

Special Educational Needs and Disabilities (SEND) Information Report

Wincheap Foundation Primary School



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Contents

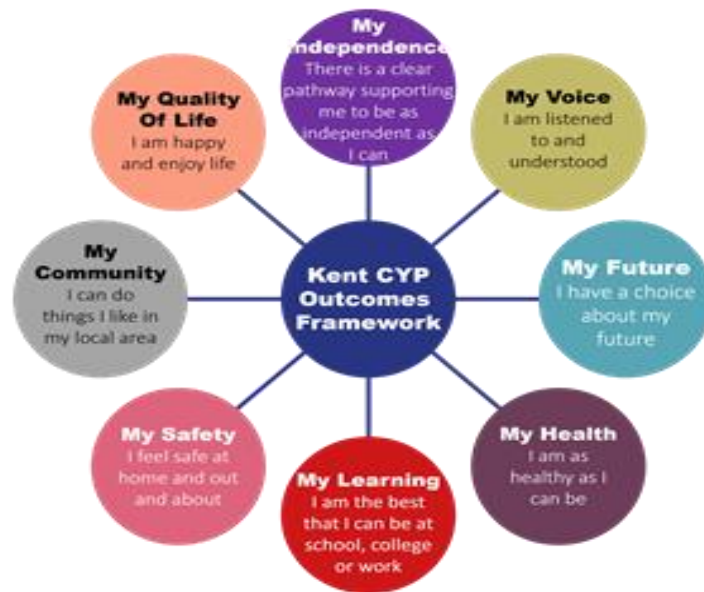
1. What types of SEND does the school provide for?	4
2. Which staff will support my child?.....	5
3. What should I do if I think my child has SEND?	7
4. What happens if the school identifies a need?	8
5. How will the school measure my child’s progress?	9
6. How will I be involved in decisions made about my child’s education?.....	10
7. How will my child be involved in decisions made about their education?	11
8. How will the school adapt its teaching for my child?	132
9. How will the school evaluate whether the support in place is helping my child?	143
10. How will the school ensure my child has appropriate resources?	143
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?	154
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	154
13. How does the school support pupils with disabilities?	165
14. How will the school support my child’s mental health and emotional and social development?	165
15. What support is in place for looked-after and previously looked-after children with SEN?	176
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	16
17. What support is available for me and my family? (Local Offer)	187
18. What should I do if I have a complaint about my child’s SEND support?	18
19. Supporting Documents.....	19
20. Glossary.....	19

Kent SEND Information Report

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.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



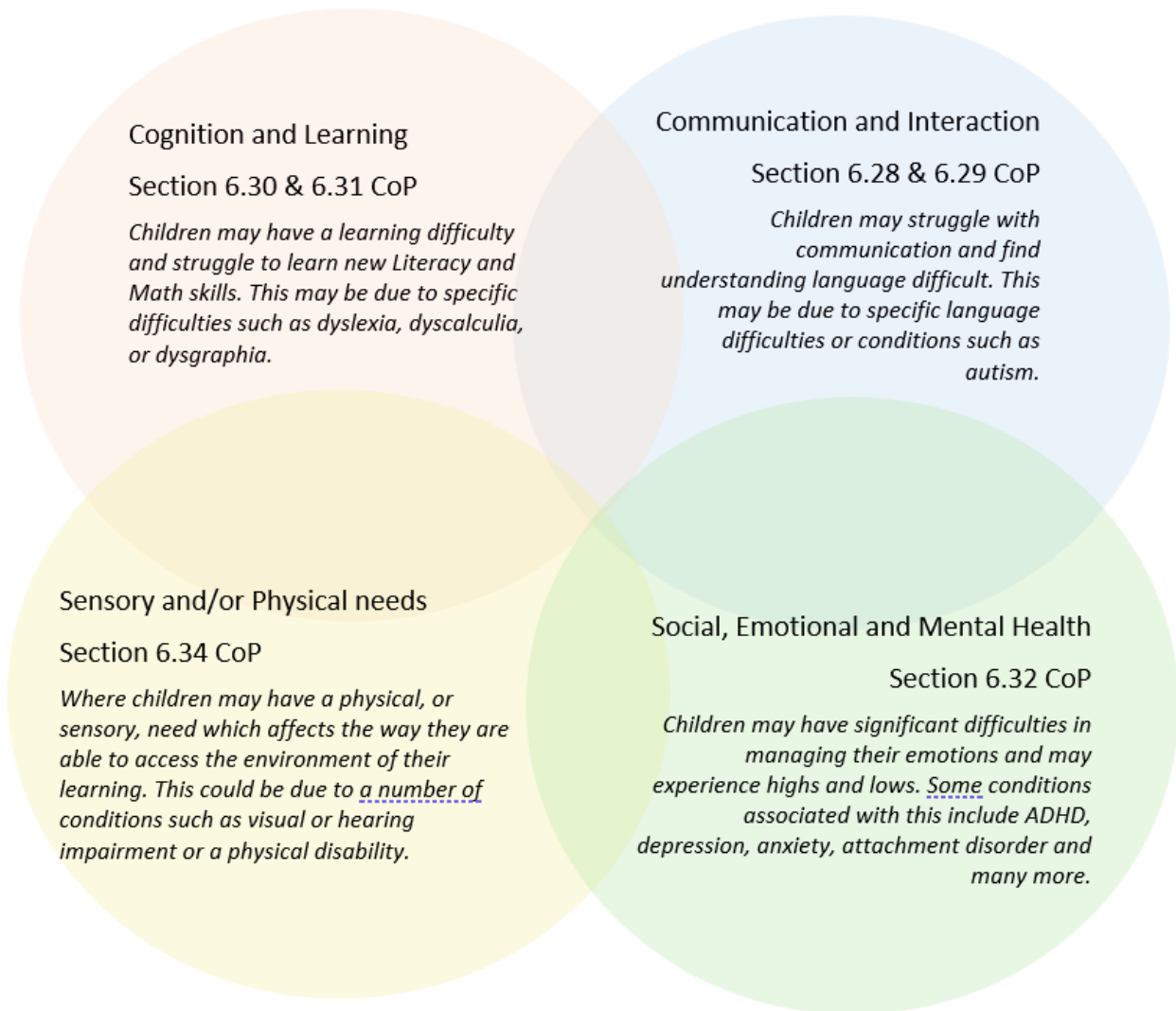
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy, and other related policies and documents on the [policies page of our website](#)

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

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

As part of Kent's local offer, our school has Specialist Resourced Provision (SRP) for children with an EHCP who have been identified as having higher level Speech, Language and Communication Needs (SLCN). Additionally, as part of the standard mainstream provision we provide for pupils with the following needs:



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the [SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424267/SEND_Code_of_Practice_January_2015.pdf) ([publishing.service.gov.uk](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424267/SEND_Code_of_Practice_January_2015.pdf))

2. Which staff will support my child, and what are their key responsibilities?



At Wincheap Foundation Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

In addition to the classroom staff, below are other key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator (SENCO)

Our SENCO is **Mrs Debbie Hoare**. She is an Assistant Headteacher, with specific oversight of SEND and Inclusion and is one of the Designated Safeguarding Team. As part of her role, she also manages the dedicated SLCN SRP at Wincheap Foundation Primary School.

She is a qualified teacher and has 7 years' experience in the role of SENCO.

She has been accredited by the National Award for SEN Co-ordination and also holds the following qualification - Childhood Studies - SEN Pathway (BA Hons).

Her role is identifying, supporting, and coordinating provision for pupils with special educational needs to ensure they receive appropriate help and make good progress. She also co-ordinates staff training to facilitate this.

She is assisted by Mrs Catherine Wilson.

Our Pastoral Manager

Our Pastoral Manager is Mrs Amanda Cole. She has 18 years' experience in the role.

Her role is to engage with parents/carers to provide early intervention, support and guidance to increase engagement with the school to improve learning outcomes for pupils. She is also one of the school's Designated Safeguarding Team.

Mrs Cole also works closely with our Attendance Officer, Mrs Lane, to initiate, facilitate and encourage pupil attendance.

Kent SEND Information Report

Staff Training

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

Over the last two years:

January & March 2024	Adaptive Teaching (Teaching staff)
January 2024	Trauma Informed Schools (All staff)
February 2024	Hearing Impairment Training (TA Training)
February 2024	Language through Colour (EYFS Team)
February 2024	Executive Functioning (TA training)
February 2024	Specific Learning Difficulties (Teaching staff)
March 2024	Restorative Repair (All Staff)
March 2024	Behaviour Policy Training (ND & DH)
September 2024	Executive Functioning (Teaching Staff)
December 2024	Triple D Training (TA Training)
January 2025	Sensory Circuits (TA Training)
February 2025	Team Teach Training (ND, EK & DH)
February 2025	Precision Teaching (TA Training)
February 2025	Attention Autism Training (TA Training)
February 2025	First-Aid Training (Annual Training)
March 2025	Deaf Awareness Training (Teaching Staff)
June 2025	Team Teach Training (Teaching Staff)
September 2025	Declarative Language (All staff)

Teaching assistants (TAs)

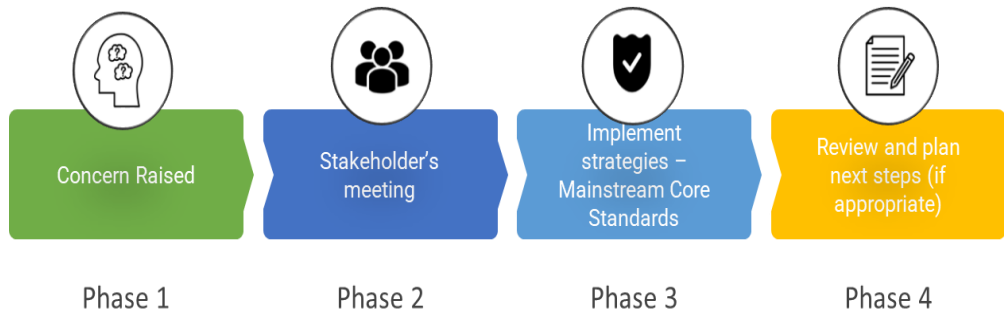
We have a team of TAs, who deliver SEN interventions. The training for TAs is usually delivered via whole-staff training to allow flexible staff allocation, but some TAs are designated to specific roles within the school (e.g. within the SLCN SRP) and receive additional training for this.

External agencies

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:

- Child and adolescent mental health services (CAMHS)
- Education Welfare Officers
- Educational Psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour advisors
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teaching and Learning Service
- Speech and language therapists
- Virtual School Kent
- Voluntary sector organisations

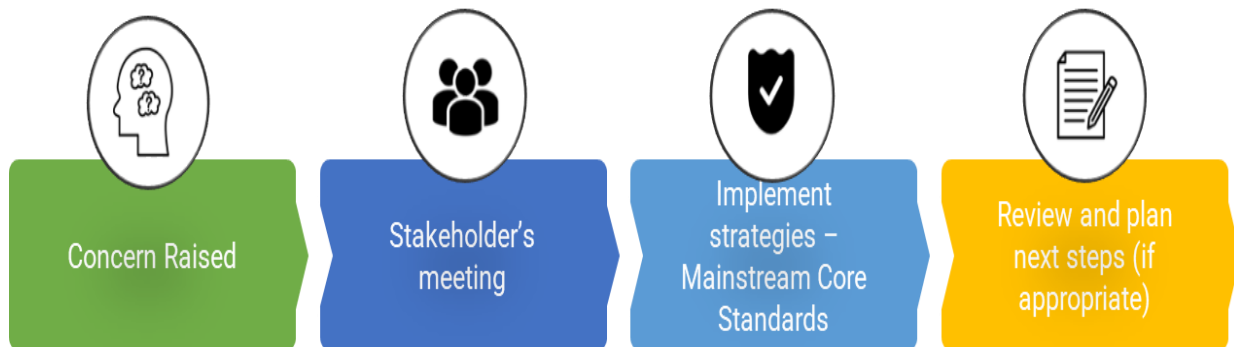
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEN, the first person you should tell is your child's teacher.</p> <p>You can arrange a meeting with your child's class teacher by asking at drop off or pick up, by messaging them via Seesaw, or through the school office by calling 01227 464134 or by emailing info@wincheap.kent.sch.uk</p> <p>They will meet with you initially and where appropriate will pass information on to Mrs Hoare, who will be in touch to arrange any follow up meetings needed.</p> <p>You can also contact the SENCO directly by emailing dhoare@wincheap.kent.sch.uk</p>
<p>Phase 2</p>	<p>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 make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here:</p> <p>https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</p> <p>This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



Phase 1

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also monitor and review those who are not making the expected level of progress in their schoolwork or socially.

Phase 2

If the teacher notices that a pupil is having difficulties, they try to identify the cause. If they can address this through differentiation (the normal adaptation of lessons to the knowledge, skills and abilities within the class) they will do. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

Phase 3

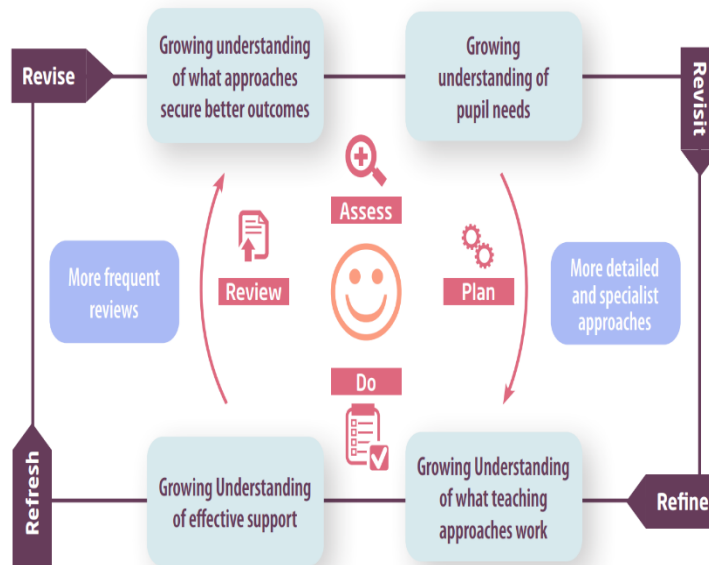
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, who will investigate and give appropriate advice/support. It is usually at this stage that the class teacher will contact you to discuss the possibility that your child has some form of SEND, and the school will follow the graduated approach (see previous page).

Phase 4

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**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
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.
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.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

We know that you're the expert when it comes to your child's needs and aspirations. 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.

The standard feedback timetable across the school year looks like this:

Term 1: (Informal) 'Meet the Teacher' opportunities at the request of parents/carers

Term 2: (Formal) Parent-Teacher consultation meetings

Term 4: (Formal) Annual School Report, indicating progress and targets for the rest of the year.

Parents are invited to meet with the class teacher to discuss the report.

Term 6: (Formal) Parent- Teacher consultation meetings

(Formal) 'Meet the Teacher' opportunities after the children spend the day with the class teacher they will be with the following year ('Swap Day').

Note: 'formal' above indicates reports/meetings timetabled in the school diary; 'informal' means reports/meetings agreed between parents/carers and the class teacher outside of the normal school feedback timetable.

These meetings, formal or not, give an opportunity 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 and/or other relevant staff may also attend these meetings to offer additional support, particularly if the child is on the SEN register or if the teacher is meeting with parents/carers to create an initial support plan after identifying a possible special educational need. When this occurs, further meetings with parents will be arranged to plan and review the child's progress. If you feel that extra meetings would be helpful at any time, please inform the class teacher or contact the SENCO using the details below.

When a support plan is drawn up copies are shared with parents and relevant staff including the SENCO. After any additional discussions we will make a record of any outcomes, actions and support that have been agreed. If it is necessary to change your child's plan, you will be provided with a new copy.

Children who have higher levels of SEND may be entitled to an Education, Health and Care plan (EHCP). The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. EHCPs have their own timetable of planning and review meetings and reports. The SENCO will discuss this with parents/carers in more detail if/when she feels a child meets the criteria to seek an EHCP.

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. It is also useful to have updates from medical professionals so that we can adapt support as soon as your child's needs change.

We want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If you have concerns that arise between these meetings, please contact your child's class teacher via Seesaw, or by requesting a meeting when you next drop off/pick up, or via the school office on 01227 464134 or info@wincheap.kent.sch.uk

Mrs Hoare can be contacted via 01227 464134 or dhoare@wincheap.kent.sch.uk

7. How will my child be involved in decisions made about their education?

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, if appropriate, the pupil will be consulted with and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the earlier years with the young person taking more responsibility and acting with greater independence in later years. The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils 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... Depending on their level of understanding or ability, your child might be supported to do this by a member of staff if required;
- 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?

Our Accessibility Plan for pupils with disabilities can be found in the [SEND section](#) of the school website. This sets out how we will improve access to both the curriculum and the physical environment so that pupils with disabilities can participate fully in school life. It aims to identify barriers and outline practical steps to create a more inclusive and accessible setting for all learners. If you find that your child has difficulty accessing the site or the learning please contact the class teacher or Mrs Hoare to discuss how we can improve this.

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

We will adapt how we teach to suit the way the pupil works best. There is universal approach to adapting the curriculum, we work on an individual basis to make sure the adaptations we make are meaningful to your child.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice:

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one and group support, peer support, precision teaching, alternative methods of recording, use of ICT software. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'. There is an emphasis on developing independent learners.

We will adapt our approaches to 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 adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, 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 or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials

These interventions are also part of our contribution to Kent County Council's local offer.

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

Each review of a support plan will be informed by the views of the pupil, parents and class teacher and the assessment information from teachers which will show whether adequate progress is being made. Progress includes areas other than academic e.g. social or emotional skills/physical skills.

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

- Reviewing their progress towards their goals as laid out in the review timetable that is part of their plan and at the furthest each term
- Reviewing the impact of interventions at the furthest after every 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review if they have an EHCP



10. How will the school ensure my child has appropriate resources?

Wincheap Foundation Primary School has built up its own inventory of SEND resources over time, so more routine equipment will be available from the schools' own resources. Where external advisors recommend the use of equipment or facilities which the school does not have, we will explore purchasing it via the notional SEN funding, or seek it by loan in liaison with health professionals. Specialist equipment may include, for example, specialist chairs/seating, specialist desks/sensory equipment.

For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

- Extra equipment or facilities

- 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 sure my child is included in activities alongside pupils who don't have SEND?

The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

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 trips to Carroty Wood near Tonbridge.

All pupils are encouraged to take part in sports days, school plays and assemblies and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. We will seek to make reasonable adjustments and we will liaise with parents to consider how we can overcome any potential barriers. Where appropriate, an individual risk assessment will be written.

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

We are an inclusive school and welcome children to our school from all backgrounds and experiences, and of all abilities. Our process for ensuring that admissions are done fairly and in line with government guidance can be found in our Admissions policy on [the school website](#).

13. How does the school support pupils with disabilities?

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

In line with statutory expectations, we produce an Accessibility Plan every three years. This plan details how we adapt not only the school site but also the curriculum, access to wider opportunities and information for parents and carers.

Some adaptations to the physical environment include:

- Two Disabled toilets, one with shower
- Automated doors to two entrances, one in each of the main buildings of the school along with widening of paths and ramping to ensure access.

Children's toilet entrances designed with wide access

- The outside areas of the EYFS and Key Stage 1 areas have been developed to support active learning for all children.
- Our new library is a vibrant environment and is used to promote a love of reading.
- We are proud to have a designated sensory room.

You can find the most current Accessibility Plan in [the SEND section](#) of the school website.

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

At Wincheap Foundation Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance:

- Specific lessons within our Jigsaw PSHE (Personal Social & Health Education) programme;
- Social skills groups;
- Monitoring of playtimes by staff, looking for children who are playing alone more than might be expected;
- Ad hoc and planned classroom assemblies dealing with such issues as they arise within the class, or as part of the PSHE curriculum;

Additionally, social and emotional health is supported indirectly with every conversations adults have with pupils throughout the day.

For some pupils with a greater need for help in this area we also can provide the following:

- Access to a programme of bespoke support from Mrs Cole, the Pastoral Manager, or to the school's Counsellor.
- Access to the Nurture Room (staffed supportive environment during lunchtime)

- Access to the school's trained Emotional Literacy Support Assistant (ELSA) Social Stories
- Time out space to use when upset or dysregulated
- Referral to Early Help or CYPMHS- Child & Young Person's Mental Health Services (subject to referral criteria)
- Access to Lottie the Therapy Dog
- Access to Drawing and Talking Therapy
- Referral for support to the Schools Health Service.

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

- Pupils with SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND by [insert your provision]
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Details of our approach can be found in the Anti-Bullying policy on [the school website](#).

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

Mrs Watt, who is our designated teacher for Looked After Children (LAC) will work with Mrs Hoare 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.

Pupils 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.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

At Wincheap Foundation Primary School we work closely with parents and the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

Arrangements include:

- Reception teacher (and any other relevant staff member(s) visits to Nursery and homes
- Transition Days within school e.g. Stay and Play Sessions.

- Where a pupil has been identified with Special Educational Needs prior to starting school, we work closely with Pre-school settings, Specialist Teachers/Health Professionals and parents/carers to gather information and to plan for additional support needed. This may include: additional visits, transition meetings, supports such as social stories/visual supports.
- Within school and between phases, we identify children who may be vulnerable at transition and work with them and their parents/carers to put in additional supports e.g. social stories, additional visits. There is a Swap Day for all children in July every year where they spend a day with their new teacher in the classroom they will be in the following year, and additional preparation and follow-up is implemented by classroom staff, Mrs Hoare and Mrs Cole as needed.

Where children are leaving us, we also contribute information to pupils' onward destination by providing information to the next setting. We have:

- Transition days for children at local secondary schools
- Visits from secondary school teachers to meet with transferring children and class teachers.
- If appropriate, we set up an additional transition meeting to involve parents, pupil, Inclusion Lead and secondary SENCO at which further supports may be planned
- SENCO Transition Event
- Annual Review Meetings (for pupils EHCP) are also used to plan for and support transitions

17. 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's Local Offer. A local authority's SEND 'Local Offer' is an online, publicly accessible guide that sets out all the support available in the area for children and young people with special educational needs and/or disabilities.

It explains what schools, health services, social care, and other agencies provide; how to access that support; and what families can expect in terms of help, guidance, and provision from birth to age 25.

Kent publishes information about the local offer [on their website](#).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is the Information and Advice Service Kent (IASK). They offer confidential and impartial information, advice and support to children and young people with special educational needs and disabilities, and their parents. They empower parents to play an active and informed role in their child's education and can be contacted at:

<https://www.iask.org.uk/> Helpline 03000 413000

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

SNAAP - <https://www.snaap.org.uk/>

For us Too- <https://www.forustoo.org/>

Kent Family Hub- <https://www.kent.gov.uk/education-and-children/kent-family-hub>

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

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

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

Our school's Complaints procedure can be found on the [school website](#).

Complaints about SEND provision in our school should be made to the class teacher in the first instance, or to Mrs Hoare. They will be handled in line with the Complaints procedure.

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 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. There is advice on how to access this support on the KCC website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/education-health-and-care-plans/mediation-support-and-appeals>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child Protection and Safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*



These can all be found in the Policies or SEND sections of the [school website](#) along with other documents you may find useful.

- [SEN & Disabilities Code Of Practice 2015](#)
- [Mainstream Core Standards](#)

20. 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

Kent SEND Information Report

- **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 pupils 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