



Kinderley Community Primary School  
SEND information report 2024

|                     |                  |       |  |
|---------------------|------------------|-------|--|
| Approved by         |                  | Date: |  |
| Last reviewed on:   | September 2022   |       |  |
| Next review due by: | September 2025   |       |  |
| SENCO               | Faith Bickerdike |       |  |
| Headteacher         | Haidee Norman    |       |  |

## Our school's approach to supporting pupils with SEND

At Kinderley, we believe that every child, including those with special educational needs and disabilities, has the right to reach their full potential. We strive to be an inclusive school.

We are a fully inclusive school, and we aim for all pupils to achieve to their full potential. This will be through high quality whole class teaching with differentiation and may also include additional small group work or 1 to1 teaching.

We make all reasonable adjustments we can to ensure our school fits around the children who learn here rather than expecting them to change to meet our expectations.

We have the same high aspirations for our children with SEND as we do for children without.

### THE SEND AIMS OF THE SCHOOL

- To ensure that all children have access to a broad and balanced curriculum, alongside their peers, and benefit from inclusive quality first teaching.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school life.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents and carers of SEND pupils are kept fully informed of their child's progress and attainment, and are full partners in reviewing and supporting their child's learning.
- To create an environment where children can contribute to their own independent learning, where they feel safe and listened to.
- To develop good relationships with outside agencies who may assess children and support the school in offering advice, support and training.

### What kind of SEND do we provide for at Kinderley?

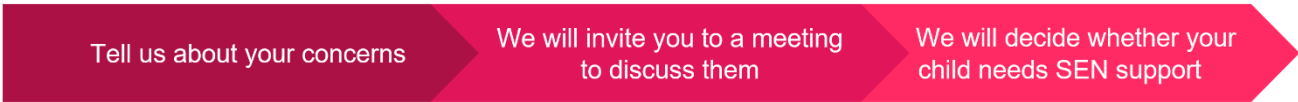
It is possible that a child may experience difficulty in one or more areas of need as specified in the Code of Practice 2014. To provide support for such children, Kinderley offers additional provision in certain areas of need. Below is a brief description of these areas

Kinderley provides for pupils with the following needs:

- Communication and interaction
- Cognition and learning
- Social and emotional and mental health difficulties
- Sensory and / or physical needs

| AREA OF NEED                               | CONDITION  |
|--|--|
| <b>Communication and interaction</b>       | Autism spectrum disorder   |
|  | Speech and language difficulties   |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia<br>Moderate learning difficulties<br>Severe learning difficulties |
| <b>Social, emotional and mental health</b> | Attention deficit hyperactive disorder (ADHD)  |
|  | Attention deficit disorder (ADD)   |
| <b>Sensory and/or physical</b>             | Hearing impairments  |
|  | Visual impairment  |
|  | Multi-sensory impairment   |
|  | Physical impairment  |

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| <p><b>What is our approach to teaching pupils with SEND?</b></p>                      | <p>We have high expectations and aspirations for all children, regardless of their needs or disabilities. Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children. Teaching in the school is of a high quality to ensure that all children make at least good progress. Provision for all children is overseen by the Headteacher, with support from the SENCO and Governing Body</p> <p>We also provide a range of interventions which are delivered in an age appropriate way to develop progress in children's physical, sensory or academic skills.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> <li>• Sensory circuits</li> <li>• Speech and Language Therapy</li> <li>• Fine/gross motor skill development</li> <li>• Reading interventions</li> <li>• Small group support in maths/literacy</li> <li>• Elsa (starting September 2024)</li> <li>• Play therapy</li> <li>• Lego therapy</li> <li>• Precision teach</li> <li>• RWI tutoring</li> </ul> |
| <p><b>Who should I contact if I think my child has special educational needs?</b></p> | <p>The first person that you should speak to is always your child's teacher. Your child's teacher knows your child very well and will be able to talk through your concerns with you. They will know your child's strengths and weaknesses, how they are progressing in school and whether this is in line with the national expectations. You will find that if there are any concerns in school your child's teacher will usually approach you to discuss their individual needs.</p> <p>You can also contact Mrs. Bickerdike, Special Educational Needs Coordinator, she oversees the provision for children with special educational needs or disabilities in school and will speak to your child's teacher if you have any concerns.</p> <p>The Head Teacher, Mrs Norman has overall responsibility of the provision for children with special educational needs or disabilities in school and may also be a useful point of contact.</p>  |



If you think your child might have SEN, the first person you should tell is your child's teacher.

Please make contact through class dojo or speak to them at the end of the day. You may also contact the office to book an appointment with the class teacher.

The class teacher will pass the message on to our SENCO, Mrs Bickerdike, who will be in touch to discuss your concerns.

You can also contact the SENCO directly, [senco@kinderley.cambs.sch.uk](mailto:senco@kinderley.cambs.sch.uk)

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.

If we decide that your child needs SEN support, we will discuss this with you and your child will be added to the school's SEND register.

**Identifying pupils with SEND**

Every teacher knows the needs and abilities of the children in their class. The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- ❖ Baseline assessment results
- ❖ Progress measured against the objectives in the National Curriculum and Early Years Foundation Stage Curriculum
- ❖ National Curriculum descriptors for the end of a Key Stage
- ❖ Standardised screening and assessment tools.
- ❖ Observations of behavioural, emotional and social development
- ❖ An existing Statement of SEND or Education, Health and Care Needs Assessment
- ❖ Assessments by a specialist service, such as educational psychology, identifying additional needs
- ❖ Another school or LA which has identified or has provided for additional needs.

Each term the class teacher meets with the Head teacher to discuss the progress and attainment of every child in their class and to identify where a child's attainment and progress is not at expected levels.

If this is the case additional support and /or targeted interventions are put into place through our schools detailed provision map drawn up by the School SEND Co-ordinator.

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

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will be supported in class. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

How will the school measure my child's progress?

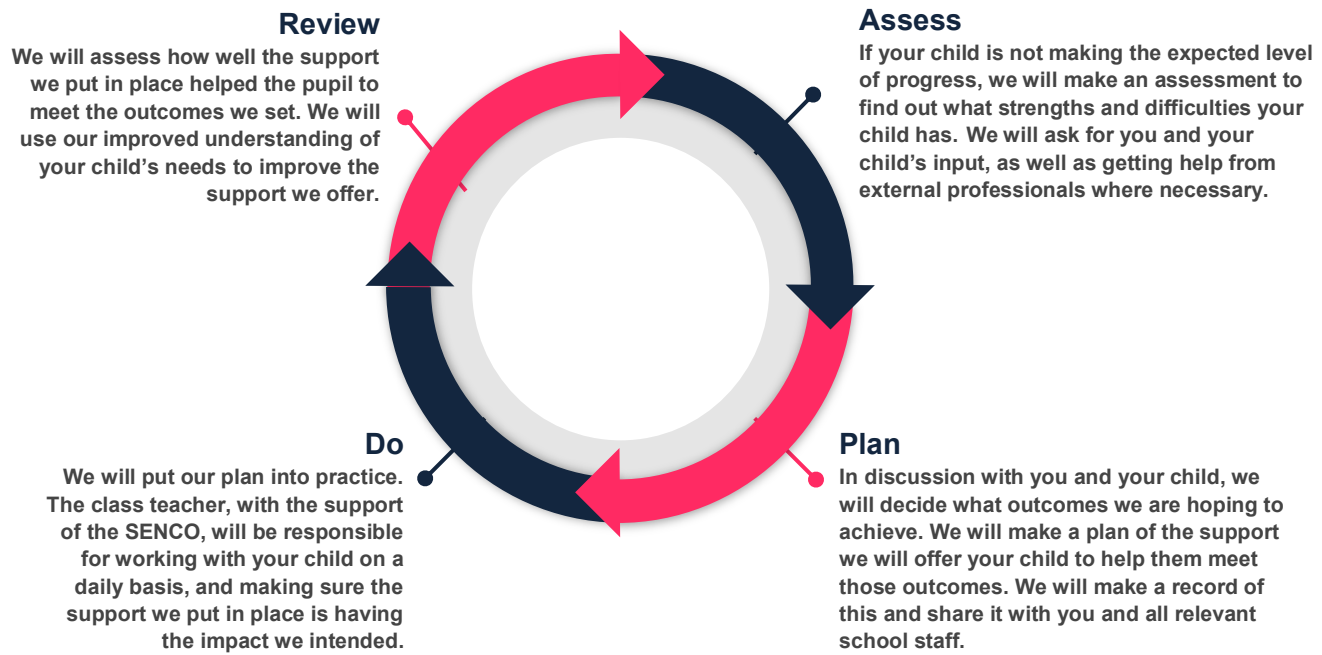
We will follow the 'graduated approach' to meeting your child's SEN needs.

As part of the SEN support cycle, your child's teacher and Mrs Bickerdike, will regularly review your child's progress with both you and your child. We will look closely at how your child is progressing towards any targets that have been set to make sure that the provision is appropriate and effective.

If your child has an Education, Health and Care Plan an annual review is held to assess your child's progress and the effectiveness of the provision.

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

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my

We work closely with parents on pupil progress and keep you informed through sharing your child's attainment data with you on a frequent basis. Your child's class teacher will meet you termly to discuss progress and review APDRs.

This will include:

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| <p>child's education?</p>   | <ul style="list-style-type: none"> <li>➤ Set clear outcomes for your child's progress</li> <li>➤ Review progress towards those outcomes</li> <li>➤ Discuss the support we will put in place to help your child make that progress</li> <li>➤ Identify what we will do, what we will ask you to do, and what we will ask your child to do</li> </ul> <p>The SENCO may also attend these meetings to provide extra support.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>If you have concerns that arise between these meetings, please contact your child's class teacher</p> <p>Annual review meetings take place for children with EHCPs. The annual reviews involve parents, teachers, SENCO and any other professionals involved in your child's support.</p> <p>Parents will be asked for their input in the annual review.</p> <p>Parents and teachers can however meet at anytime in the year.</p> |
| <p>How will my child be involved in decisions made about their education?</p> | <p>The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.</p> <p>We may seek your child's views by asking them to:</p> <ul style="list-style-type: none"> <li>➤ Attend meetings to discuss their progress and outcomes</li> <li>➤ Prepare a written statement, video, drawing, etc.</li> <li>➤ Discuss their views with a member of staff who can act as a representative during the meeting</li> <li>➤ Complete a questionnaire</li> </ul>   |

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

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

Early Years Foundation Stage - Development Matters' assessments (for Nursery and Reception age children) and National Curriculum assessment levels are tracked at least termly for each child.

Some children who are not working at the expected level will be assessed and planned for using or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum).

We look at where the children are in their learning before and after children have taken part in an evidence-based intervention. Interventions are additional support programmes, designed to take place over a set number of weeks in order for children to make accelerated levels of progress.

Termly Pupil Progress Meetings take place, during which we review the progress of children with SEND (see Question 1 for more information).

We work closely with parents to obtain their views and to help us shape the support we put in place for their child

We may also work towards targets and outcomes set by a professional.

Some children may have an Education, Health and Care plan which we will use to plan how we teach them and assess their progress towards outcomes on their plan.



How will the school resources be secured for my child?

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

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

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

We can request funding through an Education Health and Care Plan or through SENIF funding for children in nursery. In order to get this we must prove that we have tried many other interventions that have not worked well enough to support the child's learning.

There is a small budget available in school to buy resources for children e.g. pencil grips, fiddle toys and sensory equipment. Usually, school uses existing resources and adapts them for the child. There are also times when an Occupational Therapist or Specialist service may recommend a piece of equipment (for example a step or a hearing aid) and they will usually fund this.

**Who will be involved with helping my child?**

It depends on the needs of child as to how many people will be involved with your child. For some children, just the class teacher, teaching assistants, the inclusion coordinator and yourself will be the only people, whilst for other children their might also be outside professionals involved. These are just a few of the people that may be involved with your child. Every child has different needs, different support and different people involved in their support.

**Class Teacher**

Your child's teacher is responsible for your child's progress in school and will always play a key

**Teaching Assistant**

Your child may work with a teaching assistant for small group work or when

**Specialist Teaching Team**

The Specialist Teaching Team work with the teacher and inclusion coordinator to provide strategies to use with your child. They can carry out assessments to really unpick the difficulties your child is facing. All members of the team come from a teaching background.

**Educational Psychologist**

Similar to the Specialist Teaching Team, the Educational Psychologist will work with the teacher and inclusion coordinator to provide strategies or assess your child.

**Speech & Language Therapist**

The Speech & Language Therapist will support your child's language development. This is either through direct work in school or visits to the clinic in Wisbech. They may provide a programme for the school to deliver in order to support your child.

**Occupational Therapist**

School may refer your child to an Occupational Therapist if there are concerns about your child's sensory needs, fine motor skills or visual perception. They will carry out an assessment and provide strategies to use with your child.

**Sensory Services**

Sensory services may be involved with your child if they have a hearing or visual impairment. This will involve regular visits to school to ensure that any barriers to school life are kept at a minimum. They can also work on a one to one basis with your child.

**Community Paediatrician**

Some children may have a diagnosable condition which is affecting their learning, i.e. autism, ADHD. The Community Paediatrician will be able to diagnose these conditions.

**Social, Emotional and Mental Health Practitioner**

If your child is facing difficulties with their behaviour, the Social, Emotional and Mental Health Practitioner will be able to supply strategies to help your child overcome manage their behaviour. They will work with families and not directly with the child.

**You**

Research has shown that your interest and support will help your child to progress at a quicker rate. When things are hard every child needs to know that their parents are helping and supporting them.

How will the school adapt its teaching for my child?

Class Teachers have a responsibility for enabling all pupils to learn.

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

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

These adaptations include:

- Differentiating 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.
- Differentiating our teaching, 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 will support pupils on a 1-to-1 basis when a need is identified.
- We use Therapeutic thinking approach (formally STEPS)

Teaching assistants can support pupils in small groups.

Teachers will:

- Plan appropriate work/activities for their pupils
- Ensure that support is available for all children (inclusive quality first teaching)
- Differentiate the curriculum to take account of differing learning styles, interests, abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who require additional or different support in order to make progress
- Set targets and ensure pupils know the next steps in their learning.

Intervention is carried out by the school and is additional to or different from the usual differentiated curriculum.

It may take the form of:

- Using different learning materials
- Making reasonable adjustments to routines or to the physical environment. For children who have identified needs, our HUB provides a safe space, following individual personalised curriculum.

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| <p><b>What interventions are used at Kinderley?</b></p>  | <p>This is not an exhaustive list however interventions we have run are;</p> <ul style="list-style-type: none"> <li>• Brick club in conjunction with the mental health team</li> <li>• First class at number</li> <li>• RWI (read write Inc) one to one tutoring</li> <li>• Precision teach</li> <li>• Nelly</li> <li>• Talk boost</li> <li>• Speech and language support with targets from speech and language therapist</li> <li>• Touch typing</li> <li>• Fizzy fingers - fine motor work</li> <li>• Elsa (commencing September 2024)</li> </ul>  |
| <p><b>What support is available for ensuring the emotional and social development of pupils with SEND?</b></p> | <p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can be noticeable in a number of ways, including behavioural difficulties, anxiety, and being uncommunicative.</p> <p>All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer:</p> <p>Small nurture group activities for children in the Reception Year Group</p> <p>Daily check ins</p> <p>Social Skills interventions can be run across year groups to support children in small groups<br/>School can seek advice from the Emotional Health and Wellbeing team.<br/>School can request support for parents through parenting workshops, Early Intervention Workers and Family Workers who support with difficulties at home.<br/>School can refer to YoUnited were there are more serious mental health concerns</p> <p>If your child still needs extra support, with your permission, the SENCO, Social Inclusion worker or Head teacher will access further support from the specialist teaching team through an Early Help Assessment.</p> |
| <p><b>How will I know if my child qualifies for additional support or time to access exams?</b></p>            | <p>Schools needs to complete an application to enable children with SEND to have additional time ins statutory tests. Children who have an EHCP automatically qualify for extra time.</p> <p>The Year 6 teacher, Mr McVittie and the SENCO can advise parents and will contact them well before the start of the SATs tests.</p> <p>We will contact parents in advance if the tests, usually in the Spring term if we consider that additional support or time is required.</p>  |
| <p><b>What support is in place for looked-after and previously looked-after children with SEN?</b></p>         | <p>Ms Radford , our designated teacher , will work with Mrs Bickerdike, 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.</p> <p>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.</p>  |

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| <p>What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?</p> | <p>As your child progresses from class to class, they will continue to receive SEND support in school. Teachers make sure that SEND records are passed from class to class and hold transition meetings to discuss children's needs. All children have opportunities to visit their new classroom and meet the new staff who will be working with them, and if your child needs additional time for this process, this will be arranged. If your child is leaving our school, we ensure that all records are transferred to the new school. For children moving on to secondary school, additional visits may be offered and we will liaise as closely as we can with the SENCo at the new school. If your child joins us part way through their school journey, the information received from their previous school will be used by the teacher to identify how to support your child in school and help plan the next steps of your child's learning. Your child will continue to receive SEN Support in school and be part of the Assess, Plan, Do, Review process. If your child already has an EHCP, it will transfer with your child and any additional provision will continue along with the continued cycle of reviews.</p>   |
| <p>What should I do if I have a complaint about my child's SEN support?</p>   | <p>Complaints about SEN provision in our school should be made to the SENCO or headteacher in the first instance. They will then be referred to the school's complaints policy.</p> <p>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.</p> <p>To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the <a href="#">SEN Code of Practice</a>.</p> <p>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: <a href="https://www.gov.uk/complain-about-school/disability-discrimination">https://www.gov.uk/complain-about-school/disability-discrimination</a></p> <p>You can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> <li>➤ Admission</li> <li>➤ Exclusion</li> <li>➤ Provision of education and associated services</li> <li>➤ Making reasonable adjustments, including the provision of auxiliary aids and services</li> </ul> <p>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.</p> <p>See our schools complaints policy.</p> <p><a href="https://drive.google.com/file/d/1qF8r61zKNoZk2Oc2n4MhKD-E_XZIRMT-/view">https://drive.google.com/file/d/1qF8r61zKNoZk2Oc2n4MhKD-E_XZIRMT-/view</a></p> |
| <p>How do I contact the person responsible for SEND or arrange to meet them?</p>  | <p>The SENCO is the person responsible for ensuring additional support meets the needs of the children and provides support and advice to teachers and parents where required.</p> <p>The SENCO can be contacted by email or by telephone. Alternatively, visit the school and leave a message with the school office.</p> <p>SENCO: Faith Bickerdike</p> <p><a href="mailto:senco@kinderley.cambs.sch.uk">senco@kinderley.cambs.sch.uk</a></p> <p>Kinderley Community Primary School<br/>Church Lane</p>  |

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|  | <p>Tydd St Giles, Wisbech<br/>Cambridgeshire, PE13 5LG</p> <p>Telephone: 01945 870374 or by email; <a href="mailto:office@kinderley.cambs.sch.uk">office@kinderley.cambs.sch.uk</a></p>  |
| <p>What support is available for me and my family?</p> | <p>You may wish to look at the Local Offer which has details of all the local support available:</p> <p><a href="https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc">https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc</a></p> <p>For parenting support please contact <b>SENDIASS</b>:</p> <p><a href="https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q">https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q</a></p> <p><b>Help and Advice Understanding the SEND Code of Practice 0-25.</b></p> <p><a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p> <p><b>Early Help Assessment</b></p> <p>Sometimes it is difficult to know exactly what help you and your child need. In these cases, the Early Help Assessment (EHA) is an ideal tool to help. It is a way of identifying whether a child needs extra support and working out the best way to provide that support.</p> <p><a href="https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/accessing-support-for-your-family/">https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/accessing-support-for-your-family/</a></p> <p><b>Pinpoint Cambs</b></p> <p>Information and support run by parents.</p> <p><a href="http://Pinpoint-cambs.org.uk">Pinpoint-cambs.org.uk</a></p> <p><b>Family Support Worker</b></p> <p>Offer help with challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships.</p> <p>Jurate Trumpickiene (who can be contacted through school) is our family worker</p> |

We strive to ensure that children are happy confident learners who are able to express their needs, likes and dislikes, work with others, have a secure sense of belonging and a strong sense of self identity. We are committed to providing all children with an excellent start to their educational journey and there is a high priority given to the teaching and learning of reading, writing, maths, science and the wider curriculum - foundations for future learning and ultimately skills, essential in adult life.

“As a parent I feel Kinderley understand my child’s needs and are proactive in supporting those needs, whether that be certain strategies on a day-to-day basis in class, or via referrals for more specialist support. Overall, I feel a sense of involvement with my child’s SEND journey and am thankful for the regular updated I receive on his progress. “

The children within our School that require SEN provision are offered a wide range of support from behaviour, education psychology or speech and language therapy.

This is consistent and I am kept informed and feel confident with asking for further advice and support, if necessary, from our SENCO and Head Teacher.

My daughter’s school supports her really well with everything she needs to support her with school work and help with getting the EHCP so she definitely got the support she needs. They are helping me make sure we get the right secondary school as she is now Year 6.

My writing slope helps with my writing and my TA is there when I need her.

I have worked at the school for ten years and seen many changes. I absolutely believe that the SEND support we provide the children is the best we have ever had. Between our Head Teacher, SENCO and staff who have a good understanding of SEN needs we are able to provide support for the individual child to give them the opportunity they need to have access an enjoyable, safe school life. Kinderley is also very good at picking up when a child is in need of extra or tailored support. They will provide as much as they can in school whilst waiting for any external support.

I absolutely love the afternoon yesterday. The adult helped me a lot and I can’t wait for next week. Thank you for finding it”

I like to have all my things near me so I can use them with help. I know who I can ask for help.

## 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 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