Special Educational Needs and Disabilities (SEND) Information Report 2026-27

St ALPHEGE CE INFANT SCHOOL
SUNBEAMS NURSERY

Inclusion Team

SEND Governors:
Abigail Mason
Inclusion Lead: Becky Strike
Attachment Lead: Hellyn Forth
Inclusion Lead email:
becky.strike@st-alphege.kent.sch.uk
Contact No: 01227 272977

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Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.



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

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):

	**Cognition and Learning**
	**Communication and Interaction**
	**Social, Emotional and Mental Health**
	**Sensory and Physical**

Cognition and Learning Difficulties

* Specific Learning Difficulties (SPLD) eg dyslexia/dyscalculia
* Moderate Learning Difficulties (MLD)
* Severe Learning Difficulties (SLD)
* Profound & Multiple Learning Difficulties (PMLD)

Social, Emotional and/or Mental Needs

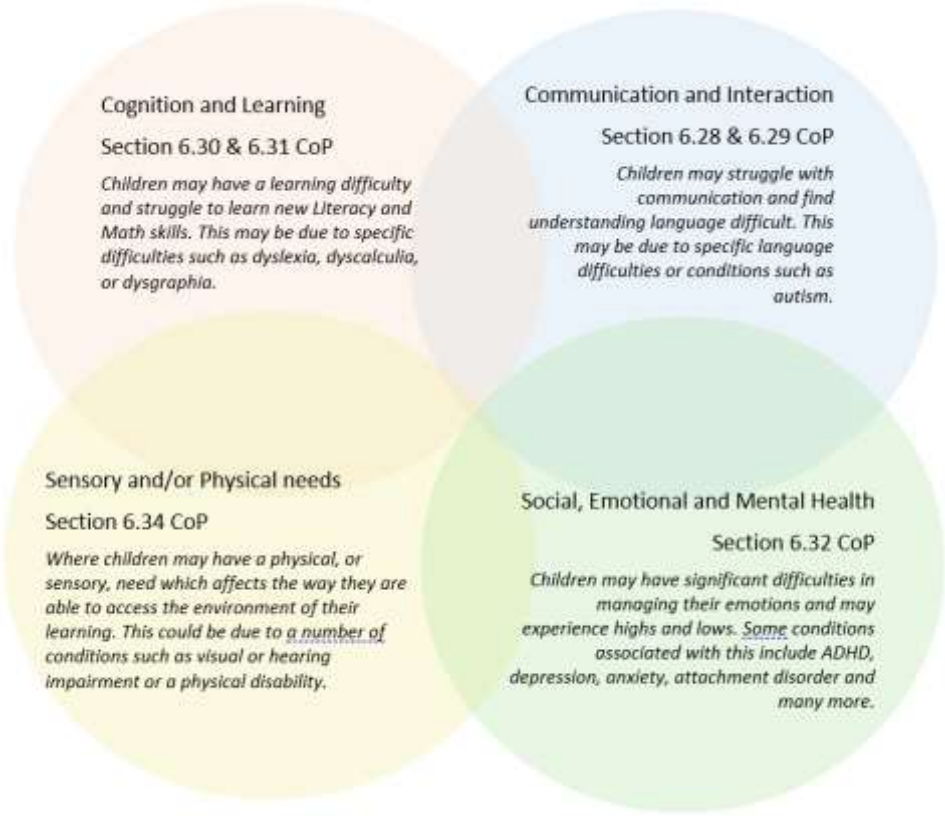
* Depression
* Attention Deficit Hyperactivity Disorder (ADHD)
* Eating Disorders
* Anxiety Disorders
* Mental Health Issues
* Social Disorders

Communication and Interaction Needs

* Speech, Language and Communication Needs (SLCN)
* Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

* Visual Impairment (VI)
* Hearing Impairment (HI)
* Multi- Sensory Impairment (MSI)
* Physical Disability (PD)



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 an holistic 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)

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



"Every teacher is a teacher of SEND."

At St Alphege CE Infant School and Sunbeams Nursery, **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.

Inclusion team key staff:

Becky Strike – Inclusion Lead

Hellyn Forth – Attachment Lead and Wellbeing TA

Claire Willingham – Play Therapist

Hannah Dando – Speech and Language TA

Please note that this list is not exhaustive.

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO/Inclusion Leader is Becky Strike

She has 10 years experience in this role and has worked at the school since 2006. She is a qualified teacher. Ms Strike achieved the National Award in Special Needs Co-ordination in 2019. She has also completed the Senior Mental Health Lead training and alongside Mrs Spinks, enabled the school to gain the Nurture UK accreditation for the school in June 2024.

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 SEN. Staff have received training in who have received a wide range of specialist training such as: Deaf Awareness and BSL signing, Better Reading Partnership (BRP), Numbers Count, Science of Learning, Speech, Language and Communication, Play Therapy/Nurture, Trauma Informed Practice and Attachment Disorder.

Teaching assistants (TAs)

We have a substantial team of highly skilled and experienced teaching assistants (TAs), including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. They too have been trained in a wide range of specialist training such as: Deaf Awareness and BSL signing, Autism awareness, Better Reading Partnership (BRP), Numbers Count, Science of Learning, Speech, Language and Communication, Play Therapy/Nurture, Trauma Informed Practice and Attachment Disorder.

Our teaching assistants who are trained to deliver interventions such as intensive interaction, Fizzy, Precision Teaching and sensory circuits.

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)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Play therapists
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Virtual Schools
- Voluntary sector organisations



STLS PD

NHS

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

Phase 1 Concern raised	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. If you have concerns about how your child is progressing, please contact your child's teacher in the first instance. All teachers in school are teachers of pupils with special needs and disabilities. We also have a skilled team of Teaching Assistants and a Well-being TA. If appropriate, the class teacher will raise concern with the Inclusion Leader Becky Strike.
Phase 2 Stakeholder's Meeting	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.
Phase 3 Implement strategies and mainstream core standards	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.
Phase 4 Review & Plan next steps if appropriate	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?



Identifying and Assessing Need

At St Alphege CE Infants and Sunbeams Nursery School, we believe that early identification of children's needs is paramount in order that appropriate provision is allocated to ensure that all pupils reach their full potential. We therefore monitor the progress of all pupils, in all aspects of the curriculum, six times a year to review their academic progress.

We work collaboratively with parents in the identification process in order to gather information and best ways to support the child. Ways in which we identify when a pupil has special educational needs:

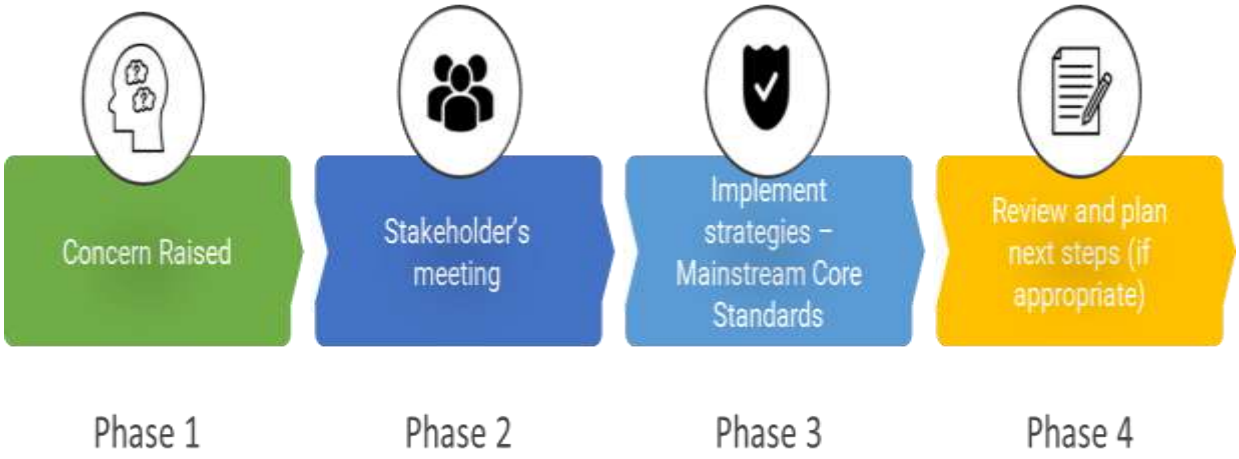
- Information sharing and discussions with parents
- Teacher/teaching assistant observations and monitoring
- Ongoing teacher assessment which indicates a lack of progress or attainment.
- Changes in pupils' wellbeing or behaviour.

Screening and Assessment tools - these may include: The speech and language link/CELF screeners for all children entering YR including a re-screen for any pupil identified with areas of difficulty, YR statutory baseline screening, Y1 statutory phonics screening, individual universal assessments used to track reading age and phonics ability throughout the school, Leuven Scale and Boxall Profile to measure well-being.

Liaison with external professionals

The Inclusion Leader and the Class teacher will gather information about the pupil and decide on action that needs to be taken, in partnership with parents and where appropriate, with the child. Our school makes every effort to overcome barriers to learning to ensure all children make progress across the curriculum.

The same process is followed if a concern is raised by the school.



All class teachers are responsible for the monitoring of all pupils, including those who have been identified as having SEND. Ongoing assessment and pupil progress meetings help teachers identify and review those who are not making the expected level of progress in their school work or socially/emotionally.

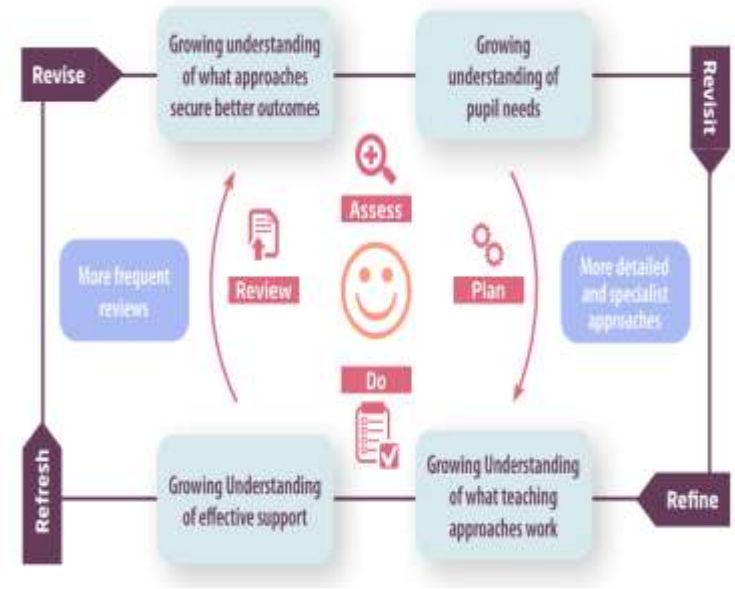
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the Inclusion Leader, 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?

We will follow the 'graduated approach' to meeting your child's SEND needs.

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 Inclusion Leader, 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?

All parents of pupils at St Alphege CE Infants School and Sunbeams Nursery are invited to discuss the progress of their children on a number of occasions throughout year in line with the school's parent consultations and receive a written report in line with the schools mid-term and end of year reports. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

During meetings, your child's teacher will:

- 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 Inclusion Leader may also attend these meetings to provide extra support.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil.

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 the Inclusion Leader on 01227 272977/ becky.strike@st-alphege.kent.sch.uk

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

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. The level of involvement will depend on your child's age, stage of development and individual needs. Due to St Alphege CE Infants School and Sunbeams Nursery providing for children under the age of 7 years, this will always be delivered in a style appropriate for the child. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. However, we also acknowledge 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:

- Meet with a school adult to share what they feel is going well. That member of staff can then act as their representative during the meeting.
- Complete an age-appropriate questionnaire



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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. 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 adapt our approaches to how we teach to suit the way the pupil works best and are guided by the **Mainstream Core Standards** in the first instance. You can access the Mainstream Core Standards by clicking on the link below:

https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

There is no 'one size fits all' approach to adapting the curriculum, we work on a child centred, case-by case basis, to make sure the adaptations we make are meaningful to your child.

These adaptations and core pedagogies may include:

- Adapting our approaches, for example, giving longer processing times, pre and post teaching of key vocabulary and concepts, reading instructions aloud, using retrieval practice strategies, use of stem sentences, questioning.



- In some cases, following advice from external professionals, the school may take the decision to educate in a bespoke learning environment, which is more in line with the child's stage of development, in order to maximise learning potential.



- Adapting our resources and staffing to suit the needs of the child.



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, where appropriate.



- Teaching Assistants to support pupils appropriately depending on their presentation of need.



- Scaffolding lesson materials

We may also provide support through the use of interventions such as intensive interaction, Fizzy, Precision Teaching, Speech and Language, play therapy, sensory circuits etc. For full details please see our accessibility plan (link below)

https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/2023-24/6BB5EB7EA21781E757CAEA9B9D5B2DA2.pdf

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

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:



- Ongoing assessment
- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions on a term by term basis
- Using pupil questionnaires/capturing pupil voice
- Monitoring by the Inclusion Leader
- Using provision maps and pupil progress meetings 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, the school receives 'notional SEND funding'. This funding is used to ensure that the needs of all pupils with identified SEND are met throughout the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. Our provision maps are continuously updated to reflect the needs of the pupils in the school at any one time. In very few cases a very high level of resource is required and the school is able to apply for additional money from the Local Authority (known as High Needs Funding), to support these pupils. For further information regarding funding please speak with the Head of School, Jacqui Spinks or the Inclusion Leader, Becky Strike.

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?



All schools must provide inclusive provision for all pupils, including those learners with SEND, and taking in to account individual needs. Provision will be put in place for presenting needs, with or without any formal diagnosis. One of the key duties is for the school to use their 'best endeavours' to support children and young people with SEND. Using our 'best endeavours' means doing everything we can to meet the child or young person's SEND. We are guided in this by the Mainstream Core Standards.

All clubs, trips and activities offered to pupils at St Alphege CE Infants School and Sunbeams Nursery 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?



Our school follows the admissions policy of Kent Count Council, which can be found on the school website (see link below). We encourage parents of children with EHCPs to speak to us in the first instance, so we can ensure provision is in place from the start.

https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/2024-25/906C5777917566D52B8E11A4421B9AE9.pdf

13. How does the school support pupils with disabilities?



You are 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. Please see our Equality and Diversity Policy, our Equality Information and Objectives Statement and our Accessibility Plan in the links below:

https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/2024-25/6C66D23412EB3F2D83825B2FE206C250.pdf

https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/2024-25/A20887FAA4771490D5B9D1238674AB55.pdf

https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/2023-24/6BB5EB7EA21781E757CAEA9B9D5B2DA2.pdf

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

We are a child and family centred school, and we place nurture, well-being and inclusion at the heart of all we do. We understand that an important feature of school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every interaction adults have with pupils throughout the day.

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.

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

- We are a **Nurture UK accredited school**. Our behaviour policy reflects the benefits of teaching self/co-regulation using a variety of strategies and approaches to promote positive well-being.
- Personal Social Health Education (PSHE) lessons and worship time develops personal and social skills within all children.
- A member of the Wellbeing Team is available to meet with children and families on a daily basis.
- They support the well-being of children and families, attendance to school and support social and emotional needs/skills.
- All children have their wellbeing assessed three times a year, using the Leuven Scale. Those requiring more in-depth analysis of their needs will be assessed using the Boxall Profile.
- Parent consultations provide opportunities to discuss the well-being of each child alongside their academic progress.

- Children feel safe at school. A positive behaviour system with 3 simple rules 'Ready, Respectful, Safe' is in place where all adults focus on promoting positive behaviours.
- Lunch Club supports those children who find unstructured time particularly challenging. Throughout these sessions, social skills are reinforced and embedded to promote successful play. A Nurture group provides for pupils who need extra support with social or emotional development.
- All children are encouraged to recognise and identify how they are feeling on a daily basis. Additional support is in place for those children who struggle to identify and understand their emotions and those of others or children who need additional emotional support.
- Pastoral Support Plans are designed to address and support children's emotional and behavioural needs. These are created and reviewed with class teachers, children and parents/carers.
- Play therapy is offered where appropriate to individual children.

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



Becky Strike is the designated teacher for looked-after/post LAC children.

Ms Strike works to make sure that all teachers understand 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?

At St Alphege CE Infants School and Sunbeams Nursery, we have robust transition procedures which make moving between year groups or schools as smooth as possible.

Between years

To help pupils with SEND be prepared for a new school year, the current teacher and the next year's teacher meet to discuss all pupils moving up. The Inclusion Leader may also meet with the receiving teacher to provide additional support and information.



Between schools

We work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting. The SENCO of the new junior school will meet with our Inclusion Leader, and they will discuss the needs of all the pupils who are receiving SEND support and talk about the child as a whole.

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.

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on HELPLINE: 03000 41 3000, Office: 0300 333 6474 and Minicom: 0300 333 6484 http://www.kenttrustweb.org.uk/kpps

To see what support is available to you locally, have a look at the Kent Local Offer. Kent publishes information about the local offer on their website:

https://www.kent.gov.uk/education-and-children/special-educational-needs

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://www.iask.org.uk/parents-and-carers/frequently-asked-questions/

Local charities that offer information and support to families of pupils with SEND are: https://www.kentautistictrust.org/

https://www.snaap.org.uk/

https://sossen.org.uk/

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?

Our complaints procedure can be found by accessing the link below:

https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/2024-25/BCABD6E7F2EA5B13DD423A593A723AB4.pdf

Complaints about SEND provision in our school:

We encourage parents to discuss their concerns with the class teacher, Inclusion Leader or Head of School to resolve the issue in the first instance, before making the complaint formal to the Chair of the governing body. They will then be referred to the school's complaints policy.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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. Information regarding this can be found in the link below:

https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution

19. Supporting documents

- **Equality Information and Objectives Policy** https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/750570AF2ED45DB9DD70AFFEEB8990E0.pdf
- **Child protection and safeguarding policy** https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/DE23B5766D2026B06CCF44B48CB9085E.pdf
- **Behaviour Policy** *https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/2024-25/123C5CB902B2656DC3F90BB77E51FC43.pdf*
- **Accessibility Plan** https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/2023-24/6BB5EB7EA21781E757CAEA9B9D5B2DA2.pdf
- **Attendance and punctuality policy** https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/2024-25/906C5777917566D52B8E11A4421B9AE9.pdf
- **SEND policy** https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/2023-24/2F95D16EFA568873D788D0FE514F943B.pdf
- **SEN & Disabilities Code Of Practice 2015 -** *https://www.gov.uk/government/publications/send-code-of-practice-0-to-25*
- **Mainstream Core Standards** *https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf*

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