WHITFIELD ASPEN SCHOOL		Learning Together with Aspiration, Imagination, Determination
Document title: SEND Information Report	Document Status: AGREED	Document Number: POL_019A
Author(s): AENCOs (Access.Report – AE)	Issue Date: 21st October 2026	Version: 9 name changes only

Special Educational Needs and Disabilities (SEND) Information Report

Whitfield Aspen School

Inclusion Team

SEND Governor:

Roger Knight

SENCO/SEND Team:

Debbie Chatfield

Jess Iles

Debbie.chatfield@whitfield.kent.sch.uk

Jessica.Iles@whitfield.kent.sch.uk

Contact No. 01304 821526

Approved by:	**[Name]**	**Date: September 2025**
Last reviewed on:	**July 2025**	
Next review due by:	**[July 2026 note: this document should be updated annually and as soon as possible when any of the information in it changes]**	

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Dear parents and carers,

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

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:



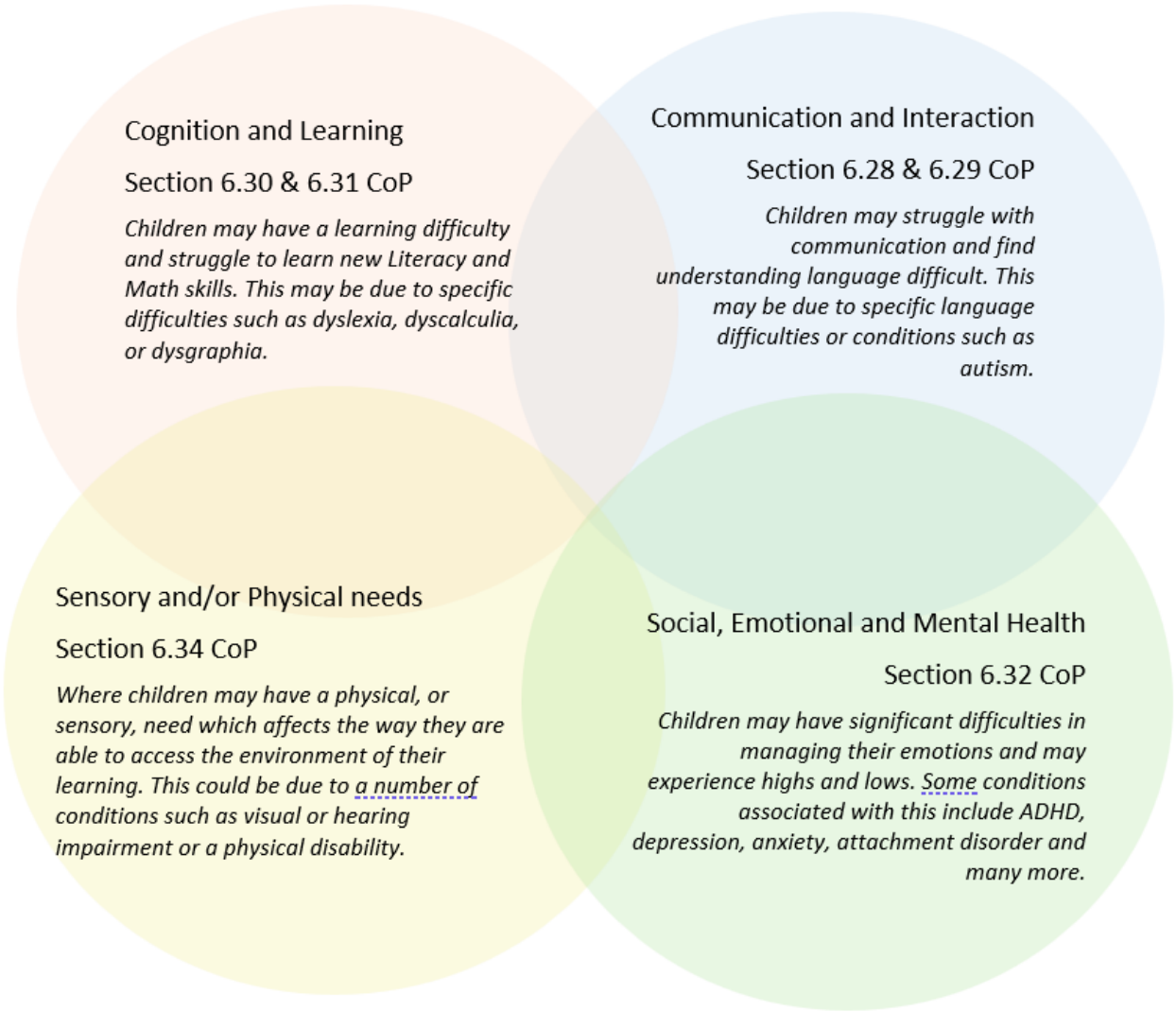
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website Special Educational Needs and Disability (SEND) Oct 2024 POL_019.pdf

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

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

Our school 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 Whitfield Aspen 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.

Below outlines key staff who will be supporting your child.

Debbie Chatfield is the SENCo for KS1(Mayfield Site) and Jess Iles is the SENCo for KS2(Richmond Site). Jo Hammond is the SEN administrator for the whole school. Sophie Hammond is the Health Care Assistant for Whitfield Aspen School. Kerry Grunsell is the coordinator for our specialist Nursery Interventions. Your child's class teacher and TA are directly responsible for supporting your child day to day in the classroom. Please note that this list is not exhaustive.

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCOs are Debbie Chatfield and Jess Iless. They are both qualified teachers.

Both SENCos have achieved the National Award in Special Educational Needs Co-ordination.

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.

All staff have received training in the four main areas of need- C&I, P&S, SEMH, C&L. PROACT SCIP, Safeguarding, AET, Adaptive teaching. There is a robust rolling programme of training at the school.

Teaching assistants (TAs)

We have a large team of TAs, including SRP TAs who are trained to deliver specific SEN provision.

We have a number of teaching assistants who are trained to deliver a range of interventions such as sensory circuits, Little Wandle, Speech and Language interventions and many other bespoke

interventions. In the last academic year, TAs have been trained in Manual handling, SCIP, safeguarding, a range of C&I training amongst others.

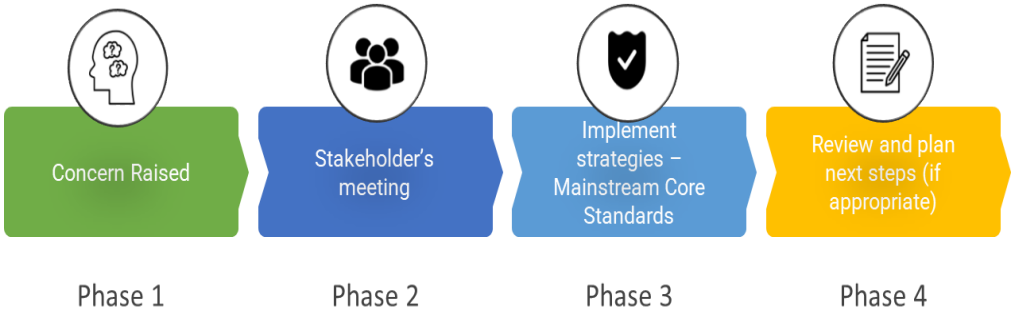
External agencies

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:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services- including Early Help
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists

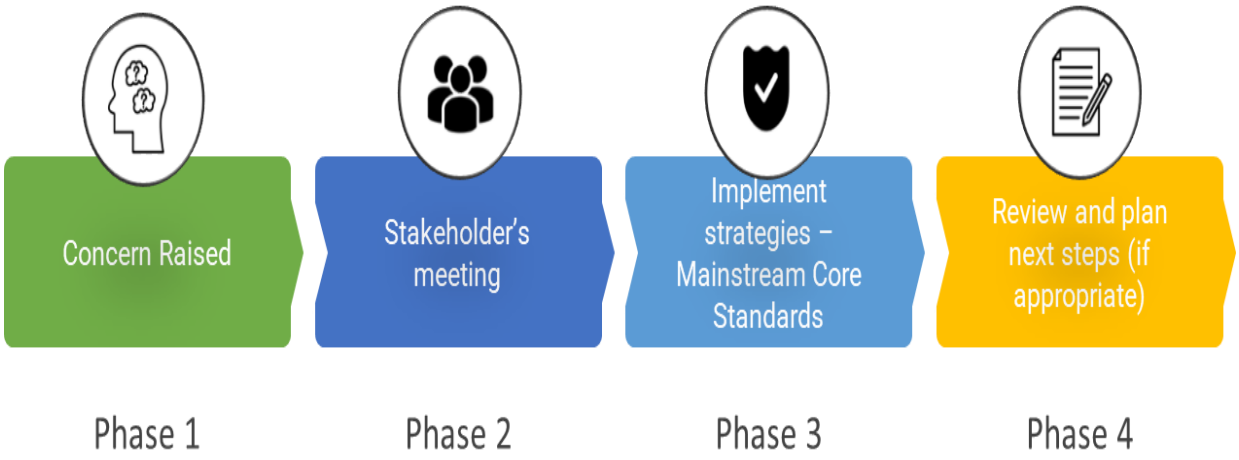
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Speak to your child's teacher or contact the relevant SENCo- KS1 debbie.chatfiled@whitfield.kent.sch.uk KS2 jessica.iles@whitfield.kent.sch.uk or through the office 01304 821526.
Phase 2	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.
Phase 3	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: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	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.

4. What happens if the school identifies a need?

All teachers at Whitfield Aspen Primary School are responsible for identifying pupils with SEN, and in collaboration with the SENCO, will aim to ensure that those pupils requiring different or additional support are identified at an early stage. At Whitfield Aspen Primary School we monitor the progress of all pupils at least three times a year to review their academic progress. Assessment is the process by which many pupils with SEN can be identified; whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision. 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 reading, writing, maths and other areas of the curriculum.

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).

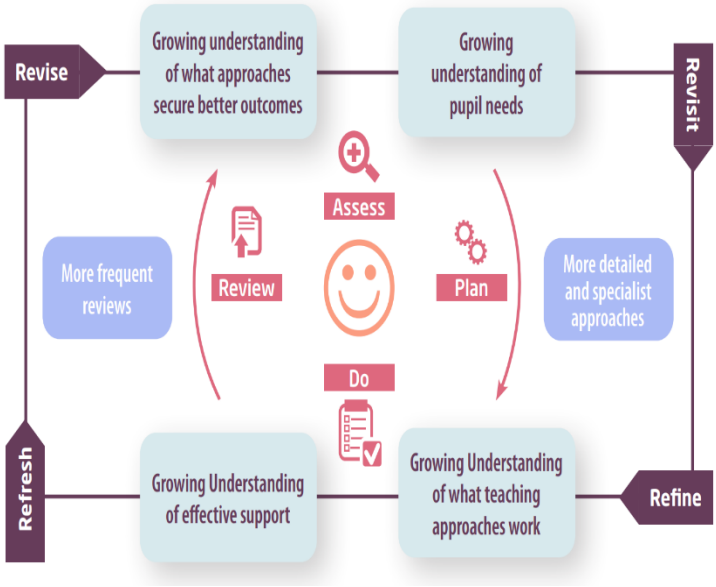
5. How will the school measure my child's progress?

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment
- Performance judged against age expected National Curriculum objectives, Accelerated Reader Star Reading Tests and within KS2 NFER standardised assessments
- Universal assessments such as Year One phonics screening, Key Stage 1 assessments/ Key Stage 2 SATs/ EYFS baseline
- Standardised screening diagnostic tests and/or assessment tools such as Reading tests and Verbal/Non-verbal assessments, Speech and Language link assessments and the Dyslexia Portfolio
- Progress against small step targets set on a Provision Map/Plans
- Reports or observations from other members of staff or external professionals
- Records from previous schools or preschool settings
- Information from parents

Pupil progress and attainment is discussed in pupil progress meetings, where concerns are raised by the class teacher with members of the Leadership Team. Where progress is not sufficient, this will not necessarily imply that the pupil has a special educational need, but we will consider additional support to enable the pupil to catch up and close the attainment gap between themselves and their peers. This additional support is available to any child. 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 will provide reports on your child's progress annually at a minimum.

A member of staff who knows your child well will meet you three times a year, to:

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

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

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

If you have concerns that arise between these meetings, please contact your child's class teacher either through the class email or through the office.

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:

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

- Complete a survey



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

High quality teaching, differentiated and adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. Whitfield Aspen Primary School regularly and carefully reviews the quality of teaching and learning for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN types most frequently encountered. 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/special-education-needs/special-educational-needs/the-mainstream-core-standards

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments and external professionals e.g. small group intervention or individual support, precision teaching, use of ICT software learning packages or additional resources.

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.

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

We may also provide the following interventions:

Little Wandle, Speech and Language Link, Sensory Circuits, Fizzy, Clever Hands and many other bespoke interventions

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?

Reviews of the SEN support will be informed by assessment information from teachers which will show whether adequate progress is being made, in addition to the views of the pupil, parents and other adults supporting the child's learning. Every pupil in the school has their progress reviewed at least three times per year. In addition to this, pupils with special educational needs may have additional assessments undertaken by school staff or external professionals in order to evaluate the effectiveness of the provision. The effectiveness of provision may be evaluated from a review of records and tracking systems. If these assessments do not show adequate progress is being made, the SEN support will be reviewed and adjusted. Additional external advice may be sought through the The Communities of Schools. For pupils with an Education, Health and Care Plan there will also be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the additional provision. 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 6-8 weeks or as the intervention completed
- Using pupil questionnaires or face to face conversations
- Monitoring by the Leadership/SENCO team
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



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

All teachers identify provision and contribute to whole school and class provision mapping. This clearly highlights resourcing needs. There is a designated budget to ensure that pupils with SEND have the equipment and facilities they need to facilitate their needs. Through ongoing monitoring and evaluation, we regularly assess the effectiveness of provision and make plans for future resourcing needs. 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 curriculum, extra-curricular clubs, trips and activities offered to pupils at Whitfield Aspen Primary School are available to pupils with SEND either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support or access specialised resources to enable the safe participation of the pupil in the school run activity. On the basis of Health and Safety, school may seek support from parents/ carers to support individual pupils to enable them to access trips and visits, in line with risk assessments. All pupils(where appropriate) are encouraged to go on our school trips, including our residential trip in Year 6. All pupils(where appropriate) are encouraged to take part in the variety of activities and enrichment opportunities we offer. When an activity is deemed inappropriate for a pupil, efforts will be made to find an alternative. The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

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

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

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



This school follows the Kent County Council Co-ordinated Scheme for Primary Admissions Policy. Decisions on the admission of pupils with Education, Health and Care Plan (EHC Plan) are made by the Local Authority. For a pupil with EHC Plans, SRP places will be offered to those children with an EHC Plan that **name the school** as the appropriate school for the child, even if it is not the catchment school. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate or disadvantage against disabled children or those with special educational needs.

In making the decision to name the school or SRP place, caregiver's views will be considered carefully by local authority staff. Caregivers who wish to see if this school is suitable for their child can find details of our local offer for pupils with SEND on our website SEND | Whitfield Aspen School and book a tour.

Some children are placed in the specialist nursery at Whitfield Aspen School based on a decision by the Local Authority. Access to the specialist nursery does not guarantee automatic entry into an SRP class. SRP placements are offered only to children with EHC Plans that **name the school** as appropriate, even if it is not their catchment area school.

13. How does the school support pupils with disabilities?



The core aim of Whitfield Aspen Primary School is to be an equal and inclusive school, where everyone is valued and difference is understood and respected. We enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve. We will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics within the school community.

This means that:

• We take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school.

• We will make reasonable adjustments to ensure that the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school.

• We ensure that the curriculum is accessible to all pupils with special educational needs and disabilities (SEND). We ensure that all pupils are able to take part in extra-curricular activities and we monitor the uptake of these to ensure that no one is disadvantaged on the grounds of a protected characteristic.

• We seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we take every opportunity to promote and advance equality using our curriculum pathways and our core values of Aspiration, Imagination and Determination.

• We will take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.

You are 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. The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate. The Accessibility Plan can be viewed on the school website for more information.

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

At Whitfield Aspen 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 such as PSHE lessons and indirectly through relationships and conversations that adults have with pupils throughout the day. For some pupils with social, emotional and mental health (SEMH) needs, we also can provide access to 'time to talk' or emotional literacy sessions with class based staff, time out spaces for pupils to use when upset or agitated, direct 1:1 work to address social skills and support emotional regulation, counselling, play therapy or referrals to other external agencies through the Early Help route or Children and Young People's Mental Health Service (CYPMHS). We also provide an 'engagement project' for children who require access to an alternative curriculum based on supporting their engagement with the curriculum. All staff are trained in Proact SCiP which focuses on positive support for children with SEMH needs. Pupils who are in the early stages of emotional and social development as a result of their special educational needs will be supported to enable them to develop and mature appropriately.

We 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/ and other whole school community-based activities
- We provide extra pastoral support for listening to the views of pupils with SEND by members of the TA and SEN team

- Pupils are encouraged to identify and reflect on their feelings and emotions using the class-based resources provided which are age appropriate(Zones of Regulation)
- We run additional interventions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

The community of Whitfield Aspen Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our schools can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. Ways in which we prevent bullying in the school can be found in the Anti-Bullying policy

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



Jess Iles (KS2 SENCO) and Sarah Taylor (Deputy Headteacher) are our designated teachers and they will work with teachers to ensure that they 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?

Between years/sites

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 final meeting of the year when the pupil's SEND is discussed
- Schedule a transition morning to give children time to spend with their new teacher in July
- We provide a range of opportunities to enable parents to meet their child's new class teacher
- Provide photo transition books for children to access over the summer holidays to support transition

Between schools

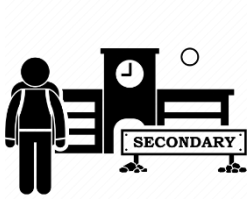
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENCO of the secondary school will attend a meeting with our SENCo. They will discuss the needs of all the pupils who are receiving SEND support. A transition form is completed and shared with the Secondary School SENCo, along with the relevant information from your child's SEN file.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge



We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

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 the Kent local offer.

Kent publishes information about the local offer on their website:

http://www.kent.gov.uk/education-and-children/special-educational-needs

About the special educational needs and disabilities (SEND) local offer - Kent County Council
https://www.kent.gov.uk/education-and-children/special-educational-needs

Parents without internet access are able to make an appointment with the SENCO for support to gain the information they require.
Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

IASK (Information And Support Kent) and their website is:
https://local.kent.gov.uk/kb5/kent/directory/service.page?id=q8eJOMCAQOI&localofferchannel=2

Kent Family Hub offer support and activities for families with a range of needs. Your local family hub can be found here:
https://www.kent.gov.uk/education-and-children/kent-family-hub/your-local-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?

The normal arrangements for the treatment of complaints are used for complaints about provision made for special educational needs. We encourage caregivers to discuss their concerns with the child's class teacher, the SENCO or Head of School to resolve the issues before making the complaint formal to the Board of Governors.

If the complaint is not resolved after it has been considered by the Board of Governors, then a disagreement resolution service or mediation service can be contracted. The Governing Body will ensure that anyone who wishes to make a complaint in relation to SEND, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school complaints procedure. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for caregivers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Link off to your school's complaints procedure.

Explain your school's approach here, including an outline of how complaints will be handled, and how parents can complain.

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. Mediation support and appeals - Kent County Council

https://www.kent.gov.uk/search?mode=results&queries_keyword_query=mediation

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *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
- **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