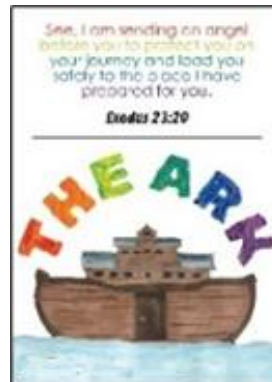


St Michael's CE (A)



Primary School

Special Educational Needs and Disabilities (SEND) Information Report

The Lord says, 'For I know the plans for you...plans to give you hope and a future.'

Jeremiah 29 verse 11

Date adopted: Thursday 23rd November 2023

Date to be reviewed: November 2024

Signed: *Sarah Douglas* (Chair of Governors)

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Special educational needs definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 the majority of 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.

What is the SEND Code of Practice?

The SEND 'Code of Practice' (2014) states that there are four broad areas of need within Special Educational Needs. SEND covers a broad spectrum of difficulty or disability. These areas and their meaning are as follows:

- Communication and Language
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

What types of SEND does the school provide for?

The table below details some difficulties that children may display, it is important to recognise that children may display difficulties or delays in one or more of the areas:

AREA OF NEED	CONDITION
Communication and interaction	Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children and young people with an Autistic Spectrum Disorder, are likely to have particular difficulties with social interaction.
Cognition and learning	Where children and young people learn at a slower pace than others their age, they may: • have difficulty in understanding parts of the curriculum. • have difficulties with organisation and memory skills. • have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy. The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Social, emotional and mental health	Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may: • have adverse childhood experiences and/or mental health issues • have difficulty in managing their relationships with other people • be withdrawn • behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.
Sensory and/or physical	Where children and young people have visual and/or hearing impairments, or have a multi-sensory impairment or a physical need that means they must have additional on-going support and equipment.

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

At St Michael's, we have an Inclusion Team to identify, support and monitor the needs of all pupils across school. This team consists of the Headteacher (Mrs Jackson), the SENDCo and assistant head of inclusion (Miss MacDonald), the SEND teacher (Mrs Wilkes) and Pastoral support (Mrs Vann). This team works closely together to offer support that includes both SEND needs and social and emotional needs.

Our designated SEND Coordinator is Miss MacDonald who is responsible for:

- Co-ordinating the provision and support for children with SEND.
- Day to day operation of the schools' SEND policy.
- Liaising with and advising fellow teachers/teaching assistants.
- Monitoring and supporting the writing and reviewing of IEP's.
- Liaising with parents and external agencies.
- Contributing and arranging training for staff.
- Managing the procedure and provision for children with EHCPs.
- Co-ordinating the support for children with SEND.

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
- Outreach support
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses

- Child and adolescent mental health services (CAMHS)
- Education welfare officers

Governors involvement linked to Inclusion

Foundation Governors: Mrs M Grychol, Mrs D McKenzie-Plummer, Mrs L Guest, Rev Richard Reeve, Mrs S Douglas and Mrs C Budd

Parent Governors: Mr P Johal and Mrs A Orme

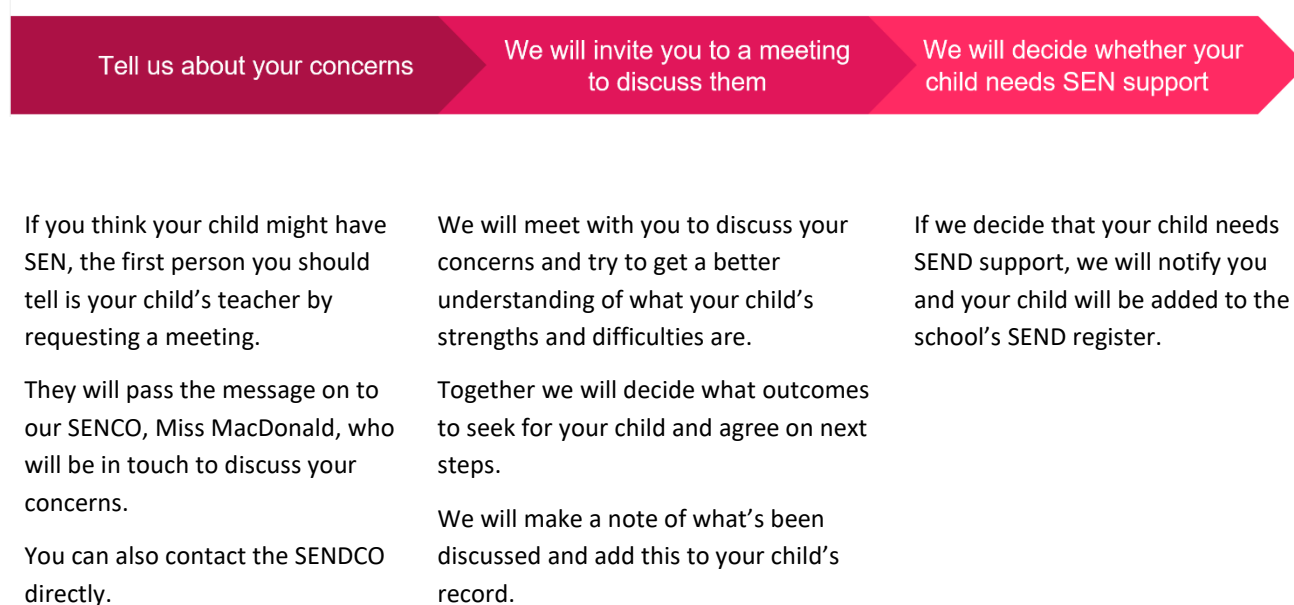
LA Governor: Mr S Roberts

Staff Governor: Mrs R Vann

Each subject, area and school improvement priority has a link Governor

Subject/area/priority	Governor
- SEND/ inclusion (including attendance) - The Ark - Pupil Premium	Mrs L Guest
- Safeguarding including online safety and children in care - Assessment	Mrs D McKenzie-Plummer
- Well-being - Compliance - Humanities	Mrs S Douglas
Training	Mrs R Vann
- Health and Safety - Arts and culture	Mrs M Grychol
- Christian Distinctiveness - Leadership	Rev R Reeve
- Maths - Science	Mr P Johal
- KS2 - Reading	Mrs C Budd
- EYFS/KS1 - Leadership	Mr S Roberts
- Writing - PSHE	Mrs A Orme

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



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

All our class teachers are aware of SEND 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, the pupil will be part of an intervention 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 a SEN.

The SENDCO 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 SENDCO 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.

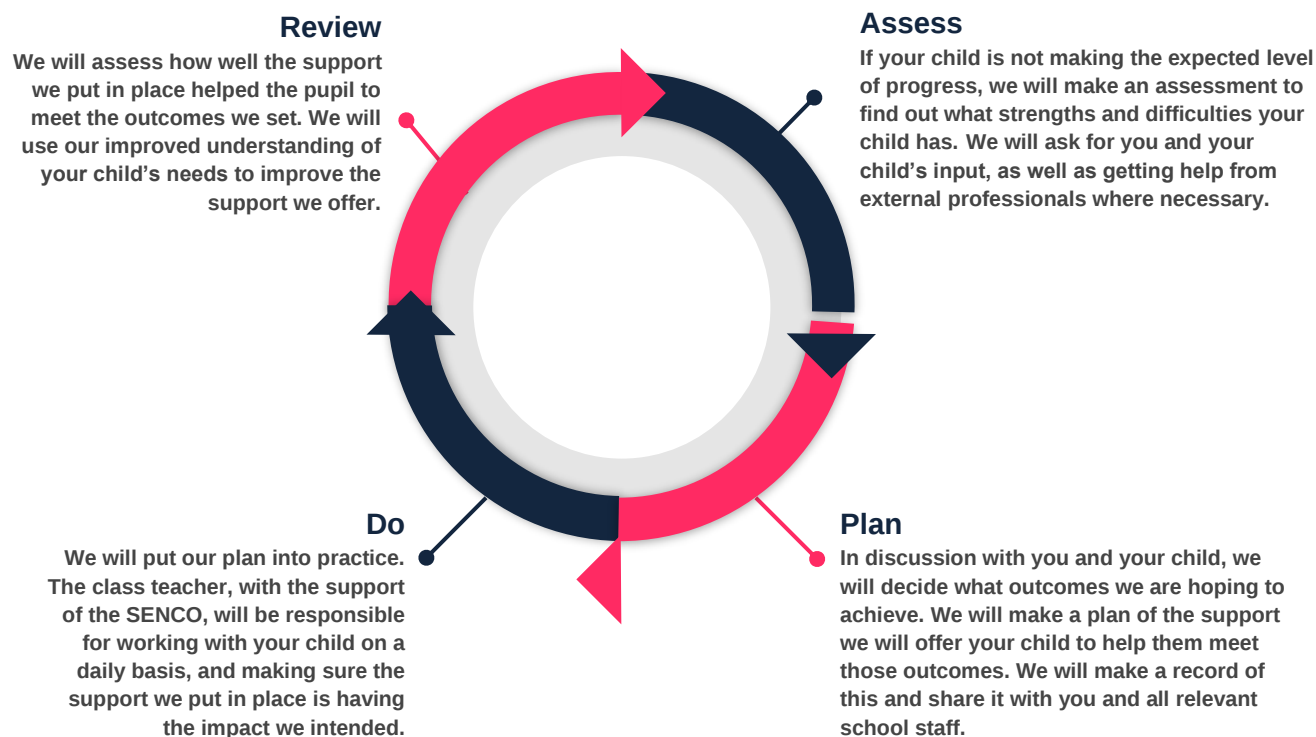
Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

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

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**.



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.

All pupils in the Foundation Stage are assessed against the 'Early Learning Goals' at the end of their Reception year. 'Development Matters in Early Years Foundation Stage' criteria is used to support ongoing assessment for Reception pupils as well as the school's EYFS Progression for Learning. Assessment is carried out throughout the school day, in all areas of the curriculum, through observations, pupils' work and responses. Professional conversations between EYFS staff and the EYFS lead are regularly timetabled.

From years 1 to 6 all pupils are assessed in reading, writing and mathematics at 3 points during the year. This is an ongoing process using outcomes from the Wolverhampton Common Primary Assessments, half-termly assessments, class work and assessment tools for reading, writing and maths. Analysis of pupil progress is carried out at 3 points following the data collection points, for all year groups. It takes the form of a Raising Achievement meeting between the class teacher and members of the Senior Leadership Team. At the meeting, a plan is agreed for whole class foci, small group interventions and individual interventions for identified pupils. If a pupil is not making expected progress, extra support will be planned for and it will be recorded on a Raising Achievement Plan.

In year one a formal assessment of pupils' phonic ability is made and any pupils not achieving expected levels are re-tested in year 2.

In addition, pupils with SEND are assessed against their Individual Educational Plan (IEP) targets. Targets are reviewed and set at 3 identified points in the school year, to coincide with Raising Achievement meetings. IEP targets break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis.

How will I be involved in decisions made about my child's education?

Your child's class/form teacher will meet you termly 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 SENDCO 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.

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.

How will the school adapt its teaching for my child?

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

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

There are different levels of support, which are classed as Waves.

- Wave 1 is support within the classroom and is the same support available to all children, regardless of whether they have a special need. This includes adaption of activities in everyday lessons and support from teaching assistants. It also includes adaptations made to the physical organisation of the classroom to support pupils' needs.
- Wave 2 is specific, additional support, which is provided to some children with SEND. These may be small group or 1:1 interventions in which children with SEND can work on specific targets. These may not be curriculum based.
- Wave 3 is access to small group teaching for English and Maths and personalised 1:1 intervention programmes. It includes personal provision sought from outside agencies and the use of specialist equipment where deemed necessary.

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:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- 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 supporting pupils on a 1-to-1 basis.
- Teaching assistants supporting pupils in small groups.

What interventions are provided?

The SENDCo attends regular CPD and keeps updated on a regular basis through Network meetings and training. This information is then shared/delivered to all staff during Staff Meetings.

All new members of staff receive in-house training with regards to SEND Policy and procedures.

Further specific skills include:

- National Qualification Special Educational Needs Co-ordination award: Miss MacDonald
- Autism Lead: Miss MacDonald
- Mental Health Lead: Miss MacDonald and Mrs Jackson
- ELKLAN training under 5's (Speech and Language): Mrs R Vann
- MAKATON training: Mrs R Vann
- Precision Teaching: All staff
- Dyslexia Training: All staff
- 1stclass@number: Mrs S Merrick
- Spot on with Numbers: All Key Stage 1 staff
- RWI: All Key Stage 1 staff
- Including pupils with Down's Syndrome in mainstream primary school: Mrs R Vann
- Come to your senses! Alternative, creative and multi-sensory approaches to delivering your curriculum: Mrs R Vann
- Specialist Leaders in Education: Mrs HM Navratil
- Mental Health First Aid – Mrs R Vann, Mrs Swanston, Mrs Owen and Mrs Killeen
- Creative Play Therapy - Mrs R Vann
- Play therapy/ Sand therapy and Art visualisation – Mrs Todd
- Play therapy/ Sand therapy and drawing therapy – Miss MacDonald
- Lego therapy – Mrs Todd

- Drawing and talking – Mrs Todd and Mrs Wilkes
- Childhood Bereavement - Mrs R Vann
- Supporting Pupils with mental health difficulties - Mrs R Vann
- Promoting positive mental health and emotional well-being in children - Mrs R Vann
- Preventing Escalation of Challenging Behaviour – Mrs R Vann
- Responding to Anxiety-Mindfulness – Mrs R Vann
- Attachment, Trauma and Resilience Training – Mrs Jackson
- Trauma informed in schools – all staff
- Anger: how do we understand and manage this complex emotion? – Mrs Jackson
- Attachment, Trauma and Resilience Training – Adoptive and Foster Parents
- Low level disruption and sensory seeking behaviours – Adoptive and Foster Parents
- Mental Health and Wellbeing in School – Mrs Morton
- Cool Kids – Soccer 2000 and TAs

Staff have undergone significant training and development through the Wolverhampton Outreach Service, Educational Psychologist support and SNEYS (Special Needs Early Years Service) in order to meet the needs of specifically identified pupils. All staff have undergone training in Attachment, trauma and the effects of ACES (Adverse Childhood Experiences), using the emotion coaching and PACE approaches.

A large majority of staff have undertaken Positive Handling Training (A list of trained staff is held by the school office)

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
- Using SDQs
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) 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.

How is the school's SEND budget allocated?

Each child at SEN Support can be allocated by the school up to £6000 per child to support their SEN. How that money is allocated is down to the school. For each child in the school with an EHCP the LA takes that £6000 as a contribution towards the cost of the EHCP. This money is known as the **Notional SEN budget**.

Examples of how the budget is allocated;

- Supporting pupils with 1:1 sessions from SEN TA

- Resources
- Contract with LA Educational Psychologist.
- Outside Agencies e.g. private occupational therapists, when urgent advice is necessary.
- Base 25 counselling support for groups or individuals
- Training for staff
- Intervention sessions
- Calm Brain subscription
- SENDCo and/or Senior Leaders time to attend meetings as required

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

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

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in sports day/school plays/special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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

Children and young people with SEND who are on SEND Support, and do not have an EHC plan, go through the normal annual admissions process. (See admissions policy)

If a child is in reception and has an Educational Health and Care Plan (EHCP) or Statement of Special Educational Needs (SEN) naming the school, they will be admitted.

An In-year admission is any entry to school other than at the normal point in Reception, If the child has an Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs (SEN), the applications should be made at www.wolverhampton.gov.uk/admissions following The City of Wolverhampton Council's co-ordinated in-year admissions in conjunction with St Michael's Church of England Aided Primary School Admission Policy.

If a child is refused a place because of over-subscription, parents are informed in writing of how to access the Local authority and School's procedures in respect of their right of appeal and waiting lists. The oversubscription criteria avoid unfairly disadvantaging pupils with a disability or special educational needs.

How does the school support pupils with disabilities?

Please see St Michael's [Accessibility Plan](#) regarding information about how we support children with disabilities and the steps that we have taken to prevent disabled pupils from being treated less favourably than other children.

St Michael's school is accessible to children with a range of disabilities. We provide disabled toilets and shower, stair lift, disabled parking, ramp, signage around school, sensory garden and play equipment.

We make 'reasonable adjustments' to ensure disabled pupils are not discriminated against. This includes providing extra support and aids.

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

They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social, Health and Economics Education (PSHE) and Social, Emotional aspects of learning are integral to our curriculum and are also taught regularly. Additional support from specialist staff (Mrs Vann – Pastoral support) is arranged as needed for individual children, both in and out of the classroom; a tailored personal plan may be put in place for children.

- We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

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

- Use of Individual Behaviour Plans where appropriate to support behaviour change.
- An on-site Leading Pastoral Support Worker.
- Referrals to CAHMS, where appropriate.
- Support from external professions such as the Educational Psychologist, Base 25, where appropriate.
- We have a 'zero tolerance' approach to bullying.
- Daily calm brain
- Mental health champions

What are the opportunities for pupils?

- Each year group elect two members to represent them on the School Council. Regular meetings are held to discuss suggestions, concerns and successes that have been raised by others.
- Spiritual Councillors are appointed from Years 5 and 6, following an interview process. They meet weekly to discuss the Christian distinctiveness of the school and future developments in this area.
- Well Being Ambassadors meet regularly and provide support to pupils on the playground at playtime and lunchtime.
- The school operates a House system. Every child and member of staff are allocated to one of the four Houses. The Houses have a House Captain, Vice House Captain and House Sports Captain. Houses meet regularly to discuss fundraising opportunities and to lead or prepare for House competitions.
- Pupils are regularly involved in Pupil Voice activities with subject leaders in school.
- All pupils on the SEND register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign their IEP in response to this.
- School adopts an open door policy and encourages parents / carers to come into school and speak with the relevant person if they have any concerns or requests. These concerns or requests are then referred on for specialist support or directed to the appropriate member of staff in school.

What if my child has medical needs?

If your child has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and staff member. A list of qualified first aiders is available in the school.

What strategies are available to support attendance?

- First day contact is made by phone if a child is not in school. If no contact is made by the second or third day, a home visit is made.
- Fortnightly, pupils with under 93% attendance are identified and receive a letter where it is deemed necessary. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put into place with support e.g. phone calls, discussions with the pupil.
- Pupils who fail to maintain attendance consistently above 93% receive support through a focus group intervention. This includes daily attendance monitoring for the identified children and a weekly attendance report for their child/ren is sent home.
- Attendance Officer meets fortnightly with Educational Welfare Officer (EWO) to discuss all pupils under 93%.
- Additional play time is given to classes meeting the school weekly attendance target of 96.5%. Each classes' progress over the half term is recorded on a themed display board in the school hall. At the end of each half term, the class with the best attendance receive prizes.
- In addition, for each week that a child has 100% attendance and has been on time every day, they can earn a raffle ticket into a half termly draw. Each half term the school donates a £50 raffle prize (for example vouchers to Wolf Mountain and Dudley Zoo).

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

Reception

All children starting our school in Reception will have a 1:1 meeting with a member of Reception staff. Where it is not possible to meet in person, the meeting will take place over the phone or using Microsoft TEAMS. The meeting allows information from parents, regarding their child's needs and education, to be shared with the new class teacher.

We receive records or meet with pre-school providers and discuss any particular needs. Where appropriate we will hold a joint meeting with parents to plan provision and offer additional transition sessions.

In early years we spend time in the Summer working with new parents/carers whose children will be taking a Reception place. Depending on the situation, this can also include visiting the family at home or seeing the child in an Early Years setting to make sure we are prepared to meet their needs on entry, in addition to planned transition opportunities.

Between years

We encourage all new children to visit the school prior to starting where they are shown around the school and meet some key members of school staff. For children with SEND, we encourage further visits to assist with getting used to the new surroundings. 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

For children who join us from other schools during the school year, their parents/carers meet with a member of the Senior Leadership Team or Teaching Assistant with pastoral responsibility to discuss their child's needs and education thus far. In addition, they are supported using information obtained from the previous school. Baseline assessments take place for maths, reading/phonics, and grammar, shortly after entry to the school. We then use this information to ensure they are placed in appropriate groups.

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.

Transition meetings are held in the Autumn Term of year 6 to inform parents/carers of Secondary School Provision. SEND pupils with a Health and Education Plan will discuss the options of Secondary School at their Annual review which is held during the Summer term of year 5.

On transfer to secondary school we liaise with the secondary school SENDCo and class teachers, developing personalised transition programmes as appropriate. For children with complex needs, a formal transition programme is planned during their Year 5 & 6 annual reviews.

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

Mrs Jackson the designated teacher will work with Miss MacDonald our SENDCO, 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.

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

[Policies | St Michael's Church of England Aided Primary School \(stmichaelscofeprimary.co.uk\)](https://stmichaelscofeprimary.co.uk/Policies)

Complaints about SEND provision in our school should be made to the SENDCo Miss MacDonald or the headteacher Mrs Jackson in the first instance.

If you are not satisfied with the school's response, you can escalate the complaint, in line with the school's complaints policy. 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 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.

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.

Throughout the year, we offer a range of workshops for parents/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home. These include a Read Write Inc. workshop, Calculation workshop, e-safety workshop, computing workshop and reading workshop.

The school's Teaching Assistant with pastoral responsibility supports parents on a one to one basis and can signpost parents to agencies that deliver parenting programmes. We have close links with the Whitmore Reans Families Hub who can provide support for parents and families as part of Early Help Assessments or other social care plans.

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

[Wolverhampton Local Offer | Wolverhampton Information Network](#)

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

[Wolverhampton \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

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

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

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
- **SENDCO** – the special educational needs co-ordinator
- **SEND** – 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 SEN
- **SEND 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

Glossary of SEND Terms

ADD	Attention Deficit Disorder	HI	Hearing Impairment
ADHD	Attention Deficit & Hyperactivity Disorder	IEP	Individual Education Plan
ASC	Autistic Spectrum Condition	LAC	Looked After Child
SEMH	Social, Emotional & Mental Health	LA	Local Authority
CAMHS	Child & Adolescent Mental Health Service	MLD	Moderate Learning Difficulty

COP	Code of Practice	OT	Occupational Therapist
CP	Child Protection	VI	Visual Impairment
DCD	Developmental Co-ordination Disorder	SLD	Severe Learning Difficulties
EAL	English as an Additional Language	PMLD	Profound and multiple difficulties
EP	Educational Psychologist	SLCN	Speech, Language, Communication Needs
FSM	Free School Meals	SpLD	Specific Learning Difficulty