

Special Educational Needs and Disabilities (SEND) Information Report



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Dear parents and carers,

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

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.

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. Definition of Special Educational Needs and Disability

Definition of Special Educational Needs:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age;
Or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

SEN Code of Practice (2014)

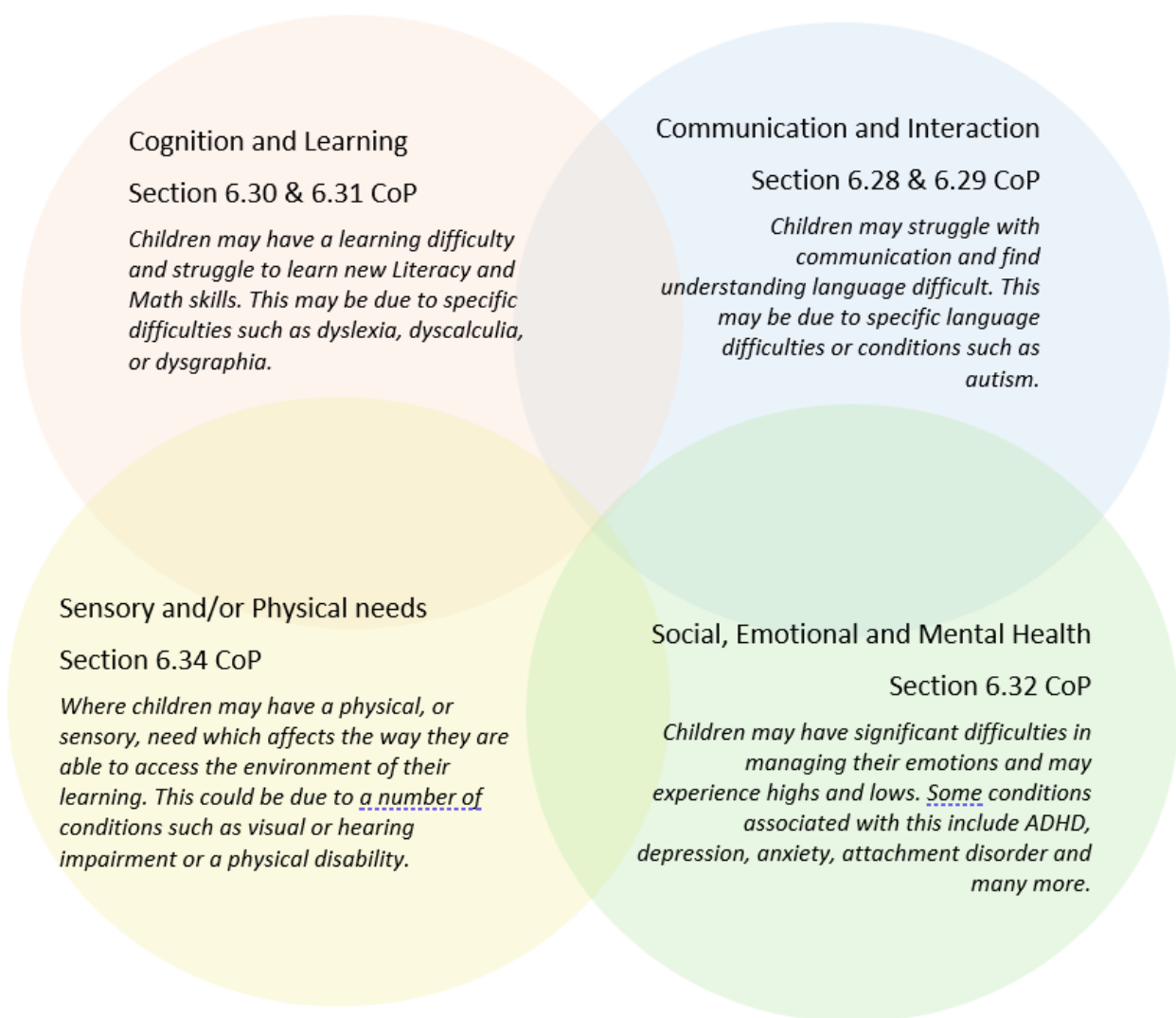
Definition of Disability:

Many children and young people who have SEN may also have a disability under the Equality Act 2010, that is: "... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". This definition provides a relatively low threshold and includes more children than many realise: "long-term" is defined as "a year or more" and "substantial" is defined as "more than minor or trivial".'

2. What types of Special Educational Needs and Disabilities are provided for at Langdon Primary School?

There are four broad areas of SEND (as outlined in the SEND Code of Practice 2015, and our school provides for pupils with all of the following:

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs



Where educational provision is additional to, or different from, the education made generally for other children of the same age in school then it can be said that we are providing for a child's individual SEND. This provision may link to one or more of the above areas of SEND. Often one

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 the child.

For pupils with higher level of need, the Local Authority may issue an Education and Health Care Plan (EHCP) and may deal with the admissions arrangements on behalf of our school in order to ensure that the pupil's needs are considered in advance in order that they are appropriately met.

The admission arrangements for pupils who do not have an EHCP do not discriminate against or disadvantage any pupil with disability or SEND.

More information about the Areas of Need can be found in the '*Special Educational Needs and Disability Code of Practice: 0 to 25 years*' which can be found by following the link below:

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/262221/SEND_Code_of_Practice_January_2015.pdf)

3. How does Langdon School identify and assess pupils with SEND?

At Langdon School assessment of pupil learning and progress, alongside assessment of their learning attitude and behaviour, is built into the way we teach. Staff ask questions during lessons, mark work, plan challenges and observe responses. This process is ongoing and happens every day, in every lesson.

Three times a year, however, we formally assess our pupils in order to track their learning and the rate of progress they are making. We particularly focus on assessing the core knowledge and skills that permeate the whole of the curriculum, ie. reading, writing and mathematics.

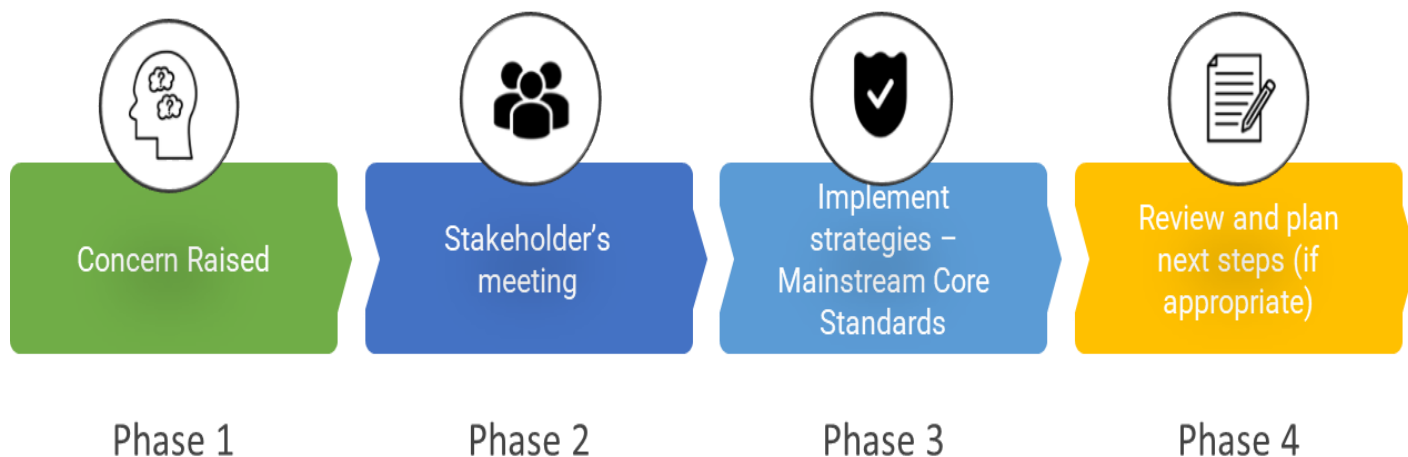
In addition, at certain key points in a child's primary education there are external tests that help to track progress over a Key Stage or at a point in time, for example, entry to school Baseline Assessments, Year 1 Phonic Check, Key Stage 1 SATs and Key Stage 2 SATs. Where children are making progress at a slower than expected rate or are failing to attain at the level appropriate to their age then we may decide to assess that pupil's learning in more detail.

When we need more insight into how a pupil is learning or if they appear to be having difficulties then we do more individual, specific assessments. These assessments might be conducted by ourselves or with the help of other professionals from the field of education or health such as Educational Psychologists, Specialist Teachers, Speech and Language Therapist or paediatricians. The purposes of these assessments is to understand how a child is learning in order to ensure that we are providing the best opportunities for learning, giving suitable learning tasks and using resources wisely in order to support progress.

Information from all of our assessments help us decide whether a child has a special educational need and will inform what we then do about this. Any provision which is additional or different to that given to the majority of the class is monitored carefully. Many interventions are short term and pupils then make good progress and continue to learn in line with their peers – these children would not be considered to have special educational needs. Where a pupil is not able to maintain good progress without this provision or intervention then we identify the pupil as having a special educational need. We maintain a register of children with SEND and track their learning and progress accordingly.

Langdon Primary School SEND Information Report

For pupils with the highest level of need who have an Education and Health Care Plan (EHCP), we assess progress against the criteria laid out in this plan at least once a year and at key transition points in consultation with parents and relevant outside agencies eg. health, social services, educational psychology or specialist teachers. The outcomes of this assessment and annual review determines future provision for the individual child.



4. How will parents know if their child has been identified as having SEND and how will they be involved in decisions made about their child's education?

Langdon School is a very open community and parents and staff regularly have informal discussions about children's wellbeing, learning and progress. This is often the first point at which a parent may be asked about or informed of any difficulties that their child may be having in school.

Where we feel that a child has a more long term or challenging need then teachers and the Special Educational Needs Coordinator will meet with the parents to hold a formal discussion about the difficulties the child is experiencing, the strategies we are employing to address these and how effective they are. This meeting might take place at one of our termly Learning and Progress or Parent Consultation Meetings or at another mutually convenient time. In these meetings we will:

- 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

Because we operate in partnership with our parents, sometimes parents bring information to staff about their child's learning to us. We know that parents are the experts when it comes to their child's needs and aspirations. So, we want to make sure they have a full understanding of how we are trying to meet the child's needs, so that they can provide insight into what they think would work best for their child.

We want to hear from parents so that we can build a better picture of how the SEND support we are providing is impacting on the child outside of school. We ask that if the child's needs or aspirations

change at any time, parents please let us know right away so we can keep our provision as relevant as possible.

Parents also receive written reports about their child's learning and progress each term – Continuous Assessment Reports and the Annual Report. These reports detail any difficulties the child might be having, whether the pupil is accessing strategies to address these and their learning and progress assessment outcomes against the national expectation for the age of the pupil.

5. What should parents do if they think their child has SEND?

Phase 1	If parents think your child might have SEND, they should raise their concern with their child's class teacher who will discuss this with the SENDCo.
Phase 2	Staff will then discuss any concerns with the parent to get a better understanding of what the parent's concerns about their child's strengths and difficulties are. Together, staff will decide what outcomes to seek for the child and agree on next steps. We record discussions with parents and add this to the child's records.
Phase 3	We will implement any 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.
Phase 4	If we decide that your child needs SEND support, we will notify parents and the child will be added to the school's SEND register. The child will receive additional support and/or interventions and this will be reviewed using the assess, plan, do, review model.

6. How do we provide for pupils with SEND?

The SEND Code of Practice (2014) makes it clear that 'all teachers are teachers of pupils with special educational needs'. As such, we ensure that the quality of teaching at the school is at least good or better (Full Ofsted inspection outcome for Quality of Teaching and Learning 2016 – Good; confirmed in short inspection 2020). Staff partake in relevant training to ensure that their teaching skills are up to date and engage in specific training at certain points in order to hone their knowledge and skills should they encounter pupils with a particular need in their class, for example, those with language difficulties, specific learning difficulties such as Dyslexia or Dyspraxia or Autistic Spectrum Disorders.

Each class has a teacher and a teaching assistant who work in close partnership to meet the needs of all pupils. Both teachers and teaching assistants work with the whole class, groups and individuals in order to address individual need. We also use the Head Teacher/SENCo and employ an additional teacher to work with groups and individuals on short and longer term interventions.

High-quality teaching is our first step in responding to a child's needs. We will make sure that every 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 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 the individual 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 or reading instructions aloud.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables or larger fonts
- Using teaching assistants who will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials

Any interventions we use are part of our contribution to Kent County Council's local offer.

We work closely with other agencies which can provide advice and support should we require it. The Local Inclusion Forum Team is often the forum for asking for this support and through it we can access the services of Specialist Teachers, Speech and Language Therapists, Special School Advisers and Educational Psychologists. We also have close links with medical professionals who are also able to assess and advise individual pupils in order to inform our work with them. We access specific training from these agencies should we consider them relevant to the needs of our pupils.

We allocate a budget for SEND and this is used whenever we need to add to our equipment, resources or support systems. Some learners for example, need to use ICT in order to maximise their learning in writing. For these pupils we ensure that our ICT equipment is up to date and that it is always accessible for them to use in lessons.

7. How do we teach and support pupils with SEND?

Quality first teaching, differentiated for individual pupils, is the first step in ensuring that children learn well and make good progress. Currently we, Ofsted and the Local Authority consider the teaching to be good or better. We monitor it regularly and often to ensure that this is the case almost all of the time. Children with SEND are included in whole class lessons for a good deal of the day, and certainly for all English and Mathematics lessons. They may work directly in these lessons with the class teacher, the teaching assistant or independently on a task which is suitable to the ability.

From time to time the class teacher may provide an additional intervention to pre-teach a skill ready for the next lesson, or to address any gaps or continued lack of understanding following a lesson, in order to ensure that a child does not fall behind. Some interventions are run in the classroom and some are run whereby the children are withdrawn to work in another room, perhaps in a small group or individually. Both teachers and teaching assistants lead the interventions according to the needs of the child and the skills they have gained through training.

Some pupils have long term, severe or complex needs and may need a more individualized approach for more of the time. This type of support is available where barriers to learning and progress cannot be overcome by quality first teaching or short term interventions alone. The work that they do may be informed by the advice of the school SENCo or outside professionals and may be supported by additional High Needs Funding and/or monitored with an EHCP for those with the highest level of need.

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

At Langdon 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 support children with special educational needs and/or disabilities.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENCO is Mrs Lynn Paylor Sutton/Mr Andrew Newport.

She/he has many years' experience in this role. She/he is a qualified teacher and head teacher of the school.

Mrs Paylor Sutton has an Advanced Certificate in Special Educational Needs in the Ordinary School. Mr Newport has achieved the National Award in Special Educational Needs Coordination.

The SENDCo is supported by Mrs Jessie Trotter.

She is currently a trainee SENDCo and is undertaking her NPQ SEND qualification which is a new national award that all new SENDCos must achieve from September 2024.

The SENDCo is responsible for coordinating and monitoring provision for pupils with SEND. They also liaise with any outside agencies or professionals who work with the child and for coordinating any guidance or advice that give.

Class Teachers

All of our teachers receive SEN training and are supported by the SENDCo to meet the needs of pupils who have SEN and/or disabilities. The training that teachers receive informs how to meet the needs of all learners including those with specific needs. This training may be delivered in-house or by outside agencies or specialists working with the school.

Class teachers coordinate the work of their teaching assistants and/or work directly with a child to support their needs. They will choose the best option for a child based on their observation of the child in class and how they respond to teaching.

Teaching Assistants

We have a team of teaching assistants (TAs) who are employed and/or trained to deliver SEN provision. They support pupils in the classroom alongside the class teacher and may deliver interventions with pupils to enhance their learning for example in the core subject of reading through teaching programmes such as Sounds Write.

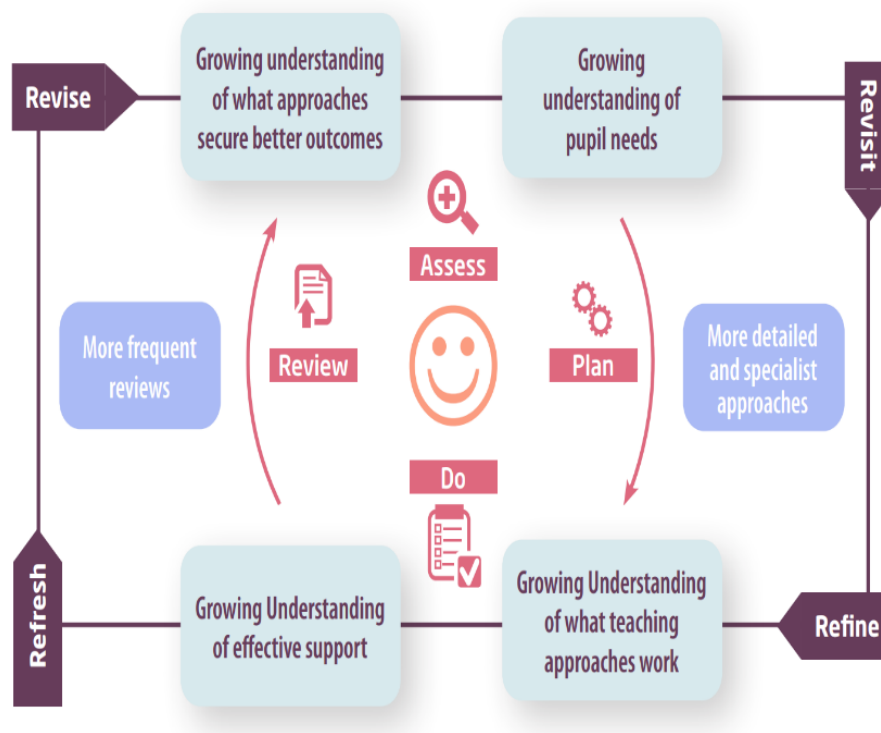
External Agencies

Sometimes we employ the expertise of external agencies or professionals who offer our pupils the more specialist support that they need. We have a long and successful history of working with external support services and professionals to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Child and Young Person's Mental Health Services (CYPMHS)
- NELFT Practitioner
- Educational Psychologist
- GP
- Paediatrician
- Occupational Therapist
- Speech and Language Therapist
- Behaviour Coach
- Safeguarding Services
- School Nurse
- SEND Inclusion Adviser
- Specialist Teaching and Learning Service
- Voluntary Sector Organisations

9. How does the school measure the child's progress?

We will follow the 'graduated approach' to meeting any child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If a child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties the child has. We may ask parents for their input, as well as getting help from external professionals where necessary.
Plan	We will decide what outcomes we are hoping to achieve and may ask for parent's contribution to inform these. We will make a plan of the support we will offer the child to help them meet those outcomes. We will make a record of this and share it with parents and with relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENDCo, will be responsible for working the 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 the child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

10. How will the 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 parental input.

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

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

- Reviewing their progress towards their goals very often, including in lessons and in intervention sessions
- Reviewing the impact of support and interventions over time, at the end of each seasonal term
- Holding an annual review (if they have an Education, Health and Care Plan or EHCP)

12. 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 provide an inclusive provision for all pupils. It may be necessary for some pupils to receive additional support and/or interventions in addition to a broad and balanced curriculum.

Langdon School is situated on a site with several detached buildings, some doorways have steps leading into them. We continually assess our premises in order to ensure they are fit for use by those with SEND. For example, we have a fully accessible toilet, we have provided ramps or coloured handrails for those who need them, we have ordered bespoke furniture and support structures such as footstools, changing facilities and writing slopes and we have seating plans that allow for pupils to get maximum involvement in the classroom. We ensure that equipment is accessible to all pupils regardless of need, acting upon advice from parents and other professionals.

All pupils are able to access activities in school. We differentiate or adapt them in order that this will be the case for those who have SEND. Our clubs and out of school opportunities are also available to all, unless there is a very strong reason on the grounds of what is best for the children's health or safety not to do so. Again, we will endeavour to offer additional support or adapt activities in order that children can access at least some of them, if they are not able to access them all.

All pupils are encouraged to go on our school trips, including our residential trips and we will endeavour to make adaptations to allow this to happen if not for all of the time, then at least for part of the visit. Parents are asked for support to make this possible from time to time where we feel that this would help the child but as far as possible, we try to manage the child's inclusion on the trip with our own staff.

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

We regularly ask parents to keep us informed of their own and of their children's SEND needs and use the information from their questionnaire responses to inform the premises aspect of the School Improvement Plan.

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

Our admissions process is detailed in our Admissions policy which is available on the school website or through the school office.

<https://www.langdonprimaryschool.co.uk/wp-content/uploads/2024/10/Admissions-Policy-2024-2025.pdf>

For pupils with higher level of need, the Local Authority may issue an Education and Health Care Plan (EHCP) and may deal with the admissions arrangements on behalf of our school in order to ensure that the pupil's needs are considered in advance in order that they are appropriately met.

The admission arrangements for pupils who do not have an EHCP do not discriminate against or disadvantage any pupil with disability or SEND.

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

Pastoral support for all pupils is provided by staff when required. There is a strong, supportive ethos in the school which is underpinned by our procedures to promote and encourage good behaviour in school. More information about how we manage behaviour for learning and well being, including how we deal with bullying, can be found in our Behaviour and Discipline Policy which is on the school's website.

<https://www.langdonprimaryschool.co.uk/wp-content/uploads/2024/02/Behaviour-and-Discipline-Policy-2024-2026-1.pdf>

Sometimes, children need more support than the school staff can offer and at this stage, the SENDCo may discuss with parents a referral to our school counsellor for support. At times, pupils may need additional or specialist support from other agencies such as the Children and Young People's Mental Health service, Barnardos or bereavement support services, for example. The school works with parents to refer to relevant services and welcomes visiting professionals into school to support pupils directly.

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

All staff are supported by the Head Teacher and/or SENDCo to 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. How do we support pupils with SEND when they move on?

Transitions to school, between classes and to secondary education can cause anxiety for some children and their parents, but particularly those who have additional needs. We try to minimize this anxiety in a number of ways.

When children enter school at the age of four or five, we have several sessions where they come to school to 'stay and play', either with, or when they are ready to, without a parent. Our staff conduct home and nursery or playgroup visits to see the child in their familiar settings and to gain valuable information about their needs from parents and staff. This helps us make provision for when the child starts school, including organizing staffing levels, support systems and equipment as well as liaising with other professionals who might be working with the child or family. When we reach September the children come into school with their parents for a one to one session to meet the staff and then have three weeks of part time attendance to gradually ease them into the school day. As a result of this gradual entry to school we find that our new entrants settle very quickly and begin learning happily from day one.

When a pupil moves class we have a transition programme which lasts a few weeks. This allows pupils to get to know their new teacher, teaching assistant and peer group in their new classroom. They will have at least two full days with their new class. It also allows staff to build relationships with the pupils, to observe their needs in learning and in social situations and then to plan how to best meet the child's individual need when they transfer permanently. Staff liaison occurs to ensure that records of learning and progress, strategies used and any other key information is passed on and used to inform planning for the new term. Parents have an opportunity to meet with the new and old member of staff before transition in order to discuss any aspects of their child's move to a new class. They also have a 'meet the teacher' session early in the new year when they can raise any issue related to their child's wellbeing, learning or progress, including their SEND.

For children transferring to the secondary phase we liaise closely with local secondary school staff to ensure that they are fully apprised of a child's need, learning, progress and of any support strategies that may be useful to help the child settle quickly. Pupils meet a key Year 7 staff member in our school in the term prior to transfer in order that they have at least one familiar face that they recognise on arrival to their new school. All children attend the regular transition sessions held by the secondary schools. In addition to this, vulnerable pupils have the opportunity to attend small group or individual sessions in their secondary school with Langdon School staff supporting them where needed. In school we do preparation for moving on to secondary in class throughout Year 6, focusing particularly on independence skills and how to organise your own learning time.

17. What support is available for parents and families?

If parents have questions about SEND, or are struggling to cope, we ask them to get in touch to let us know. We take a partnership approach and want to support parents, their child and their family.

To see what support is available to families locally, parents should have a look at the Kent local offer. Kent County Council publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be found by following the link below:

[Find your local IAS service](#)

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 the child's SEND support?

Any complaints regarding the provision made for children with SEND should be addressed:

- In the first instance to the class teacher.
- If parents need further advice they should arrange a meeting with the Head Teacher/SENCo.
- If they still feel concerned they may contact the SEND Governor and/or the Information, Advice and Support Kent (IASK) Service who may allocate an individual parent supporter or refer to the mediation service.
- The school will inform parents of these services.

All complaints should follow the procedure as outlined in the Complaints Policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If a parent feels that our school discriminated against their child because of their SEND, they have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, parents should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

Parents 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, parents can go through processes called disagreement resolution or mediation, where they try to resolve their disagreement before it reaches the tribunal. They should follow the link below to find out about mediation:

<http://www.globalmediation.co.uk/>

19. Supporting documents

- Equality Information
<https://www.langdonprimaryschool.co.uk/wp-content/uploads/2025/01/Equality-Scheme-Policy-2024-2026.pdf>
- Safeguarding and Child Protection Policy
<https://www.langdonprimaryschool.co.uk/wp-content/uploads/2025/02/Safeguarding-and-Child-Protection-Policy-2025.pdf>
- Behaviour and Discipline Policy
<https://www.langdonprimaryschool.co.uk/wp-content/uploads/2024/02/Behaviour-and-Discipline-Policy-2024-2026-1.pdf>
- Accessibility Policy
<https://www.langdonprimaryschool.co.uk/wp-content/uploads/2024/10/Accessibility-Policy-2024-2026.pdf>
- Attendance and Absence Policy
<https://www.langdonprimaryschool.co.uk/wp-content/uploads/2024/12/Attendance-and-Absence-Policy-2024-2026.pdf>
- Special Educational Needs and Disability Policy
<https://www.langdonprimaryschool.co.uk/wp-content/uploads/2023/05/SEND-Policy-2023-2025.pdf>
- SEN & Disabilities Code Of Practice 2015
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Mainstream Core Standards
https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

20. Glossary

Below are terms related to SEND that parents may come across, and their definitions, to aid understanding:

- **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