



Special educational needs and disabilities (SEND) information report

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Dear parents and carers,

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

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

You can find it on our website: <https://www.staugustineshythe.org.uk/key-info/policies-privacy-notice-and-equality-objectives/school-policies-and-equality-objectives>

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

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

Our school acknowledges pupil cohorts with additional need and might typically support pupils with a primary diagnosis as indicated below:

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
	Severe 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 Bethany Carra. Bethany has worked at St Augustine's Catholic Primary School for ten years and brings a wealth of experience and dedication to the role. She served as Acting SENCo for one year before being appointed permanently in July 2025. Bethany is currently working towards the National Award for Special Educational Needs Co-ordination (NPQ for SENCo) and has a strong academic background, specialising in diversity and participation at university.

She is deeply committed to supporting children with additional needs and works closely with families to ensure every child receives the right support. Bethany is allocated three days per week to manage SEND provision across the school, ensuring high-quality interventions and inclusive practice.

Class teachers

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

Our teachers have completed a range of external training to ensure the highest standards of care and support for all pupils. This includes:

- Safeguarding training
- Asthma awareness
- Anaphylaxis awareness and auto-injector training
- Autism awareness and classroom strategies
- PROACT-SCIP training
- Unlocking Letters and Sounds phonics training

Teaching assistants (TAs)

We have a team of nine TAs, including three higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions such as:

- Drawing and Talking
- ELSA Support
- Speech & Language Support
- Lego Therapy
- Sensory Circuits
- Fizzy/ Clever Hands
- Unlocking Letters and Sounds

In the last academic year, TAs have been trained in:

- Language through Colour
- Supporting Selective Communicators
- Attachment Training
- Autism & Anxiety

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 SEND and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Play therapists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

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

Parents and carers should inform the school if they have any concerns about their child's progress or development. Those with a child on the SEND register will be invited to termly meetings to review provision, share information about progress at home, and discuss any changes in needs. They will also have opportunities to express their views and agree aspirations for their child.

Pupils are involved at every stage where possible. They may share their strengths and difficulties, help set targets, attend review meetings, and give feedback on interventions. Their views are always considered when making decisions that affect them.

An annual report on the pupil's progress will be provided, and the school will take into account the views of parents, carers, and pupils in all decisions about SEND support.

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 SEND, the first person you should tell is your child's teacher.

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.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be

Parents and carers can contact their child's teacher by emailing or calling the school office to arrange an appointment.

Your concerns will be discussed with the SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. For any SEND-related queries, please contact our SENCO, Bethany Carra, via email at b.carra@st-augustine-hythe.kent.sch.uk.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

added to the school's SEND register.

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

All our class teachers are aware of SEND and are vigilant in identifying any pupils who are not making the expected level of progress academically or socially. This might include difficulties with reading, writing, number work, or challenges in forming friendships and interacting with peers.

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 give the pupil extra tuition to try to fill it. Pupils who don't have SEND 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 SEND.

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.

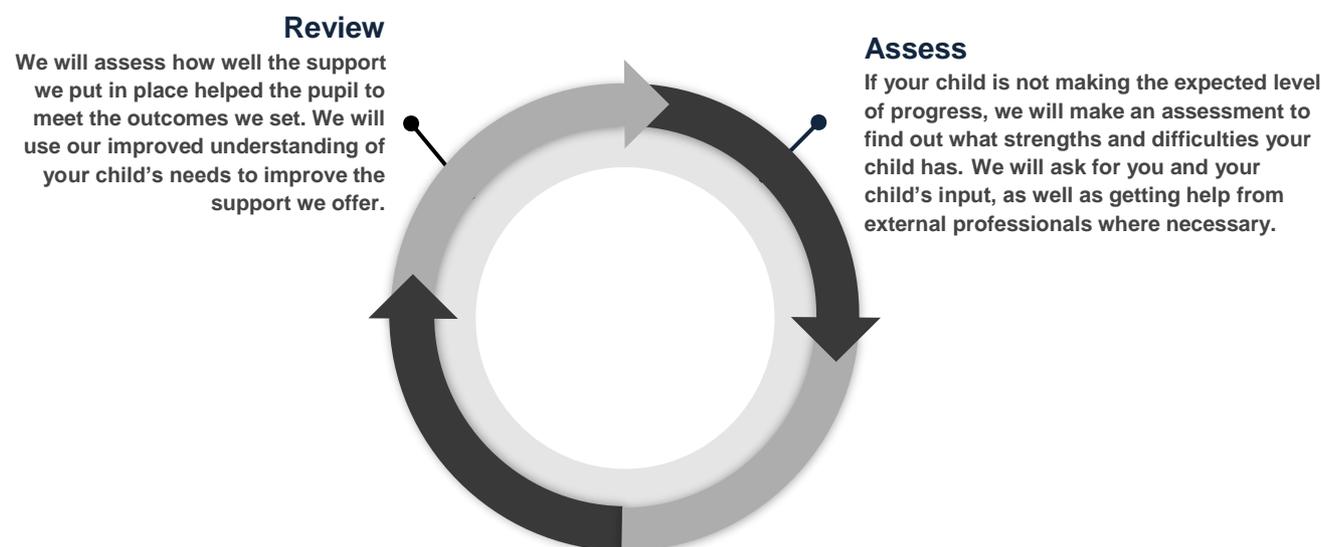
Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

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

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

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

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



Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.



Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

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 SEND 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 annual reports on your child's progress.

Your child's class teacher will meet you 3 times a year, to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend 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 SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

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. You can contact your child's teacher by emailing or calling the school office to arrange an appointment.

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 competence. We recognise that no 2 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:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

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

Your child's teachers 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 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.
- › Some pupils may benefit from accessing one of our smaller class provisions, such as The Bridge or The Cove, for more personalised learning and targeted support.
- › 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 provide one-to-one support for specific interventions, such as phonics sessions, as well as emotional and social support through programmes like Drawing and Talking or ELSA sessions.
- › Teaching assistants will support pupils in small groups when necessary for specific interventions, such as pre-teaching new concepts, reinforcing learning after lessons, and following up on work to ensure understanding and progress.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE TYPICALLY SUPPORT THESE PUPILS

Communication and interaction	Autism spectrum disorder	<ul style="list-style-type: none"> ➤ Visual timetables ➤ Social stories ➤ Clear and consistent routines ➤ Use of visual aids and prompts ➤ Access to a quiet space for regulation ➤ Chunking instructions into manageable steps ➤ Pre-teaching new concepts or vocabulary ➤ Sensory breaks or access to sensory tools ➤ Structured play and social skills groups ➤ Use of now/next boards ➤ Positive reinforcement and clear expectations
	Speech and language difficulties	<ul style="list-style-type: none"> ➤ Collaboration with external specialists (e.g., Speech and Language Therapists) ➤ Use of visual supports and prompts ➤ Simplifying and chunking instructions ➤ Pre-teaching key vocabulary ➤ Encouraging turn-taking and listening skills through structured activities ➤ Providing additional time for responses ➤ Using language-rich environments and modelling correct speech ➤ Small-group or 1:1 speech and language interventions
Cognition and learning	Specific learning difficulties, including	<ul style="list-style-type: none"> ➤ Use of writing slopes to support posture and handwriting

	<p>dyslexia, dyspraxia and dyscalculia</p>	<ul style="list-style-type: none"> ➤ Multi-sensory teaching approaches (visual, auditory, kinaesthetic) ➤ Breaking tasks into smaller, manageable steps ➤ Pre-teaching key concepts and vocabulary ➤ Providing additional time for processing and completing work ➤ Use of coloured overlays or tinted paper for reading support ➤ Access to assistive technology (e.g., laptops, reading software) ➤ Differentiated resources and scaffolding ➤ Regular overlearning and reinforcement of key skills ➤ Small-group or 1:1 interventions for literacy and numeracy ➤ Visual aids such as diagrams, charts, and mind maps ➤ Structured routines and clear instructions ➤ Opportunities for practical, hands-on learning
	<p>Moderate learning difficulties</p>	<ul style="list-style-type: none"> ➤ Provide highly structured lessons with clear objectives and outcomes ➤ Use repetition and overlearning to reinforce key concepts ➤ Offer frequent opportunities for practical, hands-on activities to aid understanding ➤ Adapt resources to simplify language and reduce cognitive load ➤ Give additional time for tasks and assessments ➤ Implement personalised targets and celebrate small steps of progress ➤ Provide regular check-ins and feedback to maintain motivation ➤ Use concrete examples and real-life contexts to make learning meaningful ➤ Support memory and organisation through visual prompts and checklists ➤ Encourage collaborative learning in small groups to build confidence

	Severe learning difficulties	<ul style="list-style-type: none"> ➤ Provide highly individualised learning programmes tailored to specific needs ➤ Use consistent routines and clear, simple instructions to reduce anxiety ➤ Incorporate sensory-based activities to support engagement and regulation ➤ Offer frequent adult support and close supervision during learning tasks ➤ Adapt resources significantly, using concrete materials and visual prompts ➤ Focus on functional skills and life skills alongside academic learning ➤ Provide opportunities for repetition and practice in real-life contexts ➤ Use assistive technology where appropriate to aid communication and learning ➤ Work closely with external professionals to ensure specialist input
Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none"> ➤ Provide access to a quiet workstation to reduce distractions ➤ Use clear, concise instructions and check understanding regularly ➤ Break tasks into short, manageable steps with frequent breaks ➤ Offer movement breaks or sensory activities to aid regulation ➤ Use visual schedules and now/next boards to support transitions ➤ Implement positive behaviour strategies and reward systems ➤ Provide organisational aids such as checklists and timers ➤ Pre-teach routines and expectations to reduce anxiety ➤ Use flexible seating options where appropriate

	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> ➤ Play therapy ➤ Drawing and Talking sessions ➤ ELSA (Emotional Literacy Support Assistant) sessions ➤ Access to a safe, quiet space for regulation ➤ Regular check-ins with a trusted adult ➤ Social and emotional skills groups ➤ Mindfulness and relaxation activities ➤ Use of visual emotion charts to help pupils express feelings ➤ Close collaboration with external agencies (e.g., CAMHS, counselling services) ➤ Strong home-school communication to ensure consistency
Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none"> ➤ Use visual aids and written instructions alongside verbal communication to ensure understanding. ➤ Ensure clear communication by facing the pupil when speaking, using lip-reading cues, and avoiding speaking too quickly. ➤ Offer seating arrangements that place the pupil near the teacher and away from noise sources for better auditory access. ➤ Provide specialist support
	Visual impairment	<ul style="list-style-type: none"> ➤ Reduce visual clutter on walls and boards to avoid overwhelming the pupil and help them focus on essential information. ➤ Use high-contrast colours for any necessary displays so text and images are easier to distinguish. ➤ Position displays at eye level and ensure they are well-lit without glare for better visibility. ➤ Provide tactile or large-print alternatives for key visual information so pupils can access content in a suitable format. ➤ Keep displays consistent and organised (e.g., clear headings, simple layouts) to make navigation easier for visually impaired pupils.

	Multi-sensory impairment	<ul style="list-style-type: none"> ➤ Provide multi-modal learning materials (e.g., tactile resources, audio descriptions, large print) to cater to both visual and hearing needs. ➤ Ensure a highly structured environment with clear routines and minimal distractions to aid orientation and reduce sensory overload. .
	Physical impairment	<ul style="list-style-type: none"> ➤ Ensure accessible classroom layout by providing wide pathways and removing obstacles for wheelchair or mobility aid users. ➤ Adapt furniture and equipment (e.g., adjustable desks, supportive seating) to meet individual physical needs. ➤ Provide assistive technology such as adapted keyboards, voice-to-text software, or specialised tools for writing and drawing. ➤ Offer additional time and support for tasks that require physical effort, including movement between lessons.

These interventions are part of our contribution to Kent County Council's (KCC) Local Offer. Further details of our Accessibility Policy can be found on the school website under the *Policies* section.

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school 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.

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.

11. How will the school make reasonable adjustments to ensure that activities are accessible to my child alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are accessible to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips. Further details of class trips can be found on the school website under the Class Pages section.

All pupils are encouraged to take part in school activities such as sports day, school plays, and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make the activities accessible.

12. How does the school make sure the admissions process is fair for pupils with SEND?

Admission arrangements

The admission of pupils with an EHC Plan is dealt with by a completely separate procedure which is integral to the making and maintaining of EHC plans by the pupil's home local authority. Details of this separate procedure are set out in the [SEN Code of Practice](#). All children whose education, health and care (EHC) plan names one of the schools will be admitted before any other places are allocated.

Our school welcomes applications from pupils with SEND and disabilities. Admissions follow Kent County Council and Kent Catholic Schools' Partnership guidelines, and pupils with an Education, Health and Care (EHC) plan are admitted through a separate statutory process. Our oversubscription criteria - such as sibling links and distance - are applied fairly and do not disadvantage pupils with SEND or disabilities. Parents are encouraged to visit the school to discuss individual needs, and all applications are considered in line with our commitment to inclusion.

13. How does the school support pupils with disabilities?

At St Augustine's Catholic Primary School, we are committed to supporting pupils with disabilities so they can thrive in all aspects of school life. We take steps to ensure no pupil is treated less favourably by promoting equality and making reasonable adjustments where needed. Our classrooms are all on one floor, making the school fully accessible without the need for ramps. Our Accessibility Plan, available on the school website under the Policies section, sets out how we will increase participation in the curriculum, improve the physical environment, and make information more accessible for all pupils.

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

At St Augustine's Catholic Primary School, we are committed to supporting pupils' emotional and social development alongside their academic progress. Pupils with SEND are encouraged to join the School Council and take part in clubs that promote teamwork and friendships. We provide extra pastoral support through regular SENCo check-ins and specialist interventions such as Drawing and Talking therapy. Dedicated ELSA (Emotional Literacy Support Assistant) sessions run every afternoon throughout the week, and we also have an onsite play therapist for pupils who need additional emotional support. We operate a zero-tolerance approach to bullying, with clear policies, staff training, and curriculum activities in PSHE and RHE to promote respect and inclusion.

15. 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:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term
- › Update and share each pupil's Pupil Passport with the new teacher to ensure continuity of support

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. We also share the Pupil Passport and SEND records to support a smooth transition.

Between phases

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

Pupils will be prepared for the transition by:

- › Practising with a secondary school timetable
- › Learning how to get organised independently
- › Plugging any gaps in knowledge
- › Taking part in additional visits to the new school where needed

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

Name: **Sarah Thompson**

Role: **Headteacher**

Contact Details: **Email – headteacher@st-augustines-hythe.kent.sch.uk | Phone – 01303 266578**

Sarah Thompson our Headteacher will work with Bethany Carra our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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 SEND support plans or EHC plans are consistent and complement one another.

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

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the Trust's complaints policy:

<https://www.staugustineshythe.org.uk/key-info/policies-privacy-notice-and-equality-objectives/school-policies-and-equality-objectives>

If the parent or carer is not satisfied with the school's response, they 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.

More information about disagreement resolution and mediation services in the Kent Local Authority area can be found [here](#), and for the Medway Local Authority area [here](#).

18. 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 **Kent County Council's Local Offer**. Kent publishes information about the Local Offer on their website: [Kent SEND Local Offer](#)

Our local Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) organisation is:
Information, Advice and Support Kent (IASK)
Contact: 03000 41 3000 | Email: iask@kent.gov.uk

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

- Include Us 2 – Parent forum for Ashford, Dover, Folkestone & Hythe
- Kent Parent Carer Together (Kent PACT) – Parent-led organisation supporting families across Kent
- Lighthouse on the Marsh – Community support and activities for families

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

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

19. Glossary

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

