



Special Education Needs (SEN) Information Report

Key Document Details

School Name: Haydon Wick Primary School

Version no: 3

Author: Lucy Langlay-Smith

Owner: Tim James

Approved by: TWHF

Ratified date: Sept / 2026

Interim review date: July / 2027

Next review date: Sept / 2027

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.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: [Special Educational Needs and Disabilities Information | Haydon Wick Primary School](#)

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

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

Haydon Wick is dedicated to including and providing for all learners. We are a Dyslexia Friendly School and received our award in July 2023.

Our school also provides support for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive 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

Our SENCO is Mrs Lucy Langlay-Smith who started with us in April 2026.

She is a new SENCO this year but has a wealth of experience working with a range of children with different needs and is a qualified teacher with 10 years of experience.

She completed the National Professional Qualification for SENCO in May 2026.

Mrs Langlay-Smith works 2 days a week: Wednesday and Thursday.

Inclusion Lead

Our Inclusion Lead is Miss Claire Kent.

She has a wealth of knowledge and had been supporting children with a range of needs including children with EHCPs at Haydon Wick for 10 years.

Miss Kent is also our Deputy Designated Safeguarding Lead and a qualified Emotional Literacy Support Assistant (ELSA) and she is also trained in using our Visual Stress Assessment tool to identify children who may benefit from coloured overlays.

Class 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.

We have regular SEND updates at every staff meeting and the SENCO delivers training once a term.

Training has included (among other things):

- Dyslexia Friendly Practise
- How to create an Inclusive Classroom
- Developing understanding of Metacognition
- Setting SMART targets
- Sensory Modulation difficulties
- Use of Sensory Circuits

Teaching assistants (TAs)

We have a team of 7 Teaching assistants who are trained to support children in that class room and deliver SEN provision. The Teaching assistants are trained in specific interventions which allow us to be able to deliver a range of interventions including precision teaching, Lego therapy, handwriting, phonics and SPARKS.

In the last academic year, TAs have been trained in Challenging Behaviour and De-escalation and Meeting the needs of SEND pupils within mainstream classrooms.

In 2026, our Inclusion Worker, Miss Claire Kent, refreshed her ELSA training. ELSA stands for Emotional Literacy Support Assistant and is a national programme of staff training to support children and young people with Social, Emotional and Mental Health (SEMH) needs run by the Educational Psychology service. It supports practitioners in developing the emotional literacy and overall resiliency of vulnerable children and young people. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

External agencies and experts

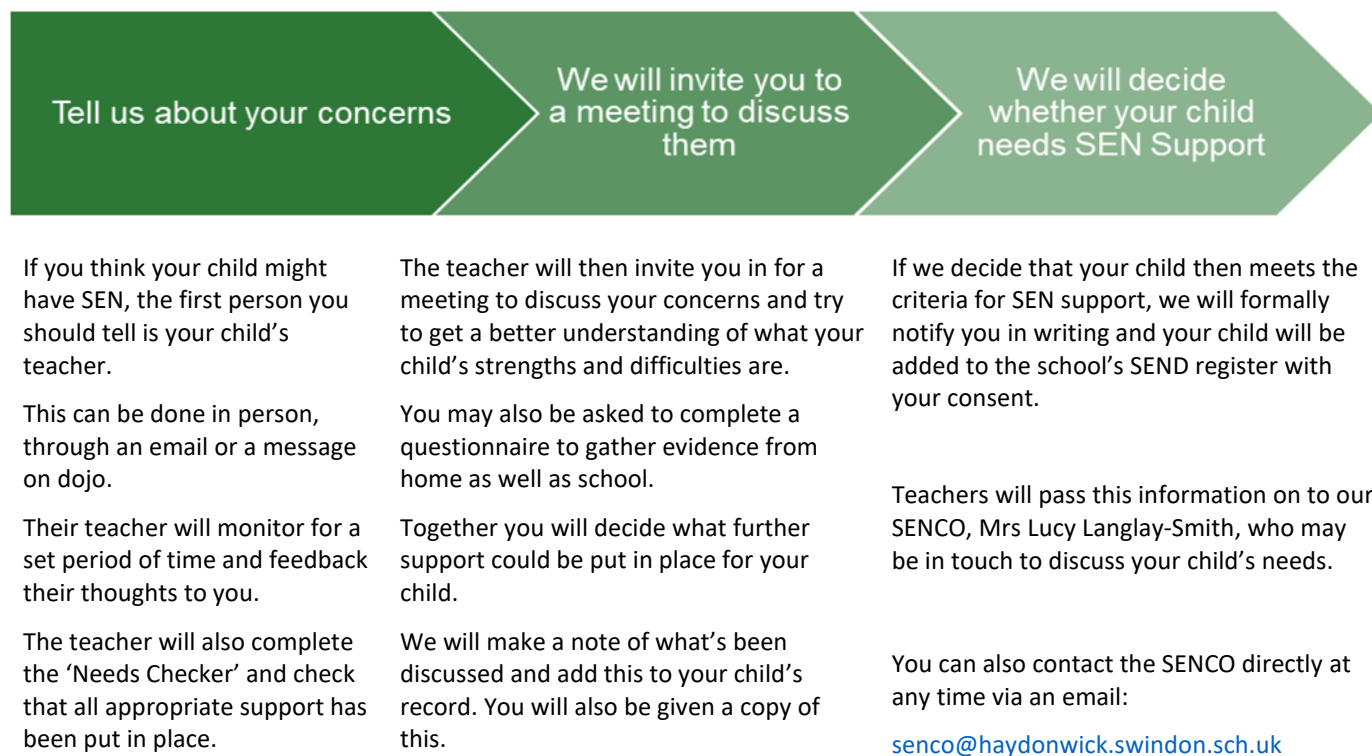
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapists
- GPs or paediatricians
- School nurses
- Social Emotional & Mental Health Support Team
- Swindon Autism Support Service
- Advisory Teaching Services – for Cognition and Learning or Physical needs.
- Education welfare officers
- Social services and other LA-provided support services such as Early Help Hub
- Project Me (Barnardo's)
- STEP
- Swindon SEND Families Voice

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

Please also see our SEN Flow Chart of Support which is also on our website. You can find that here:

[Special Educational Needs and Disabilities Information | Haydon Wick Primary School](#)



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

All of our class teachers are aware of Special Educational Needs (SEN) and regularly monitor pupils' academic progress, social development and wellbeing. They look out for children who may not be making the expected progress, for example: finding it difficult to read age-appropriate texts; struggling with spelling; finding it hard to retain previous learning; having difficulty focusing and paying attention during lessons; experiencing social or emotional challenges.

Initial Support

If a teacher notices that a child is falling behind, they will first investigate whether there are any gaps in learning or adjustments that could help. Additional support and targeted strategies may then be put in place.

Children who do not have SEN often make good progress once this extra support has been provided.

Raising Concerns About SEN

If, despite these interventions, a child continues to struggle to make the expected progress, the class teacher will discuss their concerns with the SENCO (Special Educational Needs Co-ordinator) and contact parents or carers.

You will be invited into school to discuss your child's needs and may be asked to complete a questionnaire. Together with the class teacher, you will agree support strategies to try and arrange a date to review your child's progress.

Reviewing Progress

After the agreed review period, the impact of the support will be evaluated. If concerns remain, the teacher will complete the school's SEN Identification Criteria forms.

Using this information, alongside guidance from the SENCO, the school will decide whether your child requires SEN Support.

SEN Support

If your child requires SEN Support:

- Their name will be added to the school's SEN Register.
- A SEN Identification Summary Sheet will be completed, outlining the additional needs that have been identified.
- The class teacher will work with you to create an Individual Support Plan (ISP) / Pupil Profile. This will identify specific area of need, set achievable targets, outline support strategies and monitor progress through small, measurable steps using the Assess, Plan, Do, Review (ADPR) plan.
- These documents will also record your consent for your child to be placed on the SEN Register.
- You will receive copies of these documents for your records.

Additional Involvement from the SENCO

If your child continues to experience difficulties despite receiving SEN Support, the SENCO and/or Inclusion Worker will become more involved.

This may include:

- Observing your child in the classroom and playground
- Discussing their strengths and areas of need with teachers
- Reviewing progress, attainment and behaviour
- Providing further advice and recommendations

Further to this, The SENCO will seek the views of both parents/carers and the child. Where appropriate, advice may also be requested from external professionals, such as:

- Speech and Language Therapists
- Educational Psychologists
- Pediatricians
- Other specialist services

Education, Health and Care Needs Assessment (EHCNA)

If a child's needs continue to be unmet despite sustained support and intervention, the school may gather evidence to request an Education, Health and Care Needs Assessment (EHCNA).

If the assessment is approved by Swindon Borough Council, an Education, Health and Care Plan (EHCP) may be issued.

An EHCP is only agreed when there is sufficient evidence from a range of professionals showing that a child's needs cannot be met through the resources ordinarily available within school.

Supporting an EHCP

If an EHCP is issued, parents/carers, the class teacher, SENCO and Inclusion Worker will work together to ensure that the outcomes and provision detailed within the plan are effectively implemented and supported within school.

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

Teachers regularly assess all pupils throughout the year as part of everyday teaching and learning. Parents receive updates on their child's attainment and progress through two parent consultations and an annual written report.

For pupils receiving SEN Support, parents are invited to three review meetings each year to discuss progress, evaluate support strategies and review their Individual Support Plan (ISP) or Pupil Profile.

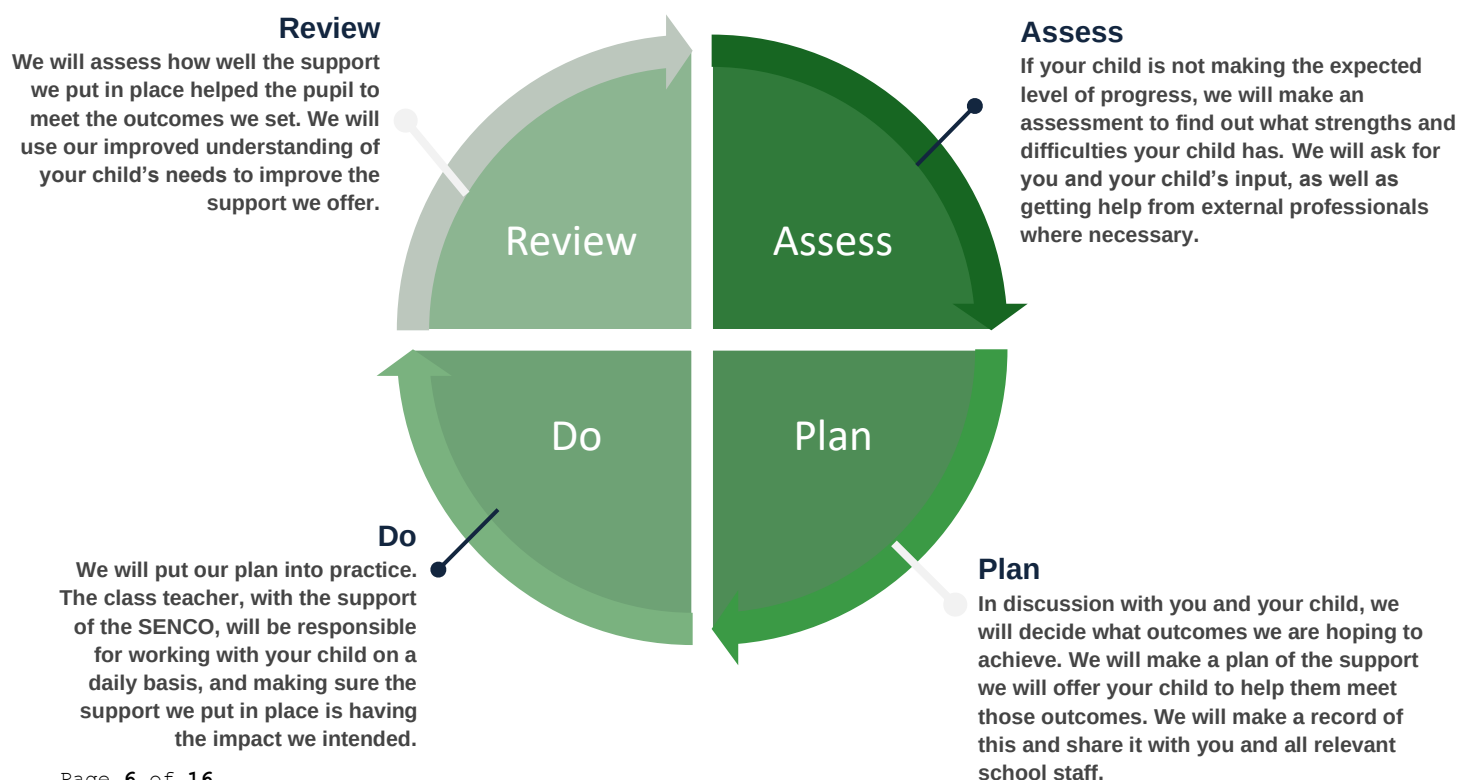
If a child has an Education, Health and Care Plan (EHCP), parents will also be invited to an Annual Review. Other professionals involved with the child, such as an Educational Psychologist or School Nurse, may attend or provide reports to help review progress and plan next steps.

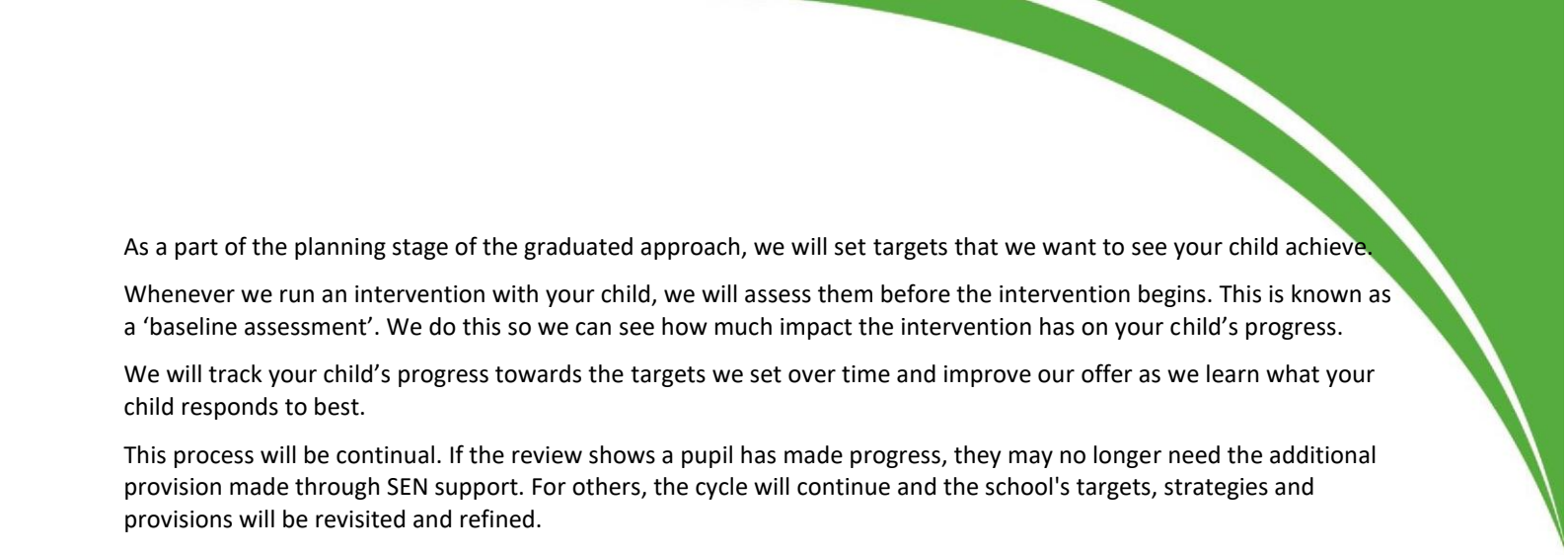
Pupils are assessed against age-related expectations. Attainment may be reported as Working Towards the Standard (WTS), Expected Standard (EXS) or Greater Depth Standard (GDS).

In the Early Years Foundation Stage, all children complete a baseline assessment when they start school. This helps teachers understand each child's starting point and monitor their progress throughout the year.

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

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





As a part of the planning stage of the graduated approach, we will set targets 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 targets 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 an annual report on your child's progress.

In addition, your child's class teacher will meet you at least 3 times a year to:

- Set clear targets for your child's progress
- Review progress towards those targets
- 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 sometimes attend some of 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 in person, with an email to the office or through a message on 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 level of need. We recognise that no two 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:

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a simple survey to allow them to share how they feel about school and their learning
- Ask them to complete a 'This is Me' information sheet

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

The class teacher/s are 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 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 child-by-child basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and scaffolds available to support completion of tasks
- Making sure every class has 'Help Yourself' resources available for children to use when they feel they need them
- Using manipulatives in maths lessons and ensuring teachers model how they are used to support learning
- Using recommended aids such as laptops, coloured overlays or books, visual timetables, larger font, etc.
- Using strategies to support concentration such as wobble cushions, sensory aids or sensory breaks
- Teachers or teaching assistants may support pupils on a 1-to-1 basis during some activities or in part of a lesson
- Teachers or teaching assistants may support pupils in small groups when delivering additional teaching or using a specific intervention

We may also provide the following supports or interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Use of visual supports Social stories Social Behaviour Mapping 5 point scale / Zones of Regulation Sensory Breaks Sensory Circuits Self Soothe Boxes ELSA support Friendship Groups or Social Skills support
	Speech and language difficulties	Speech and Language Therapists Black Sheep Press resources Stammer awareness
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia and dysgraphia	Dyslexia Friendly Practice Help Yourself resources

	Visual Stress	Precision Teaching Toe by Toe Spelling through Morphographs Little Wandle Catch up groups Coloured overlays and coloured books Support from Advisory Teachers for C&L
	Moderate learning difficulties	Reader pen Individually planned lessons and support
Social, emotional and mental health	ADHD, ADD	Use of visual supports 5 point scale / Zones of Regulation Sensory Breaks Sensory Circuits Self Soothe Boxes ELSA support Friendship Groups or Social Skills support
	Adverse childhood experiences and/or mental health issues	ELSA support Self Soothe Boxes Friendship Groups or Social Skills support Sunrise Club Project Me Book of Positives Boxall Profile Assessment Time with our animals
Sensory and/or physical	Hearing impairment (HI)	Support from Hearing support team Use of Sign a long and visual resources Use of hearing aids or radio aids Carefully selected positions in class
	Visual impairment (VI)	Support from Visual impairment support team Carefully selected positions in class Appropriate sized & coloured resources
	Physical impairment (PI)	Support from Advisory Teachers for PI Activate chair SPARKS

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

9. Dyslexia Friendly Schools Quality Mark

In July 2023 we achieved the Dyslexia Friendly Schools quality mark. This means we work hard to ensure that children with Dyslexia or Dyslexic tendencies get the support they need to achieve in school. We recognise that learning can be much more challenging for these children and we want to make sure they get the support they need to achieve.

If we suspect a child has Dyslexia we invite parents in to school for a meeting to discuss concerns. We would also use a screen to identify needs. We use the GL Dyslexia Portfolio along with the British Picture Vocabulary School. We also use the Swindon Core Standards checklists and Dyslexia Identification checklist from the Swindon Dyslexia service.

When marking work, teachers and staff are mindful of managing the needs and self-esteem of all SEN children including children with Dyslexia or Dyslexic tendencies. Work will be celebrated and praised based on the content and cohesion rather than the spelling.

Staff may only make a limited number of corrections on a piece of work and teachers will exercise sensitivity in their marking of spellings particularly. Correction of spellings will be focussed primarily upon individual target words, high frequency words and particular letter strings.

We are not able to diagnose Dyslexia in school but we can refer to the Advisory Teachers for Cognition and Learning service if we need additional advice. If parents would like a formal assessment, they would be advised to check the British Dyslexia Association website to find a qualified assessor in the local area.

10. Who are the Diverse Learning Council?

The DLC are Haydon Wick's Diverse Learner Council. The DLC regularly meets to raise awareness of our diverse learners in school. We have thought about:

- Which resources help us learn best?
- Are all our classrooms Dyslexia Friendly?
- Do your 'Help Yourself' areas contain everything on our Dyslexia checklist?
- What would you like to do more of in lessons?
- Is there anything else that your teachers could do to help you?
- Are the 'Help Yourself' areas being used in your classrooms?
- What are we great at?

The DLC does a fantastic job of raising the profile of Dyslexia and neurodiversity and helps to ensure there is never any stigma attached to having a learning difference. The DLC ensures we all acknowledge and celebrate our diversity. We need to keep doing this to prevent children from struggling in silence and disengaging.

Children with Dyslexia are at a higher risk of developing self-esteem issues, and anxiety related to school, or may disengage - all of which make learning even harder! They need support to stay determined and not feel deflated. Having a DLC can help children feel like they are normal and inspire them to persevere.

Our DLC are also ambassadors for our Dyslexia Friendly Schools Award.

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

There are robust systems in place for the SENCO and senior leadership staff to monitor the effectiveness of the school provision for SEND children. We will evaluate the effectiveness of provision for your child in several ways.

These include;

- Book Scrutiny
- Progress Meetings

- Lesson observations or learning walks for all staff, focussing on the quality of provision for SEND children
- Using pupil questionnaires or interviewing children to capture pupil voice
- Monitoring of planning or Individual SEN plans by the SENCO
- Holding an annual review (if they have an EHCP)
- SEN team meetings
- SENCO – Teacher conferences to discuss progress and any arising problems

Subject leaders also monitor the delivery of their subject and the progress made. Ofsted and our School Improvement Team visit the school on a rolling programme to monitor and make their judgment.

Our last Ofsted in June 2024 graded the school as Outstanding in all areas and commented that our school was ‘**a highly inclusive school. Pupils with special educational needs and/or disabilities (SEND) are accurately identified and achieve well.**’

Our School Governor with special responsibility for SEND is Mrs Donna Walker. She meets with the SENCO regularly. The SEND Governor is the SENCO’s ‘critical friend,’ to ensure the best possible provision for children with SEND. Mrs Walker was also involved in the Dyslexia Friendly Schools quality mark.

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

The school receives money for each child in the school. In addition, it receives money to support SEND children. This is used according to the needs of the children in the school, following observation and formal or informal assessment.

Additional funding can be requested to support higher needs children, that is children who have an EHCP. The headteacher and the SENCO will discuss each child’s needs in detail and then ensure that school-based provision meets the needs of each child as detailed in the EHCP.

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

- Additional support from an adult – this may be from a TA or teacher
- Further training for staff
- Extra equipment or facilities
- External specialist expertise and advice – this maybe through outreach support

If this is 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, that is when we will seek it from our local authority through an application process or through securing an EHCP with additional funding.

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

All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender or sexuality. We make sure there are no barriers to children with SEND enjoying the same activities as other pupils in our school, including physical activities.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All of our children are included on all of our school trips, including our Y6 residential trips to Braeside Education Centre or PGL.

- All children take part in sports days, enrichment activities and visits.
- The DLC regularly promote celebrate diversity in our school and we are passionate about making everyone feel included.

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.

If necessary, the details of the access will be determined through a rigorous risk assessment procedure and adaptations will be made as needed.

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

Parents can apply to our school under the Swindon Borough Council admissions procedures and policies.

- Our arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN is the same as our arrangement for any child.
- If a parent of a child with an EHCP wants to name our school for their child, we will have a meeting with them before they do so. This meeting will allow them to ask any questions and have a tour of the school to ensure we are the most appropriate setting for them. We will want to ensure that we are able to meet the needs of their child effectively.

15. How does the school support pupils with disabilities?

Haydon Wick is a fully inclusive school and all children are given equal access to a rich curriculum where they can reach their potential. Our school is wheelchair accessible and we have a disabled toilet on site. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment.

For further details on how we ensure we meet the needs of all children, including those with disabilities, our accessibility plan, agreed with the Governing Body, is available on request.

You can also find it on our website [Policies & Procedures | Haydon Wick Primary School](#)

It covers how we will:

- Increase the extent to which disabled pupils can participate in the curriculum by adapting the classrooms or activities to match the needs of each individual
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide for example changing taps to make them easier to use
- Improve the availability of accessible information to disabled pupils by making sure they are in the correct sized font or on the correct coloured paper

All pupils have equal access to all facilities, activities and resources, regardless of any disability. If necessary, the details of the access will be determined through a rigorous risk assessment procedure and any adaptations will be made as needed.

Children with disabilities will be part of the same monitoring, assessment and review cycle as all children on our SEND register. If we are ever concerned that a child is not reaching their potential, we will follow the graduated response and carefully set appropriate targets to support them.

16. 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 SEN are always represented on our school council, rights respecting club, antibullying ambassadors and our Diverse Learning Council (DLC)
- We provide extra pastoral support for listening to the views of pupils with SEN from our ELSAs and Inclusion Lead Miss Kent
- We run a morning nurture club called 'Sunrise Club' for pupils who need extra support with social or emotional development in the mornings
- We have a 'zero tolerance' approach to bullying. We promote our anti bullying ethos through our rights respecting club and anti-bullying ambassadors. These groups of children deliver regular assemblies to remind the whole school about our school beliefs.
- Our Anti Bullying Policy can be viewed on our school website [Policies & Procedures | Haydon Wick Primary School](#)

17. 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:

- Allow children extra visits to their new classroom and time with their new teacher
- Send home a transition book to read over the summer holidays which will include pictures of their new classroom and teachers
- Ask both the current teacher and the next year's teacher to attend a final meeting of the year where the pupil's SEN is discussed
- Send up any effective support tools that the child will require i.e. a wobble cushion or sensory aids, coloured overlays or handwriting pencils or pencil grips

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 – moving from Year 6 to Year 7

Our SENCO will arrange a meeting with the SENCO of the secondary school. They will discuss the needs of all the children who are receiving SEN support.

If a child has an EHCP they may arrange a meeting with parents present too. This will allow a thorough handover of all effective support strategies and any concerns or worries can be shared.

Pupils will be prepared for the transition by:

- Visiting the new secondary school for extra transition days. Sometimes an adult from our school may accompany them on the first day.
- Practising with a secondary school timetable or looking at maps.
- ELSA support from Miss Kent in a small group to support with anxiety around moving schools.

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

Miss Claire Kent, our Inclusion Lead, will work with Mrs Lucy Langlay-Smith, 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 SEND. 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.

Many of our teachers have had training in Attachment Disorder and understand some of the strategies that support children with these difficulties.

19. 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 our SENCO, Mrs Lucy Langlay-Smith, in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN 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.

Swindon Borough Council use Global Mediation Services. Mediation is a statutory service designed by Local Authorities to help parents, young people and local authorities resolve disputes over EHC Needs Assessments and EHC Plans.

Global Mediation provide a Disagreement Resolution Service and Mediation Service. You can contact them by phone: 0800 064 4488 or email: sen@globalmediation.co.uk. Details about this service can also be found on their website: www.globalmediation.co.uk.

20. 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.

To see what support is available to you locally, have a look at Swindon's Local offer. Swindon Borough Council publishes information about the local offer on their website:

[SEND Local Offer | Swindon Borough Council](#)

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

SIAS [Swindon SEND Information, Advice & Support \(swindonsias.org.uk\)](http://swindonsias.org.uk)

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

Swindon SEND Families Voice swindonsendfamiliesvoice.org.uk

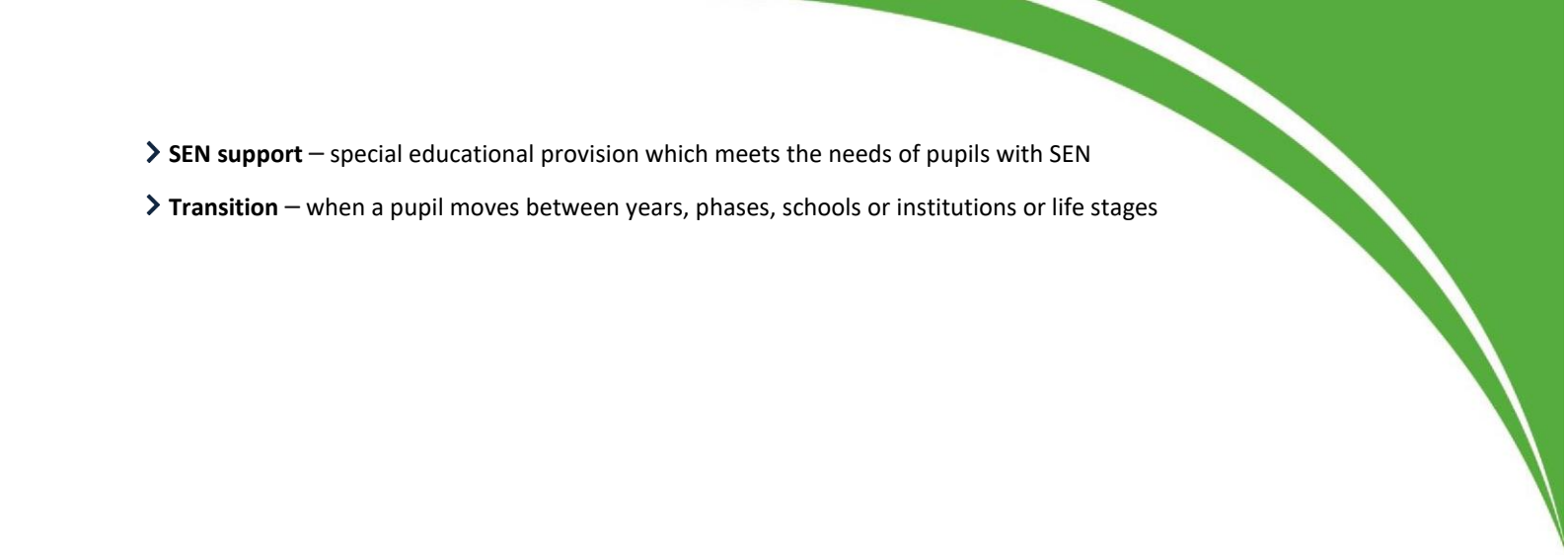
National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)

- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

21. 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.
- **Adapt** – When teachers adapt how they teach in response to a pupil's needs
- **CAMHS** – child and adolescent mental health services
- **DLC** – Diverse Learner Council
- **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.
- **EHCP** – 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.
- **ELSA** – Emotional Literacy Support Assistant
- **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 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 which explains what services and support are on offer for pupils with SEN 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 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 which meets the needs of pupils with SEN
 - **Transition** – when a pupil moves between years, phases, schools or institutions or life stages