Special educational needs (SEN) information report

St Joseph's Catholic Primary School

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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 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 St. Joseph's Catholic Primary School, Hillcrest Road, Dudley (st-jo-dud.dudley.sch.uk)

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

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

All schools in the St John Bosco Academy have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Academy directors to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need (and or) disability being met in a mainstream setting wherever possible, where parents/carers wish for this provision to be made. Every child deserves equal opportunities in life. We are committed to ensuring that every child grows, learns and enjoys school. We have high aspirations for all our children. We want them to be independent, engaged learners who have high self-esteem. This is so important for our children with SEND.

Our school provides for pupils with the following needs:

AREA OF NEED	EXAMPLES OF CONDITIONS
Communication and interaction	Autism spectrum disorder (ASD)
	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 hyperactivity 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, and what training have they had?

Our special educational needs co-ordinator, or SENCO

The SENCO is Mrs Clare Hickman (chickman@st-jo-dud.dudley.sch.uk**)**

Role of the SENCO

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

Our SENCO achieved the National Award for Special Educational Needs Coordination from Worcester University in 2022. She manages SEN provision. We have a team of teaching assistants who are trained to deliver SEN provision. An induction process is in place for new teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

They are allocated 2 days a week to manage SEN provision.

Class teachers

St Joseph`s Catholic Primary School follows the guidelines within the SEND Code of Practice (2014). This outlines a model of action and intervention to help children who have Special Educational Needs: - Assess, Plan, Do, and Review.

The school follows a Graduated, Approach (Whole School) to SEN Support. Class teachers are accountable for the progress and development of all the children and young people in their class through Quality First teaching (QFT). This high-quality teaching approach is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teacher's plan work from the level of the child, ensuring that it is differentiated closely to match the children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated to enable the pupil to access the curriculum with greater ease. A teaching assistant may work with a pupil 1:1 or in a small focus group to target more specific needs. If it is felt appropriate specialist equipment maybe given to a pupil e.g writing slopes, coloured reading overlays/rulers, posture cushions, foot boxes or pencil grips.

Teachers oversee the work of any support staff in their lessons and collaborate with any specialist staff. If a child's progress is below their expected level they may be discussed at pupil progress meetings and placed on a monitoring list. It may be felt that they would benefit from taking part in an intervention programme to aid their progress. All interventions are recorded and monitored on the platform Edukey. Provisions and interventions are reviewed and updated at least every term.

Before any additional provision is implemented, the SENCo, keyworker, teacher, parent/carer and learner agree what they expect to be different following this intervention. A baseline is also recorded and can be used to compare the impact of the provision. Children, parents/carers and teaching and support staff are directly involved in the reviewing progress which is consistently discussed through open communication with regards to the impact of the interventions. If a learner has an LSP, the LSP will be reviewed via a meeting / telephone

discussion with parents where we discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC Plan) the same reviews are conducted as the learner will have a Learning Support Plan clearly aligned to the EHCP. The EHC plan will also be formally reviewed annually.

The SENCO will collate the impact data of interventions to ensure interventions are having a positive impact. The SENCO will also maintain regular communication and engage in information sharing with staff to monitor the impact of the interventions. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. If a child has taken part in an intervention and when reviewed it is felt the child has not made expected progress it may be felt that an external agency may need to be involved. At this point the school may decide, in collaboration with the parent/carer, to place a child on the SEN register at SEN Support and a learning support plan will be created.

A pupil with a Learning Support Plan and receiving SEN support may receive provision that is tailored, differentiated and personalised with support from specialists and interventions. Provisions that provide additional support may involve small group work in class, withdrawal groups or 1:1 support. A pupils Learning Support Plan will be reviewed termly.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle and the graduated approach it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs. At this stage a request can be made for statutory assessment. When a child has experienced the graduated approach it may be considered that their level of need requires provision delivered through an Education Health Care plan. This would involve the child/young person, parents/carers, and all agencies involved with the child. It may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school through intervention. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Teaching assistants (TAs)

Our teaching assistants are trained to deliver interventions. These interventions are planned in liaison with class teachers and the SENCO. Teaching assistants may support pupils on a 1:1 basis within the classroom or in withdrawn sessions in accordance with the individual's need and appropriate plan (LSP or EHCP). Teaching assistants will also support pupils in small groups within the classroom or in separate rooms in accordance with the demands of the curriculum, the programmes they are leading are based upon needs of the pupils.
In the last academic year, TAs have been trained in:

- Precision Teaching
- Well Comm
- Colourful Semantics
- Get Talking
- Speech Progression Tools
- Talk Boost
- Talk About
- Phonic Coaching
- Boxall Profile
- External Counselling
- Get Moving
- Nurture groups
- Speech Sounds
- Intensive Interactions (St Joseph's Jigsaw)

External agencies and experts

To further support SEND provision in school we work closely with a number of agencies to provide support for pupils with SEN including:

Dudley Educational Psychology Service
Reflexions
CADMUS Inclusion Hub
Speech and Language
Learning Support Services (LSS)
Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)
Child and Adolescent Mental Health Service (CAMHS)
Occupational Therapy (OT)
Physiotherapy
The Behaviour Team
Visual Impairment Service
Hearing Impairment Service
Autism Outreach Service (AOS)
Physical Impairment/Medical Inclusion Service (PIMIS)
School Nurse

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

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. If any other professionals are involved communication will be used to ensure information is shared. All conversations with parents and professionals ensure everyone develops a good understanding of the pupil's areas of strength and difficulty. Parental concerns and views will be valued and there is a shared understanding about the agreed outcomes predicted for the child. Next steps are also discussed and everyone is clear about the interventions and provisions to be implemented. Early discussions are recorded on the pupils edukey record, interventions / provisions are monitored and parents are notified when it is decided that a pupil will receive SEN support and a Learning Support Plan. Parents will be provided with a copy of the Learning Support Plan and the pupil will be added to the SEN Register.

Parents will be able to discuss progress and their child's learning support plan at review meetings. Review meetings will happen every term. Class teachers are regularly at the classroom door at the beginning and end of the day if you wish to raise a concern and equally they will maintain open communication with you. In the summer term parents will meet with the SENCO, current class teacher and the new class teacher to discuss your child's special educational needs.

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 have any concerns then contact your child's teacher first. You can also contact Mrs Hickman (SENCO) or Mrs Chapman (Head teacher) via the school office, by either visiting in person or by telephoning 01384 889424. You can also contact the SENCO 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. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

At St Joseph`s we may already know that your child needs extra support or has a special educational need. For example, if your child has come from a previous school or a preschool who has passed on the information or if your child has seen an outside agency such as a Speech Therapist who may have passed information to us.

We may also identify SEN ourselves. At St Joseph`s, all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children. The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and Senior Leadership Team. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments every term of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Throughout each term any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be more closely monitored to identify their level of learning and areas of difficulty. Concerns are raised by teachers via their assessments and observations. Parents/carers will also raise concerns regarding their child. Pupils voice their concerns and areas of difficulty and any change in a pupils behaviour is equally observed and communicated. As the children are regularly assessed throughout the year, teachers may notice that a pupil is not making expected progress or there may have been a change in a pupils behaviour. This may highlight that the pupil needs extra support. If this happens, we have clear pathways to follow:

The teacher will discuss the concern with you, the parent.

- The teacher will raise a concern with the SENDCO.
- SENCO will communicate with both teacher and parents.
- The SENDCO may follow this up with an observation or further assessments.
- The SENDCo and teacher will decide on a course of action e.g. more small group intervention, different strategies or additional resources to be used, assessments etc.
- This may also mean that the pupil needs a Learning Support Plan which will be shared with you and a copy will be provided to you.
- All pupils with a Learning Support Plan are closely monitored and if provisions are not having an impact then as a school we use the pathway of making further referrals to outside agencies ie; Speech and Language, Occupational Therapy, Learning Support, Educational Psychologist, Specialist Early Years etc. This will be shared and discussed with you before any referrals are made.
- If a pupil is receiving additional support from outside agencies, the school works closely together with professionals to ensure the provisions meet and support additional needs. Equally all recommendations, advise and strategies are also used to ensure Learning Support Plans and interventions meet special educational needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this information to determine the support that is required and decide if we can provide the provisions by adapting our core offer, or whether something different or additional is needed.

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

When a pupil is added to the SEN register and is receiving SEN support. We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

The teacher's assessment and experience of the pupil.

Their previous progress and attainment or behaviour.

Other teachers' assessments, where relevant.

The individual's development in comparison to their peers and national data.

The views and experience of parents.

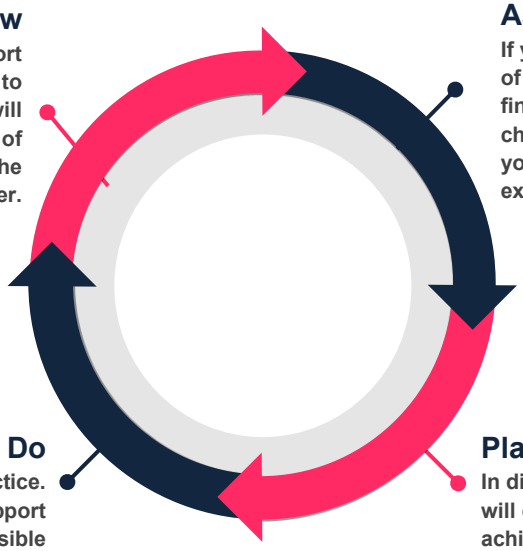
The pupil's own views.

Advice from external support services such as; Speech and Language, Occupational Therapy, Educational Psychologist, Behaviour Support, CAMHs, Specialist Early Years will also be obtained.

Pupils learning support plans will be assessed once every term, the effectiveness of the support, interventions and provisions will be monitored every half term to identify their impact on the pupil's progress. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

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**.



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.

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

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

Your child’s class teacher will meet you at least 3 times each year and send a written report at least 3 times each year to:

- Set clear outcomes for your child’s progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations. So we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child’s class teacher, by contacting the school office – 01384 889424.

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 level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child’s views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

We make the following adaptations to ensure all pupils' needs are met:

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

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

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

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

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

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

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	In class support
	Severe learning difficulties	Joseph's Jigsaw
Social, emotional and mental health	ADHD, ADD	Quiet workstation Intensive Interactions Counselling
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Use of visual aids and technology

	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Joseph's Jigsaw
	Physical impairment	Get Moving

These interventions are part of our contribution to Dudley's local offer.

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

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions.

Using pupil questionnaires

Using parent questionnaires

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with EHC plans

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

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

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

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops and other activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We have an accessibility plan. It is available to view on the website.
We are an inclusive school and we provide support for pupils to improve their emotional and social development in the following ways:

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

Pupils with SEN are encouraged to be part in extra-curricular clubs to promote teamwork/building friendships etc. A variety of extra-curricular clubs are provided after school.

Pupils with SEN are encouraged to be part of the school council.

We provide support for pupils to improve 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 all extra-curricular clubs to promote teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.

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

On entry: EYFS staff will complete home visits to meet with parents and discuss any concerns they may have when a child is transitioning into Nursery. Parent meetings are held prior to children starting full-time in order for the teachers to discuss matters relating to school routine and curriculum. During these meetings personal information about the child is updated. The SENCO will also communicate and collaborate with any outside professionals that are supporting the child.

Mid-year transitions: Pupils are given a tour of the school with their parent/carer.
Introductions are made with a child's new class teacher. A start date will be agreed between the parents/carers and the school. A staggered time table will also be considered to support an effective transition and to meet special educational needs. The pupil's previous school will be contacted for their records. Where there are concerns the SENCO will be contacted.

13. How does the school support pupils with disabilities?

Please see our accessibility plan - St. Joseph's Catholic Primary School, Hillcrest Road, Dudley (st-jo-dud.dudley.sch.uk)

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

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, attention deficit hyperactive disorder or attachment disorder.

We 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 Mini Vinnies, SAS, Creation Guardian groups to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through nurture groups and counselling.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by actively promoting equal opportunities and having 2 anti-bullying weeks each year.

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

Secondary transition Secondary school staff visit pupils prior to them joining their school. Pupils also have access to many planned visits and learning experiences throughout the spring and summer term. The SENCO will also meet with the Secondary School SENCO to discuss pupils who have SEN, share information and support the transition.

Transition at the end of an academic year
Staff are given time to share information about pupils to ensure a smooth transition.
In the summer term each class spends time with their new teacher in their new classroom. Class teachers also visit their new class in their existing classrooms. Picture books of the new classroom and new staff are created to share over the summer holiday. Pupils with SEN will have more time planned to meet with their new class teacher and experience their new classrooms.

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

Mrs Chapman is the designated teacher for looked-after children and previously looked-after children.

Mrs Chapman will work with Mrs Hickman 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 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.

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 SENCO or Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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 has discriminated against your child because of their SEN, 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. In Dudley we have

Dudley Special Educational Needs & Disability Information, Advice & Support Service (SENDIASS)

18. 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 your local authority's local offer. St Joseph's is situated in the local authority of Dudley and Dudley publishes information about the local offer on their website:

Dudley's Local Offer | Dudley Council

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

Dudley SENDIASS | Dudley Council

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. 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