

SEN Information Report
St Peter's CE Primary School



Approved by:

Local Board of
Governors

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy in St. Peter's C of E Primary School. In other words, we want to show you how special educational needs support works in our school. This information report is also published on our website

<https://www.stpeters-ce-brotton.com/>

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website.

Our Local Offer and Children's offer is also published on our website and can be found at

<https://www.redcar-cleveland.gov.uk/children-and-families-services/rc-information-directory>

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?

Our school provides for pupils with the following needs:

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

St Peter's CE Primary School also offers education to children from across the Local Authority's (LA) East Cluster, and sometimes beyond, who have been identified as having considerable needs or barriers to learning. There are two LA Additional Resourced Provision classes providing support for children from Reception age to end of KS2. These classes provide assessment and specialist teaching for 27 pupils from across the borough, mainly with Autism and/or Learning Difficulties.

2. Which staff will support my child, and what training have they had?

At St Peter's C of E Primary School, we value the importance of working collaboratively. Therefore, all members of our school community are involved in our local offer.

"All teachers are teachers of SEND" is a core principle in St. Peter's school, stemming from the [SEND Code of Practice \(2014\)](#), meaning every teacher is responsible for supporting all pupils, including those with SEND in their class, not just specialists.

Our Special Educational Needs Co-ordinator (SENDCO), is Mrs Andrea Dowson.

She can be contacted via email at: adowson@stpetersceprimary.co.uk or by contacting the school office.

Our Assistant SENDCO is Mrs Jennie Thompson.

Our SEND governor is Mrs Jaqueline Coulthard

Our Learning Mentor is Mrs Margaret Hayden.

St. Peter's Primary school is committed to ensuring continued and regular training of staff to help support children with a diverse range of needs.

All staff have had extensive training, including in trauma and attachment, supporting children with anxiety, those with hearing and visual impairments, with neurodiverse needs (such as Autism and ADHD), those with sensory needs, children with Foetal Alcohol Syndrome and Emotionally Based School Avoidance (EBSA).

All staff in school receive ongoing in-service training to meet the needs of pupils who have SEN. The training is delivered by the SENDCo and/or outside agencies who are invited into school.

Teaching Assistants (TAs) are employed throughout the school to work alongside children who need further support to access learning across the curriculum. They also implement interventions to support learning targets.

Nurture group staff have received Nurture Group training, training in Boxall assessment and Draw and Talk therapy.

In addition, many staff have had diabetes and epilepsy awareness training, and training in the use of Epi-pens for anaphylactic reactions.

All staff are Team Teach trained and all TAs are First Aid trained.

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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.
- Visual and Hearing Impairment services.
- Sensory Impairment services.
- Specialist Teaching Service.
- Therapeutic services such as The Link, Getting Help and Time 4 You.

- Carers services such as Carers Together and The Junction.
- Daisychain, Main, Barnardo's.
- Eva for adults and children affected by Domestic Violence.
- GPs or paediatricians
- School nurse and health visitor.
- Child and adolescent mental health services (CAMHS)
- Youth Justice Service
- Galileo Attendance & Welfare Service.
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- The Local Authority SEND team.

3. How we identify pupils with SEND and assess their needs.

At St. Peter's, staff always aim to identify SEN at the earliest opportunity. This may be through assessment, observation and/or meetings and discussions between staff and with external services. At St. Peter's, we use the definition of SEN and for disability from the SEND Code of Practice (2014) which states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if:

- *he or she has a significantly greater difficulty in learning than many others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions, or*
- *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is, 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

If your child is identified as having SEND, we will ensure provision that is 'additional to or different from' that made generally for other children or young people of the same age by mainstream schools. This is special educational provision under Section 21 of the Children and Families Act 2014.

We pride ourselves at St. Peter's C of E Primary School as being an inclusive school and are always seeking ways in which we can ensure that every single one of our pupils can thrive and achieve, despite any difficulties they may have.

Any or all of the following may trigger a concern about the difficulties or barriers to learning that a pupil may be experiencing.

- Parent/carer concerns
- Pupil worries/concerns
- Staff concerns
- Class teacher assessments and analysis of data showing low achievement or lack of progress
- Analysis of data by senior leaders showing low achievement or lack of progress
- Records transferred from another school

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

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

They will pass the message on to our SENCO, Mrs Dowson, and a meeting can be arranged to discuss your concerns.

You can also contact the SENCO directly on the email address mentioned previously or by ringing the office.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps. We will also seek your child's views and they will be involved, to the best of their ability, at every stage.

We will make a note of what's been discussed and add this to your child's record.

If it is decided that your child needs SEN support, we will formally notify you in writing (SEND registration form) and your child will be added to the school's SEND register.

4. What do we do if we think a child has SEND?

The class teacher will identify whether the pupil has any learning gaps. If so, he/she will put interventions in place to try to fill these gaps. 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 class teacher, working with the SENDCo, will consider what the barriers are to the child's learning. At this point, your child may be added to our **School Awareness** list which is our internal monitoring system.

We will begin to informally gather evidence such as observations in the classroom and playground, and discussions with staff. We will also ask for your opinion and we will get input from your child if appropriate.

We will put in place additional targeted teaching and other evidence-based interventions designed to secure better progress where required. We may also request additional input from specialist services, e.g. Speech and Language, Educational Psychology service, Paediatrics.

SEND Support Plan

Based on all of this information, the SENCO will decide whether your child requires special educational provision and needs SEN support that is *additional to or different from* their peers. If this is the case, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them. It is a legal requirement that we request parental permission before we add your child to the SEND register.

You and your child, if possible, will be involved in the termly review of the Support Plan and the writing of new targets.

If, at any time throughout the year, you have concerns about your child's progress, you should speak to your child's class teacher in the first instance.

The school will ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs through continued professional development opportunities. The school will do its best to ensure that the necessary provision is made for your child and that their needs are made known to all who are likely to teach them.

For children joining the Resourced LA Provision Classes these concerns would have been raised in the above way at their local school. It is expected that children joining the Resourced LA Provision classes have an EHCP and a referral would be made through the EHCP process for a change of educational provision/setting.

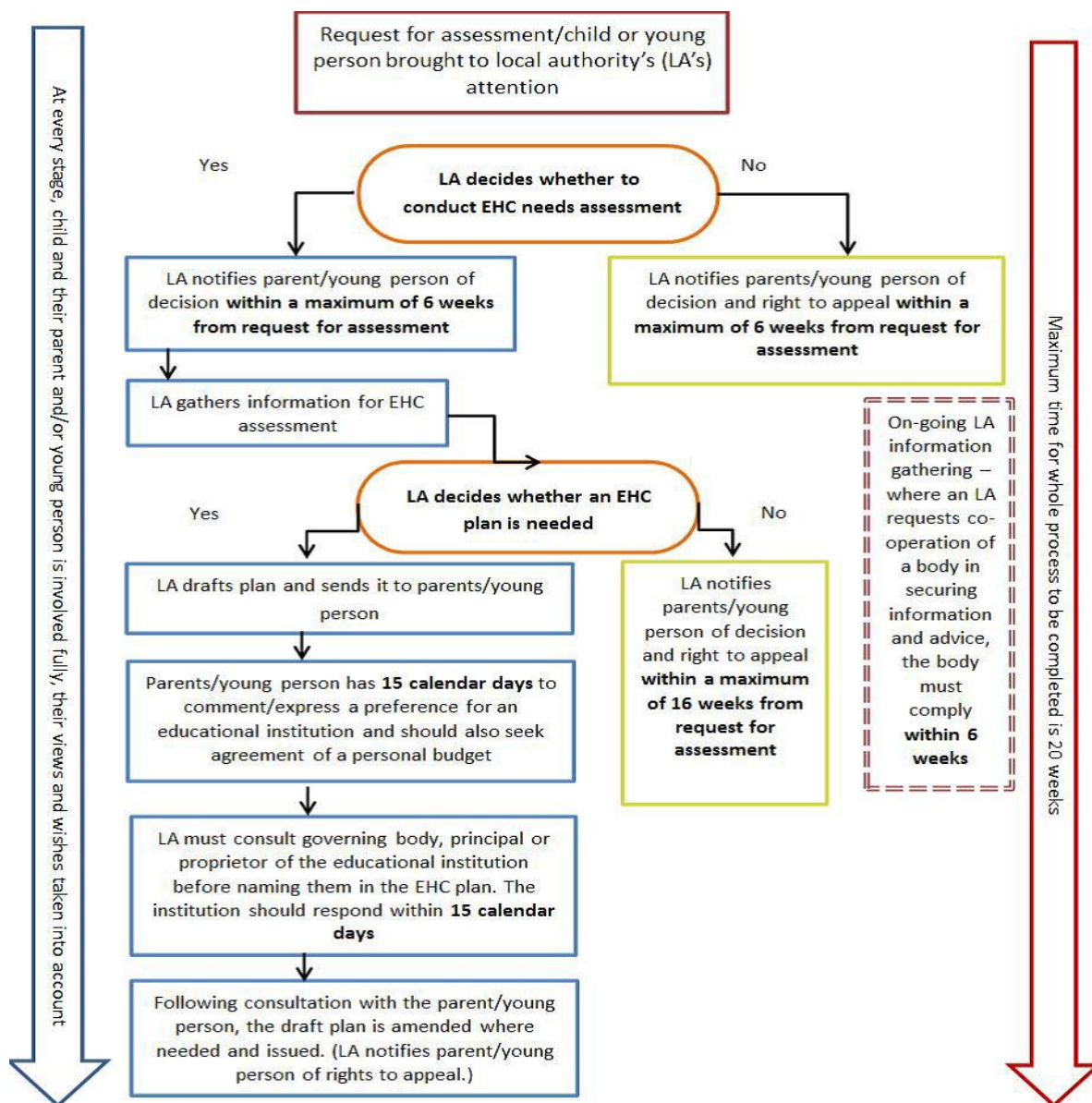
Education, Health & Care Plan (EHCP)

For a few pupils, the help given by St Peter's intervention both in school and from outside agencies may not be sufficient to enable the pupil to make adequate progress. They may require more highly personalized provision. In this case, it will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Statutory assessment is a legal process carried out by the Local Authority to investigate a child's learning needs and determine whether an Education Health and Care Plan (EHCP) is required. The SENDCo or Assistant SENDCo will ensure that the written evidence needed to support the request is available. This will include minutes of meetings, parents and child's views, School Support Plans and reports from external services from within the last 12 months if available.

After the school has sent in the request to the Local Authority, they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If they do, they will ask you and all professionals involved with your child to write reports outlining your child's needs. At this point, it is important to note that your child has not yet been given an EHCP. If the Local Authority don't think that your child needs this, they will ask the school to continue with the support already in place.

After the reports have all been sent in, the Local Authority will decide if your child’s needs are severe, complex and lifelong and whether they need specialist support in school in order to make good progress. If this is the case, they will write an EHCP for your child. The EHCP will be reviewed annually involving you, your child, school staff and any external services involved with your child.

This diagram sets out the statutory process and the role of the Local Authority.



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

Children’s progress is continually monitored by their class teacher and reviewed against the National Curriculum expectations and the expectations of our school. Your child’s teacher/s are

responsible and accountable for the progress and development of all the pupils in their class and for keeping you informed about how they are getting on and the support that they are getting.

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

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

6. How will the school meet my child's needs?

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to access it.

The first response to any identified gaps in progress will be **Quality First Teaching** targeted at the child's areas of development. We also refer to the Redcar & Cleveland 'Ordinarily Available Provision' guidance which outlines the support and strategies that should be embedded in our everyday practice and that all school settings are expected to deliver using their own resources.

In the event that your child is identified as having a SEND need, we will follow the 'graduated approach' to meeting those needs.

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



Reasonable adjustments are legal requirements under the [Equality Act 2010](#) for schools to ensure that children with special needs or disabilities are not discriminated against. Guidance is available online to explain the term 'Reasonable'.

We will differentiate (or 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 case-by case basis to make sure the adjustments and adaptations that we make are meaningful to your child.

These adjustments include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style, adapting the content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Differentiating the way that lessons and resources are presented.
- Differentiating how the child is expected to record their work.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Staff may support pupils in small groups.

Children working within our Additional Resource Provisions have access to the same curriculum as the rest of the school but with adaptations as necessary. When possible, children who access the Additional Resource Provisions are given opportunities to integrate for lessons within mainstream classes.

We may also provide **interventions** (focused support, often in smaller groups), in addition to our Ordinarily Available Provision. These are recorded on our Provision Map which enables us to monitor and evaluate our interventions, as well as the child's progress.

Examples of some of the interventions we may provide are:

AREA OF NEED	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Speech and language therapy BLAST Speaking, Listening and Understanding (Early Years).
Cognition and learning	Focused/targeted maths and literacy small groups, e.g. Reading Comprehension, mental arithmetic, sentence structure.

	<p>Before and after-school Booster classes.</p> <p>Read Write Inc.</p> <p>Nessy Literacy Support.</p> <p>IDL Literacy Support.</p> <p>Times Table Rockstars maths groups.</p> <p>Mathletics maths groups.</p> <p>Reading fluency small groups.</p> <p>Precision teaching individual/small groups.</p>
Social, emotional and mental health	<p>Nurture group (KS1).</p> <p>1 to 1 or small group therapeutic/support work with the school's mental health services, e.g. Getting Help Team, Time 4 You, The Link.</p> <p>Mentoring Sessions with Mrs Hayden.</p> <p>The Junction Young Carers Service.</p> <p>Future Steps Adoption service.</p> <p>Educational Psychologist specialising in Adults First approach.</p> <p>SEMH Specialist Teacher Support.</p>
Sensory and/or physical	<p>Interventions from STARS service for Visual, Hearing and Multi-sensory impairment.</p> <p>Occupational Therapy sessions.</p> <p>Fine and Gross motor skills interventions.</p>

These interventions are part of our contribution to Redcar & Cleveland's local offer.

7. How will my child and I be involved in decisions about my child's education?

St. Peter's school believes strongly that supporting our children is a collaborative process. We work closely with parents to support children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school.

- We will provide annual reports on your child's progress (at the end of the school year) and Parent Consultations are held twice a year.

- If your child has a School Support Plan, these are reviewed termly. Your child's class teacher, you and your child will:
 - Identify your child's strengths and difficulties.
 - Review outcomes from any previous support plan.
 - Set clear outcomes for your child's progress
 - 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 SENDCO or Assistant SENDCo may also attend these meetings to provide extra support.

- If your child has an EHCP, these are reviewed annually. The SENDCo or Assistant SENDCo will chair these meetings.

A child will not be put on the SEN register, be given a support plan or considered for an EHCP, without permission and collaboration with you. We will also inform you of any outside intervention.

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 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.

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance directly or via the school office. If you have further concerns, please contact the SENDCo directly or via the school office.

8. How will the school check 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 classroom academic goals as part of our formative assessment,
- Reviewing the impact of interventions at least termly,
- Monitoring by the SENDCO,
- Using provision maps to record interventions and to measure progress,
- Holding an annual review (if they have an EHCP),
- Holding termly reviews of School Support Plans.

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

The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.

The SENDCo is responsible for the operational management of the resourcing for special needs provision within the school, including the provision for children with EHCPs.

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

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

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

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

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

'This is a very inclusive school. Leaders and staff have high expectations for pupils.'

Ofsted Inspection Report of St. Peter's School, 2022:

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

All pupils at St. Peter's are:

- encouraged to go on our school trips, including our residential trips and our Year 4 camping trip in school.
- encouraged to take part in sports day, school performances, workshops, all transition activities, St. Peter's Day, etc.
- given the opportunity to volunteer for our school groups, such as Worship group, our Eco-team and School Reading Ambassadors.

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 they can be included.

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

The admission of children with special educational needs is in accordance with the Local Authority and Galileo Multi Academy Trust's admissions policy. The agreed admissions policy of the

governors makes no distinction regarding pupils with special educational needs. The aim of the school is to meet the needs of all children attending St. Peter's C of E Primary School.

Pupils with either an Education Health and Care Plan or a Statement of Special Educational Needs will be placed in schools by the Special Educational Needs Team.

For consideration of admission to one of our Additional Resource Provision, children require an EHCP. The school then follows the Local Authority's consultation process.

12. How does the school support pupils with disabilities?

With any refurbishments, due consideration has been given to access, including ramps, colour schemes to ensure best visibility for visually impaired children, and widened doors. The governing body is aware of the need to plan to provide facilities to allow the greatest possible inclusion of pupils with a range of physical needs.

We have Personal Emergency Evacuation Procedures (PEEPs) in place for children with physical disabilities and impairments. We have individual Health Care Plans in place for children with physical or medical needs.

The school has 5 disabled toilets on site, one in each resource base, one in the school entrance lobby, one in the Nursery lobby and one in the Sports Hall.

We take advice and recommendations from external services to support and provide resources for children with Hearing and Visual Impairments, and for those with mobility issues.

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

'Pupils love coming to this caring and nurturing school. They feel very happy and safe.'
Ofsted Inspection Report of St. Peter's School, 2022:

St. Peter's school believes strongly that our most important job is to support positive social, emotional and mental health development in our children. All staff work hard to identify any needs in this area and can support children and their families in various ways, including:

- We have a Learning Mentor – Mrs Hayden – who is trained in various therapeutic practices, including Talk & Draw and Counselling Skills through Art. She will support pupils in 1 to 1 or small group sessions.
- Nurture group for KS1 children who need extra support with social or emotional development.
- We have access to external support services and can make referrals to Getting Help, Time 4 You or the Link, among others, in order to get the most appropriate support for children and families. These services also offer staff training, can work with whole classes or small groups, or can provide support 1 to 1. Most of this support is offered within school premises.

- St. Peter's C of E Primary school is committed to ensuring that all staff members receive training and CPD in order to support children's mental health, and emotional and social development.
- We make referrals through the EHCP annual review process or through the Local Authority Resource & Support panel for support and intervention from various professionals, including Educational Psychologists and specialist SEMH teachers.
- We have a 'zero tolerance' approach to bullying. Our Anti-Bullying Policy is available on the School's website.

14. What support will be available for my child as they transition between classes or settings.

Between years

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

- Arrange transition meetings between the current teacher and the next year's teacher, when the pupil's SEN is discussed and Support Plans and information from other services is shared.
- Schedule lessons with the incoming teacher towards the end of the summer term.

Between schools

If your child is moving to another school, we will contact the school SENDCo and ensure they know about any special arrangements or support that need to be made for your child. We also make sure that all records about your child are passed on as soon as possible.

Between phases (for primary schools)

St. Peter's has a robust transition programme. We start to consider which children may require enhanced transition when they are in Year 5. These may be children with SEND but may also be children who are not on the SEND register but may be classed as vulnerable socially or emotionally. In Year 6, we will support preparation for transition by:

- Requesting involvement from the Educational Psychologist transition service who can offer group and 1 to 1 work to improve confidence and self-esteem.
- St. Peter's staff meeting with the SENDCo and/or pastoral team from the receiving secondary schools to share information about the needs of all SEND and vulnerable pupils.
- Arranging for the SENDCo and/or pastoral team to come into St. Peter's and conduct transition workshops for students.
- Requesting whole class and group support from the Getting Help Team.
- All children will attend their new secondary school for a transition period towards the end of the summer term. However, children who require enhanced transition will also be offered additional visits to their receiving secondary schools.

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

The following members of staff are St. Peter's Safeguarding team:

- Susan Hunt (Assistant Head Teacher) – Designated Safeguarding Lead (DSL).
- Steve Woodhouse (Interim Headteacher) – Deputy Designated Safeguarding Lead (DDSL).
- Lynne Richards (Acting Chair of Governing Body) – Designated Safeguarding Governor.

The DSL, SENDCo and Learning Mentor work closely together, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance, followed by the SENCO and Headteacher. If necessary, they will then be referred to the school's complaints policy. Our complaints policy can be found here:

<https://www.galileotrust.co.uk/key-information/legal-documents-policies>

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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

South Tees SEND Information Advice and Support Service (SENDIASS)

www.sendiass-southtees.org.uk

17. What support is available for me and my family?

St. Peter's C of E Primary school values its position in our community. If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Redcar & Cleveland's Information Directory:

<https://informationdirectory.redcar-cleveland.gov.uk/>

Here you will find information about the Redcar & Cleveland local offer, including:

- Links to South Tees SEND Information and Advice Support Services (SENDIASS)
- Access to the Disability Register
- Local charities that offer information and support to families of children with SEND.

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Portage:

Portage in Redcar and Cleveland is a home-visiting educational service for pre-school children (0 to 4 years) with significant developmental delays or additional needs. Run by the local Early Years SEND Team, the service focuses on child-led play, structured activities and family support, as well as support from professionals and services. Please click on the link to find more information. Alternatively, click on the information directory link above and search 'Portage'.

18. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

➤ **SEN support** – special educational provision that meets the needs of pupils with SEN

➤ **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.