offered to pupils across the 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.

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.

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

The admissions arrangements for children with Education, Health and Care Plans (EHCP) are the responsibility of Kent County Council. For advice on the arrangements to admit your child into school, you should contact your local SEN Officer through your local Additional Educational Needs and Resources offices.



When applying for a place in our reception year, all children with our school named on their EHCP, will be given a place as a priority.

Education and Children's Social Services, together with Health Care Professionals work jointly to identify and support children with additional and special educational needs as early as possible. This means pupils may have been identified as having additional/special educational needs before they enter school. If your child has an identified need but not an Education, Health and Care Plan then you would apply for schools through the usual route. If your child is offered a place at our school and the

place is accepted, we will work with your child's current childcare setting (if they have one) and parents, to share information and gain an understanding of what provision may be needed when your child starts. A meeting or discussion with the SENCo will also be arranged.

If our school is oversubscribed, there are several criteria that will be applied in order to give priority to spaces. The criteria serves the purpose of ensuring that disadvantaged prospective pupils with disability or special educational needs are not unfairly disadvantaged.

13. How does the school support pupils with disabilities?

At Swalecliffe Community we believe that your child's learning needs will first be met through the high quality first teaching delivered by her/his class teacher and the teaching team.



We carefully plan our curriculum to match the age, ability and needs of all children.

The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.

It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

Swalecliffe Community Primary School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

See Accessibility Plan for more information: [Swalecliffe Policies - Accessibility Plan](#)

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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

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 Personal, Social, Health Education (PSHE) as well as indirectly with every 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; access to Play Therapy, time with a member of the Well-Being Team (trained in ELSA, Lego Intervention etc); external referral to CAHMs or Early Help, completion of Boxall Profile (in conjunction with Nurture UK), time-out space for pupil to use when upset or agitated and so on.

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 appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

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

Mrs Deeks is our designated teacher for looked-after children and previously looked-after children here she will work with all staff to make sure that everyone understands how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.



Pupils 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 SEND support plans or EHC plans are consistent and complement one another.

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

We liaise and where possible visit the school or nursery your child is transferring from. We are able to discuss with the relevant staff any individual needs and how best to support your child in school.

While at Swalecliffe Community Primary School, we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.

Where transition may be difficult for an individual we make sure that transition meetings are arranged with staff from Secondary school, that transition forms are completed in detail and additional transition support is arranged.

Swalecliffe Community Primary School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice by close liaison with the inclusion team at the new setting. All supporting documents will be passed on.

If your child has an EHC Plan, we will facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

Between years

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



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- We have a whole school transition programme based on SEN provision from the specialist teacher services.

17. 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.

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or 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 as well as support in appealing EHCP applications which have been declined.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

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

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

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

Initially speak with your child's teacher and/or the SENCO, hopefully they will be able to address your concerns.

If you are still unhappy please refer to the school's complaints policy: [Swalecliffe Policies - Complaints Policy](#)

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 [SEND 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.

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*
- **Funding (Section 6):** First £6,000 of SEN provision funded from school budget; above £6,000 via EHCPs receives additional funding; Community of Schools Group contribution: £12,000 High Needs Funding reduction trend continues
- **Provision Available (Section 8):** Academic, Motor/Sensory, Communication, SEMH interventions as per 2025 report
- **Monitoring & Review (Section 7):** Achievement Days, pupil voice, intervention reviews, and screening tools (LASS, CTOPP, DASH, WIAT, CAP4); Engagement Model for pupils below expectations
- **Strengths & Development Areas (Section 11-12):** Strengths; successful HNF applications, strong intervention structure, consistent Achievement Day cycle; Areas for development: establish nurture provision, sensory space, expand SEMH, assessment precision.



20. 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 SEND 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 SEND 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 pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages