



## Special Educational Needs and Disabilities (SEND) Policy and Information Report

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# 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.

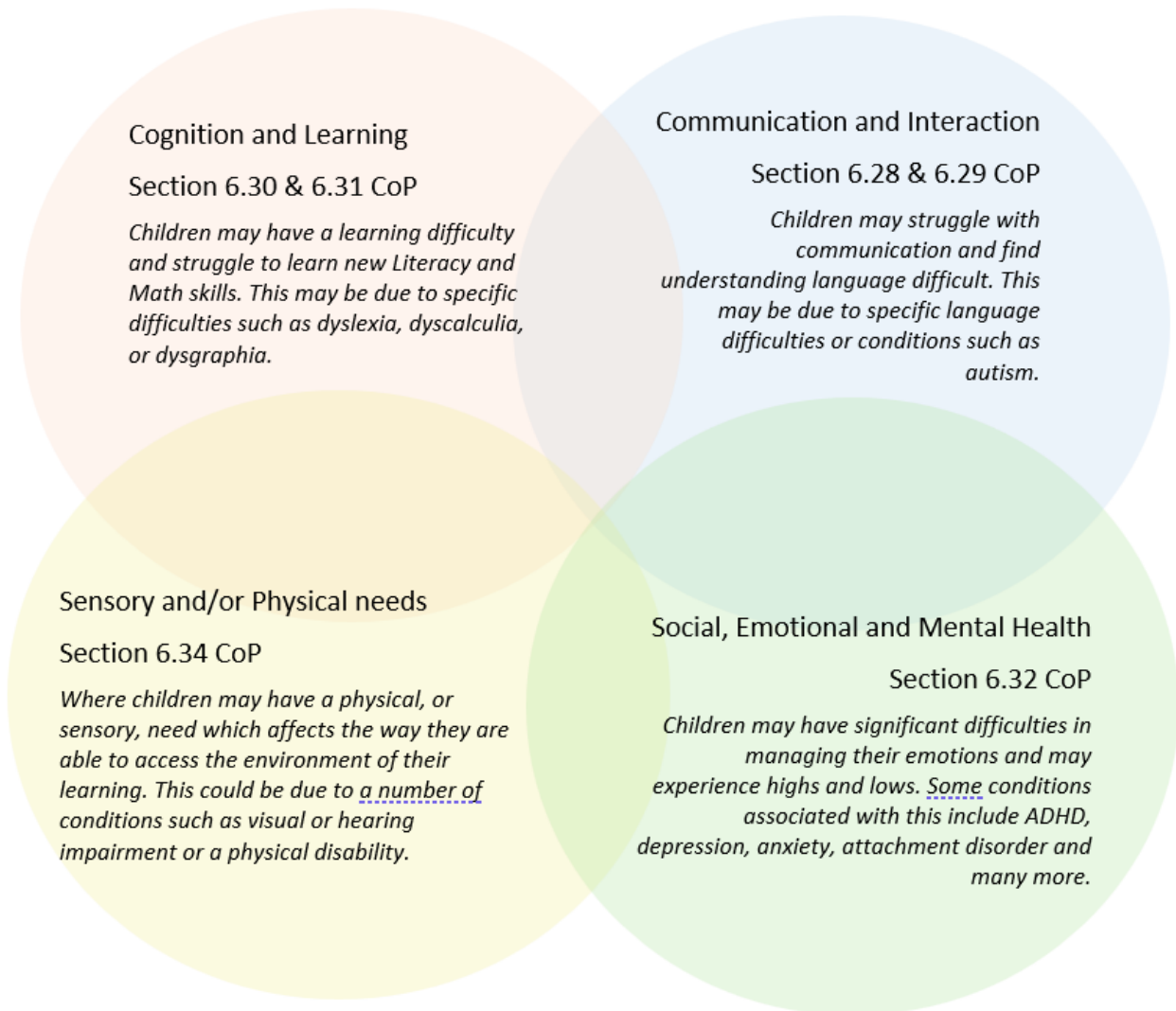
As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



**Note:** If there are any terms 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 provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



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 wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years ([link below](#)).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

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



At OPGS 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.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

### Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is **Mrs A Harries**

Mrs Harries leads the department after experience working at OPGS as the SDS assistant. She is a qualified dyslexia specialist and has been working in education for over 20 years. Mrs Harries is a qualified teacher and has previously been a Head of Department and Deputy Head of Year.

Mrs Harries is working towards achieving the National Award in Special Educational Needs Co-ordination.

Level 5 certified Dyslexia Specialist Teacher (British Dyslexia Association 2024).

SDS Assistant – **Mrs S Winek**

SDS Student intern – **Miss J Hudgell**

### Class/subject teachers

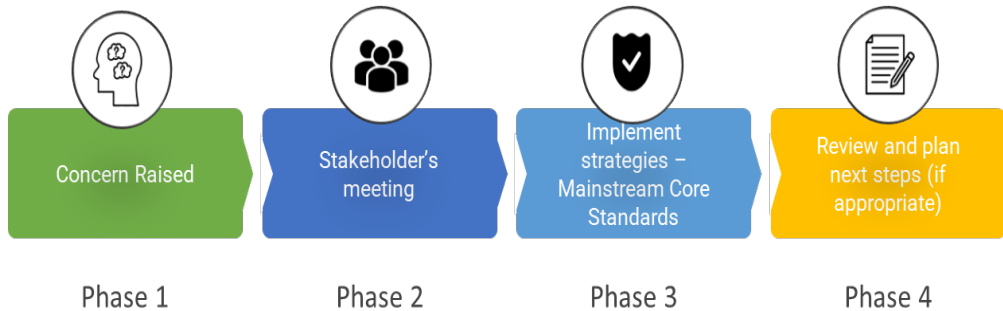
All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

## 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 may include:

- Educational Psychologists
- Clinical Psychologists
- Specialist Nurses and School Nurse Services
- Speech and Language therapists
- Specialist Teaching & Learning Services [STLS]
- KCC Complex Care Team
- Inclusion Support Services Kent (ISSK)
- Social Services
- Child and Adolescent Mental Health Services (CAMHS) and Children's and Young Peoples Mental Health Services (CYPMHS)
- Maidstone Mediation
- Porchlight mentoring
- Early Help
- Project Salus

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



<p><b>Phase 1</b></p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Email the school at <a href="mailto:office@opgs.org">office@opgs.org</a>. Mark your email for the attention of SENCO/Mrs Harries. Or call and leave a message, outlining the brief reason for your call and you will receive a call back as soon as possible.</p> <p>The OPGS phone number is: <b>01622 726683</b>.</p>
<p><b>Phase 2</b></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><b>Phase 3</b></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: <a href="https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a>. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p><b>Phase 4</b></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?

### Identification of Need

- Visits made to and discussions with students' primary schools prior to transition ensure any additional needs are identified early on. Discussions with SENCoS from previous schools also take place for students joining us in Year 12.
- Staff may raise concern with the SENCo when a student is not making progress despite working hard.
- All students are screened on entry in Year 7 for speed of working in handwriting, reading, comprehension. Some students are identified here as requiring some additional support.
- Directors of Study may raise concern with the SENCo when a student's monitoring grades show a decline or no improvement in progress.
- Parents may raise concern with the SENCo if they feel that their child is struggling with their learning.
- The SDS team may recognize a need when conducting lesson observations and learning walks.
- Consolidation of feedback and data from teachers, parents, students and the SDS Team ensures that all views are heard when considering whether a student requires additional support.

### Assessment of Need

The SENCo uses a variety of standardized assessments which can highlight specific areas of difficulty including:

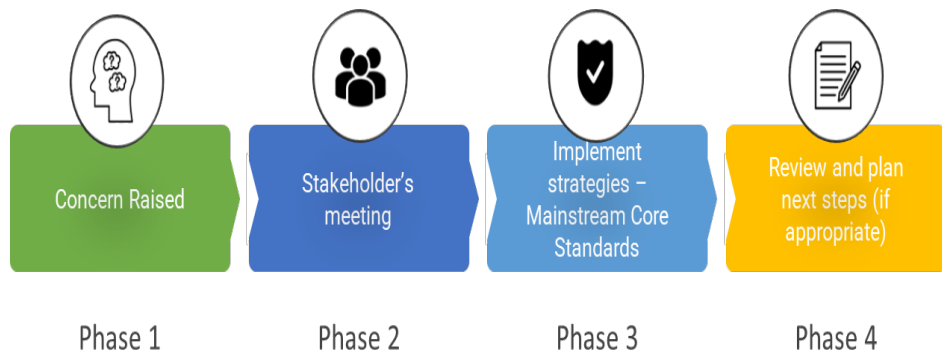
- Receptive and expressive language difficulties
- Reading speed
- Decoding



- Memory
- Processing speed
- Handwriting speed
- Dyslexia screeners

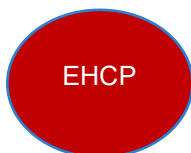
**We will also work with parents to submit and support referrals for assessments for Autism and ADHD.**

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



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include 1:1 support, extra material to boost knowledge, small group support sessions or practice with exam/question techniques and timings.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. If the pupil is still finding it difficult 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, and the school will follow the graduated approach (see previous page).



## **Education Health and Care Plan (EHCP):**

Where the school has done everything it can to identify, assess and meet the needs of the student, and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment.

# Kent SEND Information Report

EHCP's are issued by the Local Authority where necessary and are used by the school to plan SEND provision for students with more complex needs. The EHCP includes:

A detailed profile of the student, their strengths, and aspirations for the future

- Any education, health and care needs they have
- The goals or outcomes for the student, agreed by the family and professionals for the next phase of their education.
- Any education, health, and social care provision in place to meet their needs.
- A detailed annual support plan/action plan which sets out the goals for the student for the next year, and the strategies that everyone supporting the student will put in place to support them.

The process for requesting an EHCP in Kent can be found by clicking [here](#).

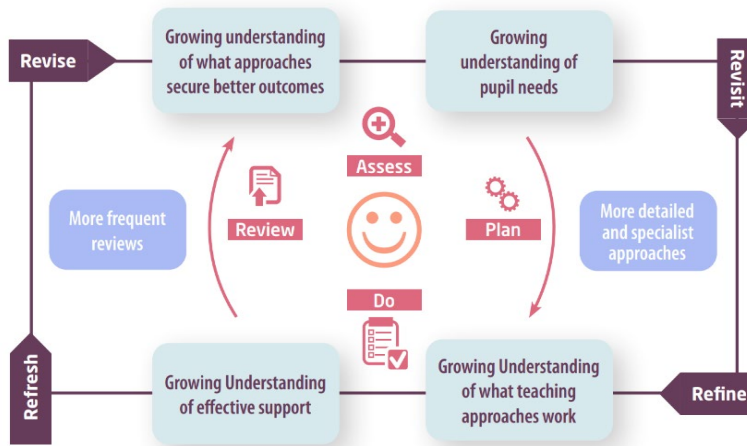
Every student in the school has their progress reviewed regularly and this information will be shared with both parents and students:

- Three sets of monitoring grades are published during the year, timed to coincide with mentoring and key events, such as options choices.
- Learning Plans are reviewed and adapted where required.
- EHCPs are reviewed with students, parents, Directors of Study and the SENCo three times per year.
- Students with more complex needs may be monitored more frequently.

## 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**.



<b>Assess</b>	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.
<b>Plan</b>	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.
<b>Do</b>	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.
<b>Review</b>	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 will provide termly academic reports on your child's progress 3 times per year (Autumn, Spring and Summer). Subject teachers will meet you at Parent Consultation Evenings twice per year and set clear outcomes for your child's progress. The SENCo is available at all Parent Consultation Evenings.

We aim to promote a culture of collaboration with parents, schools, the LEA, and others through:

- Setting clear outcomes for your child's progress
- Ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENCo.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment/ telephone call/ Teams meeting with the Director of Study and/or SENCo.
- Providing access to the SENCo to discuss the students' needs and approaches to address them.
- Supporting parents' understanding of external agency advice and support.
- Adhering to the code of confidentiality by ensuring information concerning the student with SEND is shared with relevant persons on a need-to-know basis, via secure e-mail.
- Undertaking annual, and mid-year, reviews for students with Learning Plans and Education Health Care Plans

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.

If you have concerns that arise between these meetings, please contact your child's form tutor, Director of Study or the SENCO Mrs Harries by email at [office@opgs.org](mailto:office@opgs.org)

## 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 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:

- Students are involved in target setting and identifying teaching and learning strategies that work for them as part of a review of Learning Plans and EHCP reviews.
- Students and their families are consulted for input into the Pupil Passports.
- Students' views are listened to and considered with regards every aspect of their education.
- Self-advocacy and independence are encouraged through the Pastoral system and SDS interventions.
- Student Voice is strong within the school.

The SDS Team discuss all arrangements for support, including examination arrangements with each student individually



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

Our students with SEND have most of their needs met in the classroom, through high quality teaching. Staff use the Mainstream Core Standards to support. These can be found by clicking [here](#).

- a) Teachers have access to live information which outlines specific provision requirements for students with SEND as well as other vulnerable students. This may include Pupil Passports and Learning Plans. This information is updated as required by SDS and staff are informed.
- b) Teachers are regularly updated on the best strategies to use with individuals with specific learning needs and they adapt their approach according to the recommendations.
- c) Where provision for SEND is required, we work alongside students, families and teachers to plan personalized support strategies and setting targets to facilitate progress. These are formalized in Pupil Passports and personalized Learning Plans. Learning Plans are reviewed with all parties three times per year.
- d) Students with SEND *may* meet criteria for an examination access arrangement. Please refer to our comprehensive Access Arrangements Policy for detailed information. Click [here](#) to view.

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 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.



- Support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials
- Teaching staff implement the Mainstream Core Standards in all lessons to adapt their teaching for a variety of learning needs.
- Teachers use the advice given on students' Pupil Passports, Learning Plans, and live notes in order to tailor their lessons appropriately.
- Inclusion on the SEND register provides the student with the opportunity to be in receipt of the necessary intervention outside of the classroom to enable them to access the curriculum fully.

## We may also provide the following interventions:

- |                        |                             |
|------------------------|-----------------------------|
| • Board Games Club     | [Year 7]                    |
| • Handwriting support  | [Year 7]                    |
| • Dyslexia Support     | [all years]                 |
| • Peer Tutor Mentoring | [Years 10/11]               |
| • EAL                  | [Years 7-9]                 |
| • Mindfulness 1:1      | [All Years]                 |
| • Scheduling support   | [KS4, 6 <sup>th</sup> form] |
| • Study Skills         | [KS4, 6 <sup>th</sup> form] |
| • Resilience Programme | [Y7-9]                      |
| • Sensory Circuits     | [Year 7]                    |

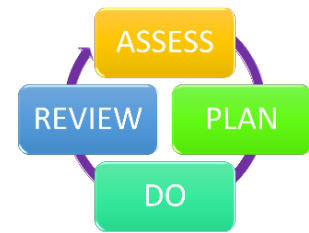
These interventions are part of our contribution to Kent County Council's local offer.

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



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 6 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)
- Evaluation of SEND provision is conducted in the following ways:



- The quality of teaching is regularly reviewed across the school by Middle and Senior Leaders and teachers are supported to ensure that they are able to implement the strategies suggested to support individuals.
- There is a collaborative approach to working with SEND students; strategies and their impact are regularly reviewed by the teachers, Directors of Study and the SDS Team

A variety of methods are employed to monitor the effectiveness of provision:

- Monitoring of classroom practice by SENCo, Directors of Study and Subject Leaders
- Feedback is regularly sought from subject teachers and SENCo and used to share good practice as well as refine advice to staff
- Analysis of student tracking data and assessment results for individual students
- Value added data for students on the SEND register
- Monitoring of procedures and practice by SEND Governor
- Provision mapping SEND intervention to measure and evaluate outcome.
- In line with Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2021-2024 the school has completed an audit of provision based on its Mainstream Core Standards.



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

- Equipment and facilities for students with SEN are considered as part of the whole school budget.
- Specific individual requests are judged on a case-by-case basis, and we make every effort to provide all students with the resources required to succeed.
- High Needs Funding provided is by application to County in exceptional circumstances.
- Room changes are made to tailor for individual needs, where necessary e.g. to enable ground floor access for wheelchair users.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

## 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.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports day and Enrichment Day activities.

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.

- Participation in extracurricular activities is encouraged at Oakwood Park through our Excel program, as it fosters a sense of community and enables students to develop as individuals and team players.
- Measures are taken to ensure an inclusive approach to participation in a wide range of activities.
- A full and diverse enrichment programme is at the heart of the school curriculum – every effort is made to enable full access by students with SEND.
- More information about extracurricular opportunities can be found by clicking [here](#).

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



Students with statements of Special Educational Needs, where Oakwood Park Grammar School is named on their Education, Health and Care plan (EHCP) have priority for admission to the school.

This is outlined in the school's Admissions Policy, available on the school website.

Where the school is oversubscribed, students with an EHCP will be admitted first.

## 13. How does the school support pupils with disabilities?



At OPGS, our objectives are:

1. To ensure all disabled students are fully involved in school life and are making good progress.
2. To identifying barriers to participation and find practical solutions to overcoming these.
3. To work collaboratively with disabled students and their parents/carers to create appropriate provision.
4. To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
5. To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

See Accessibility Plan on [opgs.org.uk](http://opgs.org.uk) for more information

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.

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

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

- The culture and structures within the school aim to encourage the emotional and social development for all students, including those with SEND. OPGS achieved the Wellbeing Award for Schools in 2023 in recognition of this nurturing culture. Additional provision e.g. peer mentoring and buddying, social skills groups, board games club are put in place for students needing additional support.
- Our school counsellor is BACP registered and very experienced with working in schools. She works one day per week and leads hour long 1:1 sessions with students from any year group. A course of sessions is time limited to 6 weeks.
- Oakwood Park Grammar School is a mindful school and SDS staff are trained to deliver the MiSP .b programme. Years 7,8 and 9 receive mindfulness training as part of their PSHE curriculum or during form time. Students experiencing anxiety problems may also undertake the programme on a 1:1 basis.
- Year 7 students are supported by our Year 12 Peer Mentors.
- Students may go to our Quiet Room at break and lunch if they find the noise and busy environment of the playground uncomfortable. These are staffed by our student Wellbeing Ambassadors.

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

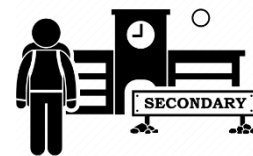


Mrs Bevan (Deputy Head and Designated Safeguarding Lead) will work with Mrs Harries, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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?

All children and young people with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work closely with families and our partner organisations to ensure that the transition is as smooth as possible.



### Year 7 Transition

- Primary school visits to all feeder schools by a senior member of staff, which includes the school SENCo
- Consultation with Year 6 teacher & primary school SENCo
- Dedicated transition day in July
- Extra support on an individual basis as required e.g. familiarisation visits to OPGS
- Pupil Passports written for all students with additional needs, circulated to staff.
- 

### Year 8 and 9 to GCSE Transition

- Dedicated careers and options lessons integrated into the KS3 curriculum
- IAG appointments for all year 8 students before options choices made
- Options information evening for parents and students
- Enrichment tasters for 'new' GCSE subjects
- Subject specific mentoring (all subjects)
- Extra support on an individual basis as required

### GCSE to A Level Transition

- Application process for Sixth form/college fully supported
- Taster day for A-Level/Pre-U subjects available at Oakwood Park
- Individual subject mentoring
- IAG appointment for all with careers specialist
- Form tutor support
- Dedicated careers and options lessons integrated into the extended learning curriculum
- Careers Evening

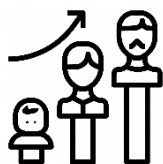
### A Level to Post Compulsory (University/College/apprenticeship etc.)

- Careers appointments for all with Careers advisor
- IAG coordinator open door policy for extra support
- UCAS application support.
- Enrichment (adulthood/independent skills).

## Mid-Year Transfers

- Personalized transition arrangements as required

## Onto Adulthood



- We provide all our pupils with appropriate IAG advice on paths into further education or work.
- We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## **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.

Information about local support is located via the links below:

- [KCC SEND](#)
- [Mainstream Core Standards](#)
- [Kent SEND Strategy/PSEA](#)
- [END family support](#)
- [Family Action](#)
- [Special Needs Jungle](#)
- [Kent Autistic Trust](#)

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

Any complaints regarding the provision made for students with special educational needs should be addressed in the first instance to the Director of Study who may refer your concerns to the school SENCO or Deputy Headteacher.

The school's complaints procedure can be found on the school's website by clicking [here](#).

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.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

## 19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code of Practice 2015*
- *Mainstream Core Standards*
- *Access Arrangements Policy*
- *Accessibility Plan*
- *Behaviour and Anti-Bullying Policy*
- *Complaints Procedure*
- *Education of Children in Care Policy*
- *E-Safety Policy*
- *Safeguarding Policy*
- *Single Equalities Policy*
- *Supporting Students with Medical Conditions*
- *Therapy Policy*
- *Wellbeing Policy*





## 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
- **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