Special Educational Needs and Disabilities (SEND) Information Report for

Eastry Church of England Primary School

Inclusion Team

SEND Governor:
Rachael Hollingworth

Inclusion Lead / SENCO:
Sarah Shallcross

Contact No. 01304 611360
sshallcross@eastry.kent.sch.uk

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Kent 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:

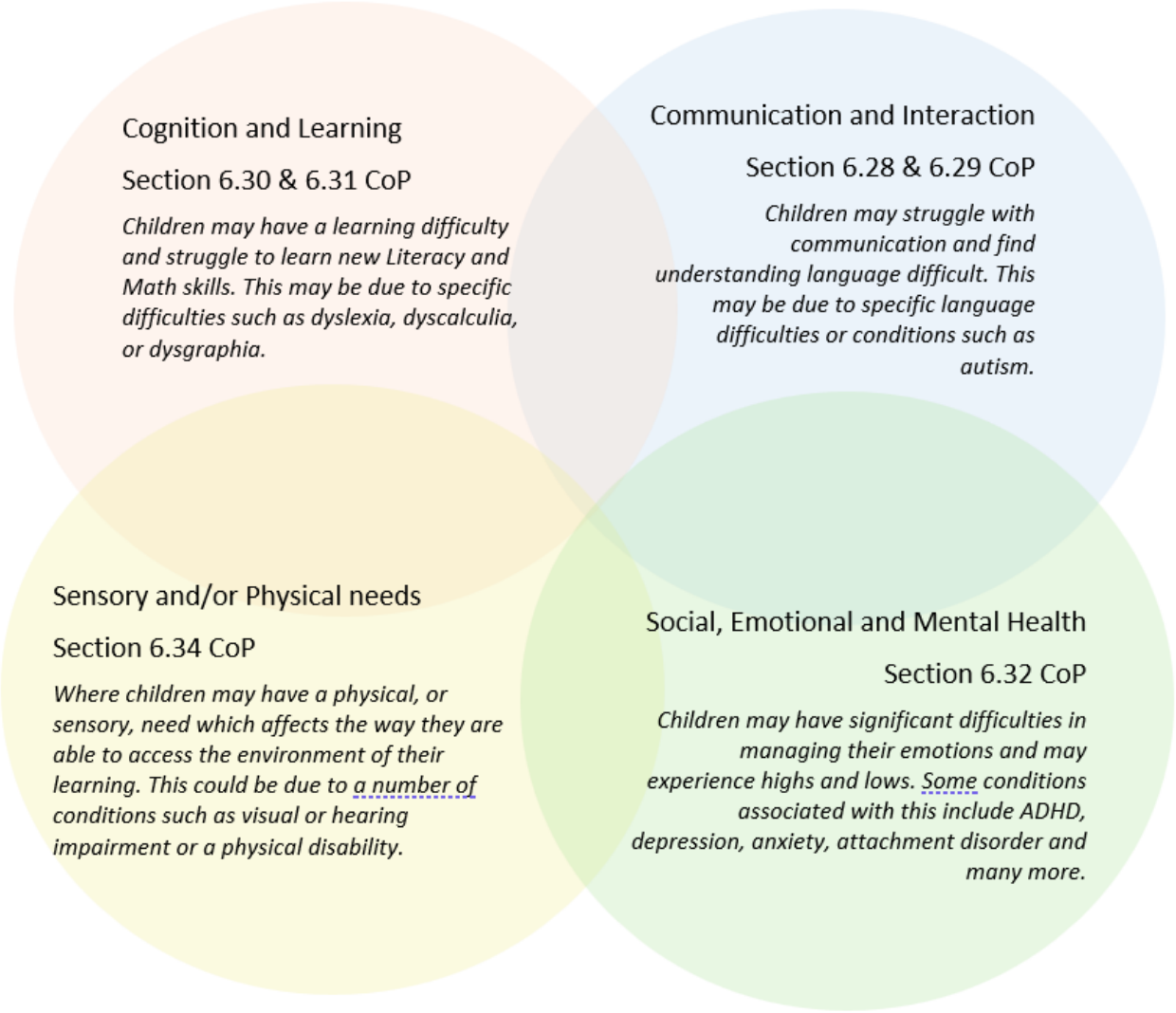
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website https://eastry.kent.sch.uk/our-school/policies.

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)

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

At Eastry C of E 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 school Inclusion Lead/SENCO is Mrs Sarah Shallcross.

Class/subject teachers

All of our teachers receive a range of in-house SEND training and external training. Our teachers are supported by our SENCO to meet the needs of pupils who have SEND.

Over recent years we have completed external training from our local Specialist Teaching Team on De-escalation and Positive Behaviour Management techniques and Autism Awareness Training delivered by Matt Burgess, Educational Psychologist from the Autism Education Trust.

Teaching assistants (TAs)

We have a team of seven Teaching Assistants, who are all trained to deliver SEND provision.

All of our teaching assistants are trained to deliver interventions such as:

- Clever Hands
- FIZZY
- English and Maths support, as guided by the class teacher.
- Read, Write, Inc phonics groups or 1:1 support.
- Sensory Circuits
- Sensory Diet
- Nessy Reading and Spelling support (Years 4 & 5)
- Alpha to Omega
- Speech Link
- Language Link
- Touch Typing
- Lego Support
- Emotion Coaching

Some of our Teaching Assistants have completed additional specialist training in programs such as:

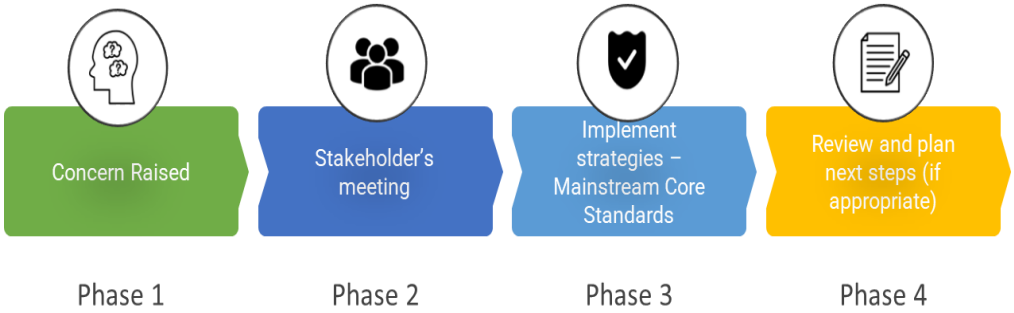
- Nurture UK
- Trauma Informed Schools
- Boxall Profile
- Drawing Club
- Dyscalculia support
- Dyslexia support
- Speech and Language
- Attention Autism
- Pastoral support
- Comic Strip Conversations
- Body Board
- Social stories

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)	Emotional Wellbeing Team (NHS)
Education welfare officers	Therapeutic practitioners
Educational psychologists	Speech and language therapists
School nurses	SEND Inclusion Advisor
Safeguarding services	GPs or paediatricians
Occupational therapists	School Liaison Officer
NELFT practitioners	SALUS

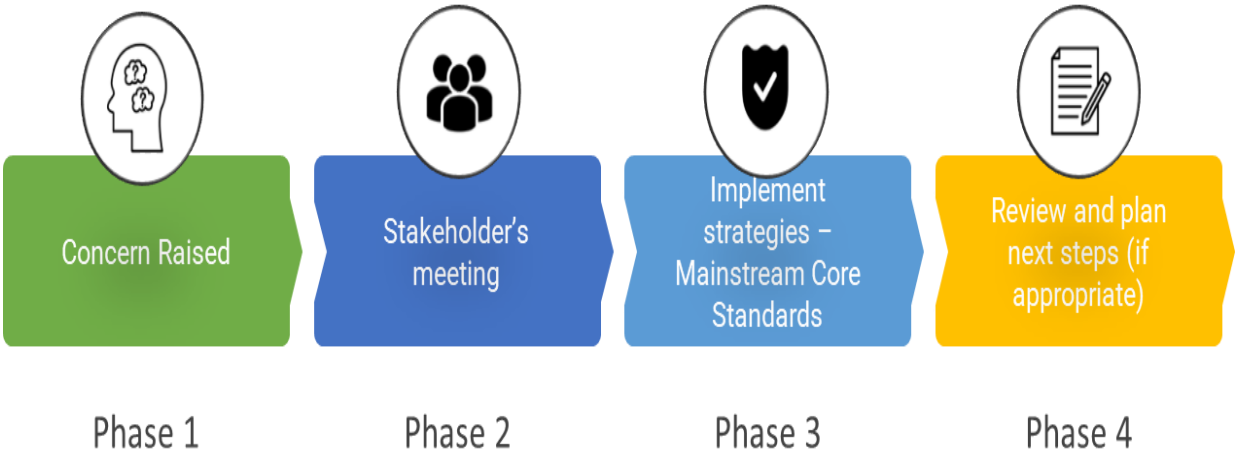
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with your child's class teacher. The class teacher will inform the SENCO so that she is aware. If you would like Mrs Shallcross to attend the meeting, please let your child's class teacher know. Your child's class teacher will be able to talk to you about what provision and support is in place already to support your child and what next steps they are planning.
Phase 2	During the meeting, we will be able to discuss your concerns, discuss strategies and interventions that have already been put into place, 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	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	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. Sometimes we know that children need a little extra support but this may sit somewhere between Mainstream Core Standards and our SEND register. For those children, you will be formally notified that they will be added to our Monitoring Register. Their provision will be documented using a Pen Portrait.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school. We will discuss our concerns and observations with you and discuss your child's progress. From here we will share with you the support and strategies put in place to support your child and how we can best move forward to support them.



All of 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 difficulties or barriers with:

- Reading
- Phonics and spelling
- Writing
- Maths,
- Communication and interaction with others
- Social play
- Sensory needs
- Speech and Language
- Transitions

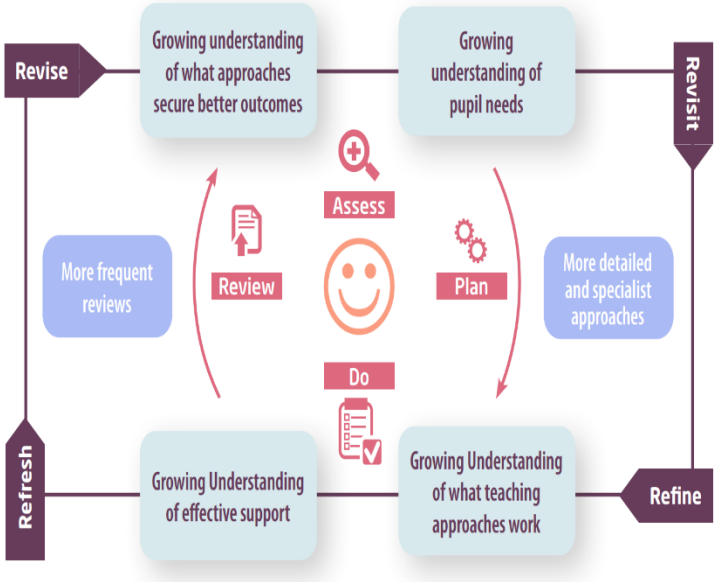
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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?

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 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?

All children at Eastry Primary School receive an annual full school report along with two parents' evenings. Our first parents evening is in Term 2, the second is in Term 4 and reports are issued in Term 6. During these meetings, we will report to you on your child's progress.

For children on our Monitoring register, in addition to these meetings and annual reports, you will have an additional annual meeting as part of your child's transition to their next class. This meeting with be with parents, SENCO and your child's new class teacher.

For children on our SEND register, you will have three provision review meetings per year: 2 at parents' evenings where the SENCO will attend and the third as an additional annual meeting as part of your child's transition to their next class. This meeting with be with parents, SENCO and your child's new class teacher. You will also receive your child's annual report.

During these provision and transition meetings we will meet you 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 the school office on 01304 611360 to make an appointment with either your child's class teacher or Mrs Shallcross or, alternatively, email Mrs Shallcross directly at sshallcross@eastry.kent.sch.uk. Teachers and Mrs Shallcross can also be contacted via Class Dojo.

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

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.

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 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 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

We may also provide the following interventions as part of our whole school provision. This is accessible at three different levels;

- Universal support which is available to everyone.
- Targeted support which is in place to support our children with an identified SEND, those without an identified SEND that have been identified as underachieving.
- Specialist support which is specifically planned to enable individual children with SEND make small steps progress.

Kent SEND Information Report

Universal Support

Universal support is for all children. It is the provision of a learning environment and culture that is inclusive. Staff are aware of different Special Educational Needs and Disabilities (SEND) and receive training at the appropriate level to understand and meet the needs of the majority of children in their class. Teachers deliver a quality inclusive curriculum, known as Quality First Teaching.

Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory/ Physical
- <u>Quality inclusive teaching strategies:</u> - Focus on understanding and using key subject vocabulary in every lesson - Key word mats - Supportive seating plans - Scaffolded learning activities to reduce overload - Tasks and instructions chunked and broken down - Task Management Boards - Scaffolded, multi-sensory learning activities - Adapted writing frames and sentence starters - Lesson slides printed when necessary to reduce copying or looking at board - Metacognitive approaches	• <u>Quality inclusive teaching strategies:</u> - Focus on language and language development/ key subject vocabulary in every lesson - Key word mats - Supportive seating plans - Reduced language (spoken) - Reduced text on screen - Visuals to support language - Scaffolded learning activities to reduce language overload	• <u>Quality inclusive teaching approaches:</u> - Supportive seating plans - Positive praise - Consistent routines - Task Management Boards - Scaffolded learning tasks to support focus, concentration, motivation, confidence - Daily check-ins at the beginning of the day and after un-structured play.	• <u>Quality inclusive teaching approaches:</u> - Seating plans - Lighting in class - Declutter/organisation in class - Awareness to limit over stimulation from multi-sensory input - Wednesday Workshops focused on sensory needs - PSHE awareness for students to educate on disabilities and inclusion - Positive representation of disability in teaching materials
• Mainstream Core Standards • Professional Learning/ CPD • Scaffolding			

Targeted Support

Targeted support is in addition to the support provided to all children at Universal level. It is usually short-term intervention within small groups for children with or without SEND. Children who are identified as underachieving may benefit from these types of intervention. The learning will be differentiated or planned to address and target specific gaps in children's learning.

Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory/ Physical
• Dyslexia screening • Visual stress overlays • Dyslexia friendly reading books • Access to audio books • Scaffolding • Task Management Boards • Assistive technologies • Touch typing • Exam Access Arrangements • Brain breaks • Nessy Spelling and Reading programme	• Speech Link assessment • Language Link assessment • Targeted Language Link intervention • Targeted NELI intervention (EYFS) • Support from Specialist speech and language TA. • Individualised social stories • Turn taking interventions • Safe spaces • Lego Therapy • Comic strip conversations	• Boxall Profile screening- identification of individual strategies • Behaviour Support Plan delivered for key students • Individualised 5-point scales • Individualised Zones of regulation work • Body board intervention • Targeted mentoring • Nurture group • Increased personalised check-ins with a key member of staff. • Drawing and talking • Support during unstructured play. • Lunch Club • Sports / Active Lunch Club • External Agency referrals to be considered by SENCO/ SLT/ Pastoral Team: Early Help/ CYPMHS/ NELFT School Health/ NHS CHATTS Counselling/ Young Carers/ Play Therapy.	• Collaboration with external professionals to aid the diagnosis/ review process /strategies required • Fidget tools (with contracts) • Fine motor skills support • Gross motor skills support • Sensory circuits • Physiotherapy • Movement breaks • In class sensory de-escalation techniques • 1:1 support for specific lessons and students • Assistive technology • Touch Typing intervention • Specialised equipment • Sensory Profile in place • STLS sensory clinic

- Professional Learning/ CPD
- SEND / EHCP mentoring sessions
- Individual provision map meetings with parents / students to identify and review key strategies and end of Key Stage Outcomes

Specialist Support

Personalised support is learning and development activities that are specifically planned to meet the needs of individual children. The provision at this level is usually put in place to enable individual children with SEND to participate and make progress against identified small step targets.

Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory/ Physical
• Precision teaching • Better Reading Partnership Interventions • Significantly adapted curriculum / provision • LIFT (Local Inclusion Forum Team) referrals • STLS (Specialist Teaching and Learning Service) support- observation/ recommendations • Dyslexia Association strategies in place alongside MCS. • Educational Psychologist assessment	• Speech and Language Therapist- assessment/ therapy programme • STLS (Specialist Teaching and Learning Service)- observation/ recommendations • Educational Psychologist assessment	• CAMHS/ ChYPMHS support and liaison with professionals (Salus; Early Help; Dare to Differ) • Clinical Psychologist- assessment of underlying SEMH needs; psycho-education, understanding and therapy • LIFT (Local Inclusion Forum Team) referrals • STLS (Specialist Teaching and Learning Service) support- observation/ recommendations • Intensive social skills interventions- 1:1 breaktime/ lunchtime provision and support • Individual Reasonable Adjustment Plans • External Agency referrals to be considered by SENCO/ SLT/ Pastoral Team: Early Help/ CYPMHS/ NELFT School Health/ NHS CHATTS Counselling/ Young Carers/ Play Therapy.	• Occupational health/Physiotherapy referrals / programme • Specialist Teaching Services- VI/ HI/ PD • Individual Reasonable Adjustment Plans • Risk assessments • PEEPs • Adaptations for VI- font size / assessments / environment
• EHCP's; EHCP Provision Plans and Annual Reviews- review and planning for specific End of Key Stage Outcomes and targeted strategies/ interventions • 1:1 mentoring/ intervention as needed			

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:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after twelve 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?

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 offer 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 of our pupils, including our Early Morning club and after-school clubs. All pupils are encouraged to go on our school trips, including our Year 6 residential hosted at an accredited PGL site. All pupils are encouraged to take part in special days or events such as Sports Day, special themed days or workshops, our Year 6 production, church visits and celebrations, family worships etc.

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?

At Eastry Primary School, we welcome all children, regardless of their SEND status, needs, background, gender or ethnicity. We ensure that our admissions processes are fair for all pupils by:

- All families making enquiries to the school about prospective places are encouraged to come and tour our school. If a child has a SEND need and parent would like to know more about the support on offer at Eastry Primary School, parents can request a meeting with Mrs Shallcross.
- All families of children who have an EHCP are encouraged to tour the school to ensure that they feel it is right for their child. If parents feel that Eastry is the right school for them, we will offer a meeting with Mrs Shallcross, our SENCO to discuss the child's EHC plan and the support we can

offer them in school. Once this is agreed in principle with the family and Mrs Shallcross has checked that we have spaces within a specific year group, the family complete our admission forms. A place will be held available for a child with an EHCP until the amended EHC plan with a revised Section I is issued.

- Our oversubscription criteria are managed on a first come, first served basis. Children and families are added to our waiting lists and if places become available, they are offered to families in the order they requested the place, following the Kent criteria and procedures regardless of disability or special educational needs.

13. How does the school support pupils with disabilities?

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.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

For more information, see our school Accessibility plan available here:

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

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

- Pupils with SEND are encouraged to be part of the school council.
- We use Zones of Regulation which is taught discreetly in each class sp pupils feel empowered to recognise their emotions and how to regulate themselves.
- We provide pastoral support for children with our daily morning 1:1 check-ins. Any child that is unhappy is followed up with a 1:1 chat with their class teacher or TA.

- We provide extra pastoral support for listening to the views of pupils with SEND by obtaining their views and opinions on the support they receive in school. This is either done through conversation, picture questionnaire or pictures.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring that all of our staff are trained and able to recognise bullying and the necessary actions to take to report, record and respond to incidents of bullying. In addition, we promote anti-bullying practises throughout our PSHE curriculum, worships, displays and work with the student council. We collaborate with other local schools that our children are transitioning to. We ensure that anti-bullying is a high profile topic throughout the year which is reinforced through anti-bullying week.

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

Mrs Shallcross, our SENCO is also our Designated Teacher. Mrs Shallcross works directly with families, Virtual Schools Kent, the Local Authority and school staff to develop a responsive, personalised plan to support each child that is a looked after child or is a previously looked after child. Mrs Shallcross works hard to ensure 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.

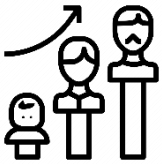
Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Between years

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

- Hold transition meetings where we ask the SENCO, yourselves and your child's new class teacher to attend their final provision review meeting.



- We have transition days where the children will spend a few days in their new classrooms, with their new teachers and teaching assistants.
- Social stories are available on Class Dojo to everyone. However, some children, including those with SEND, may have a paper copy to keep if needed.
- For our children with complex SEND, or those that struggle with anxiety, they are able to pop in for a tour of their new class and to say hello to their new teacher on our INSET day in September.

Between schools

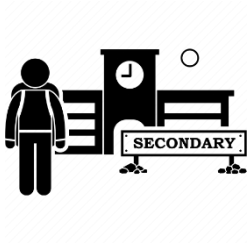
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for Primary Schools)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school style timetable.
- Learning how to get organised independently.
- Plugging any gaps in knowledge before starting on a new curriculum.



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 in any way we can.

To see what support is available to you locally, have a look at Kent's Local offer, available here:

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, and also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000
Office: 03000 412412
E-mail:-iask@kent.gov.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?

Complaints about SEND provision in our school should be made to the class teacher, Family Liaison Officer or SENCO in the first instance. We have an open-door policy and would always encourage parents to come and speak to us to resolve any issues they may have. If this meeting fails to resolve the issue, a meeting with the Headteacher should be arranged to share your concerns with them. If this is unsuccessful, a formal compliant should be put in writing to the Chair of the Governing Body, Ms Hayley Cook. Details on how to do this including a complaints form template can be accessed here:

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.

Disagreement Resolution:

Most disagreements can be sorted out by talking with the school, college, local authority, or Clinical Commissioning Group.

The SEND Code of Practice says: "Decisions about provision for children and young people with SEN should be made as soon as possible. In most cases this will be achieved by early years providers, schools, colleges, local authorities and clinical commissioning groups (CCGs) working closely together and agreeing what should be provided with parents and young people."

In Kent, Global Mediation www.globalmediation.co.uk/ourservices/education/special-education-needs is the independent service commissioned to provide a trained mediator to facilitate a discussion. The purpose is to look for a way forward that all the parties accept. The service is free and confidential and you can choose whether to use it.

Mediation

Mediation is also a type of disagreement resolution. The service is free and confidential.

There are two routes to mediation either for matters which can be appealed to the Tribunal or with regard to the health and social care elements of EHC Plans.

The SEND Code of Practice says: "Mediation can take place following decisions by a local authority not to carry out an EHC needs assessment, not to draw up an EHC plan, after they receive a final EHC plan or amended plan, following a decision not to amend an EHC plan or a decision to cease to maintain an EHC plan."

If you are not happy with the outcome of the local authority's decisions you have the right to appeal to Tribunal. If you wish to register an appeal with the First Tier Tribunal (SEN and disability) you first have to consider mediation. This is called mediation advice. Once you have had the mediation advice you can decide whether you want to go to mediation.

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour and relationships Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*

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 (SENDCO)** – the special educational needs and disabilities 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