



The Ridge Primary School

Special Educational Needs (SEN) information report

The Ridge Primary School

Approved by Governing Board: May 2026

Policies are reviewed on a rolling basis and in line with any legal or statutory changes as and when they occur.

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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 special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website [The Ridge Primary School - Policies and Procedures](#)

1. What is Special Educational Needs?

A child or young person has a SEN if they have a learning difficulty or disability which calls for some additional or different educational provision. This may mean that s/he has significantly greater difficulty in learning than the majority of others of the same age.

2. What types of SEN does the school provide for?

The Governing Body working with the Headteacher and SENCo ensures that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as possible, with the needs of pupils with a Special Educational Need (and or) disability being met in a mainstream setting wherever possible, where parents wish for this provision to be made. Every child deserves equal opportunities in life. We are committed to ensuring that every child grows, learns and enjoys school. We have high aspirations for all our children. We want them to be independent, engaged learners who have high self-esteem. This is so important for our children with SEND.

Our school provides for pupils with the following needs:

Area of Need	Condition
Communication and Interaction	Autism spectrum condition (ASC)
	Speech and Language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, Emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, (SENCo) is Mrs Jacky Briscoe (jbriscoe@ridge.dudley.sch.uk)

Mrs Briscoe has over 16 years' experience in this role, she is a qualified teacher and part of the Senior Leadership Team. Mrs Briscoe holds the SENCO National Standards qualification in 2008 from The University of Birmingham. She is allocated 2 days a week to manage provision.

Role of the SENCo:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

We have a team of teaching assistants who are trained to deliver SEN provision. An induction process is in place for new teachers and support staff, and this includes a meeting with the SENCo to explain the systems and structures in place to support the needs of individual pupils.

Class Teachers

At The Ridge we follow the guidelines within the SEND Code of Practice (2014). This outlines a model of action and intervention to help children with Special Educational Needs: Assess, Plan, Do and Review.

The school follows a Graduated Approach (Whole School) to SEN Support. Class teachers are accountable for the progress and development of all pupils in their class

through Quality First Teaching (QFT). This high-quality teaching approach is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teacher's plan work from the level of the child, ensuring that it is differentiated closely to match the children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated to enable the pupil to access the curriculum with greater ease. A teaching assistant may work with a pupil 1:1 or in small focus groups to target more specific needs. If it is felt appropriate, specialist equipment may be given to a pupil, e.g. writing slopes, coloured reading overlays/rulers, posture cushions, or pencil grips.

Teachers oversee the work of any support staff in their lessons and collaborate with any specialist staff. If a child's progress is below their expected level, they may be discussed at pupil progress meetings and placed on a monitoring list. It may be felt that they would benefit from taking part in an intervention programme to aid their progress. All interventions are recorded and monitored on the platform Edukey: Provision Mapping. Provisions and interventions are reviewed and updated at least every term.

Before any additional provision is implemented, the SENCo, teacher, keyworker, and parents agree what they expect to be different following this intervention. A baseline is also recorded and can be used to compare the impact of the provision. Children, parents and teaching and support staff are directly involved in the reviewing process which is consistently discussed through open communication with regards to the impact of interventions. If a child has an Individual Learning Plan (ILP), this will be reviewed via a meeting/telephone discussion with parents where we discuss progress and next steps. If a child has an Education Health and Care Plan (EHC Plan) the same reviews are conducted as the child will have an ILP clearly aligned to the EHC Plan. The EHC Plan will be formally reviewed annually.

The SENCo will collate the impact data of interventions to ensure interventions are having a positive impact. The SENCo will also maintain regular communication and engage in information sharing with staff to monitor the impact of interventions. Progress data for all pupils is collated by the whole school and monitored by teachers, senior leaders and governors. If a pupil has taken part in an intervention and when reviewed, it is felt that the child has not made expected progress, it may be felt that an external agency may need to be involved. At this point, the school may decide, in collaboration with the parent, to place a child on the SEN register at SEN Support and an ILP will be created.

A pupil with an ILP and receiving SEN Support may receive provision that is tailored, adapted and personalized with support from specialists and interventions. Provisions that provide additional support may involve small group work in class, withdrawal groups or 1:1 support. An ILP will be reviewed termly.

Some pupils on the SEN register may have more significant SEN and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle and the graduated approach or may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs. At this stage, a request can be made for statutory assessment. When a child has experienced the graduated approach, it may be considered that their level of needs require provision delivered through an Education Health Care Plan. This would involve the child, parents and all agencies involved with the child. It may lead to the issuing of an EHC plan which will bring together health and social care needs, as well as their special educational needs and provision. Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school through intervention. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Teaching assistants (TAs)

Our teaching assistants are trained to deliver interventions. These interventions are planned in liaison with class teachers and the SENCO. Teaching assistants may support pupils on a 1:1 basis within the classroom or in withdrawn sessions in accordance with the individual's need and appropriate plan ILP (Individual Learning Plan) or EHCP (Education, Health, Care Plan). Teaching assistants will also support pupils in small groups within the classroom or in separate rooms in accordance with the demands of the curriculum, the programmes they are leading are based upon needs of the pupils.

In the last academic year, TA's have been using the following interventions supported by the SENCo, to meet the needs of pupils who have SEN.

Staff have received training in:

- Adaptive Teaching
- ACES and Childhood Trauma
- Attachment Disorder
- Colourful Semantics
- Emotional Coaching
- Emotional Wellbeing / Nurture
- Get Moving
- An Introduction to Speech, Language and Communication (Early Years)
- An Introduction to Speech, Language and Communication (Primary)
- WellComm (Early Years)
- Precision Teaching

- Effective Phonic Teaching and coaching
- Autism Awareness
- Positive Handling
- Fluency Reading: The Bridge to Comprehension

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA) -provided support services
- Reflexions
- Voluntary sector organisations
- Dudley Learning Support
- ASC/ECHO Team Dudley

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

If you have any concerns about your child or would like to discuss any matters regarding your child and SEN, then speak to your child's teacher in the first instance. We will have an early discussion with the parents, teacher and if appropriate the child when identifying any potential SEND need and whether any additional SEND provision is required.

You can also contact the SENCO directly by calling the school office or using the email address jbriscoe@ridge.dudley.sch.uk. 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 has been discussed and add this to your child's record. You will also be given a copy of this. If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.



If you have any concerns, then contact your child's teacher. You can also contact the SENCo directly.

SENCo:
jbriscoe@ridge.dudley.sch.uk

Telephone for an appointment:
 01384 283703

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 to agree on next steps. We will make a note of what's been discussed and you will be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEN register.

5. How will the school know if my child needs SEN support?

At The Ridge we may already know that your child needs extra support or has a special educational need. For example, if your child has come from a previous school or a pre-school who has passed on the information or if your child has seen an outside agency such as a Speech Therapist who may have passed information to us.

We may also identify SEN ourselves. At The Ridge, all teachers are expected to deliver high quality teaching that is adapted and personalised to meet the individual needs of children. The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and Senior Leadership Team. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments every term of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

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

When a pupil is added to the SEN register and is receiving SEN support, we will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a four-part cycle of assess, plan, do, review. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's own views (where appropriate)

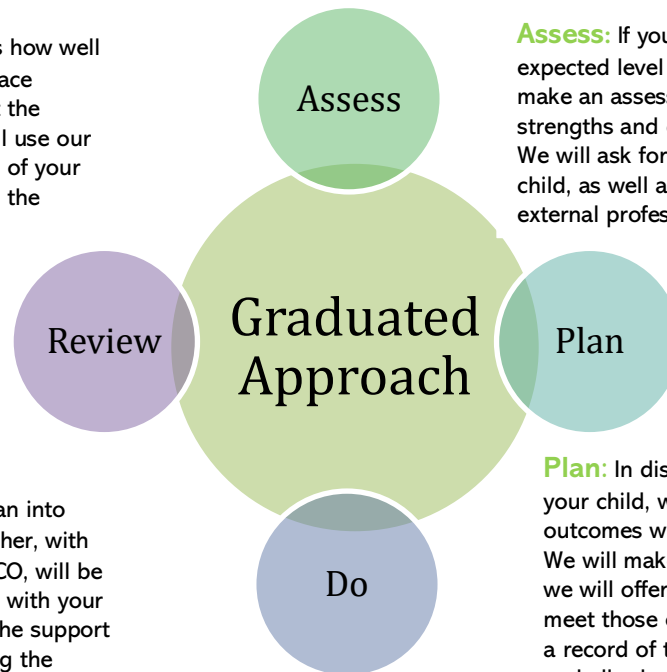
As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's

progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child best responds to. Advice and assessments from outside agencies may also be sought as part of this process. External services such as Speech and Language, Educational Psychology, Occupational Therapy, Integrated Early Years, Behaviour Support and CAMHS.

Review: We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

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 and making sure the support we put in place is having the impact we intended.



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 input from you and your child, 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.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will have an early discussion with parents /carers when identifying whether your child may need special educational provision. If any other professionals are involved, we will also ensure that all information is shared. All conversations with parents and professionals ensure everyone develops a good understanding of the pupil's areas of strength and difficulty.

We will provide termly reports on your child's progress.

The class teacher will meet you at least 3 times each year and send a written report at least 3 times each 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 SEN support we are providing is impacting on your child outside of school.

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

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. We may seek your child's views by asking them to:

- ❖ Attend meetings to discuss their progress and outcomes
- ❖ Discuss their views with a member of staff who can act as a representative during the meeting
- ❖ Complete wellbeing/feelings and emotions surveys

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum every year they are at our school. We will adapt how we teach to suit the way each 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.

These adaptations include:

- ❖ Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- ❖ Differentiating our teaching (adapted teaching) for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- ❖ Adapting our resources and staffing
- ❖ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- ❖ Teaching assistants may support pupils on a 1:1 basis
- ❖ Teaching assistants may support pupils in small groups
- ❖ We may also provide the following interventions:

Area of need	Condition	How we offer support
Communication and Interaction	Autism spectrum disorder (ASD)	Visual timetables Now and next boards Social stories Sensory equipment
	Speech and language difficulties	Speech and language therapy WellComm
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Phonic interventions Precision Teaching Scribe Spelling Interventions Visual aids In class support
	Moderate learning difficulties	Writing slope Coloured overlays Phonic interventions Precision Teaching

		Scribe Spelling Interventions Visual aids In class support
	Severe learning difficulties	Adapted curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation Intensive interactions Counselling My Feelings and I group Sensory equipment Sensory diet Timers
	Adverse childhood experiences/and/or mental health issues	Nurture groups Forest school My Feelings and I group
Sensory and/or physical	Hearing impairment	Use of visual aids and technology Follow advice of HI professionals / care plans
	Visual impairment	Use of ICT Larger fonts Follow advice of VI specialists / care plan
	Multi-sensory impairment	Sensory diet Follow advice of paediatrician / care plan
	Physical impairment	Follow advice of paediatrician / care plan

These interventions are part of our contribution to Dudley' s local offer.

10. 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 regularly
- Using pupil questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

11. How will the school resources be secured for my child?

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If needed, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will use the notional SEN budget for necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

All our extracurricular activities and school visits are available to all our pupils, including our OSCAR wrap around provision.

All pupils are encouraged to go on our residential visits and school trips.

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

Pupils with SEN are encouraged to take part in extracurricular clubs to promote teamwork/building friendships etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We have an accessibility plan. It is available to view on the website. We are an inclusive school, and we provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of everyday school life, taking part in assemblies, roles and responsibilities.
- Taking part in external SEMH run sessions
- We have a 'zero tolerance' approach to bullying
- All children take part in PSHE lessons

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

On entry: EYFS staff will complete home visits to meet with parents and discuss any concerns they may have when a child is transitioning into Nursery. Parent meetings are held prior to children starting full-time for the teachers to discuss matters relating to school routine and curriculum. During these meetings personal information about the child is updated. The SENCO will also communicate and collaborate with any outside professionals that are supporting the child.

Mid-year transitions: Pupils are given a tour of the school with their parent/carer. Introductions are made with a child's new class teacher. A start date will be agreed between the parents/carers and the school. A staggered timetable will also be considered to support an effective transition and to meet special educational needs. The pupil's previous school will be contacted for their records. Where there are concerns the SENCO will be contacted.

14. How does the school support pupils with disabilities?

Please see our [accessibility plan](#).

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

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of school council to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through nurture groups and counselling.

- We have a 'zero tolerance' approach to bullying. We prevent bullying in school by actively promoting equal opportunities and showcasing anti-bullying weeks each year.

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

Secondary transition: Secondary school staff visit pupils prior to them joining their school. Pupils also have access to many planned visits and learning experiences throughout the spring and summer term. The SENCO will also meet with the Secondary School SENCO to discuss pupils who have SEN, share information and support the transition.

Transition at the end of an academic year: Staff are given time to share information about pupils to ensure a smooth transition. In the summer term each class spends time with their new teacher in their new classroom. Class teachers also visit their new class in their existing classrooms. Picture books of the new classroom and new staff are created to share over the summer holiday. Pupils with SEN will have more time planned to meet with their new class teacher and experience their new classrooms.

17. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Gilbert is the designated teacher for looked-after children and previously looked-after children. Mrs Gilbert will work with the SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another

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

Complaints about SEN provision in our school should be made to the SENCO or the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

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 complaints, see pages 246 and 247 of the [SEND Code of Practice](#). If you feel that our school has discriminated against your child because of their SEN, 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: [Complain about a school: Disability discrimination - GOV.UK](#) 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. In Dudley we have Dudley Special Educational Needs & Disability Information, Advice & Support Service (SENDIASS)

19. What support is available for me and my family?

If you have questions about SEN, 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 Dudley's local offer: [Dudley's Local Offer](#) Dudley Council

Our local special educational needs and disabilities information, advice and support (SENDIAS) service: [Dudley SENDIASS](#)

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

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

20. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the four areas of need describe different types of needs a pupil with SEN can have. The four 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 (EHC) 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 SEN

Graduated approach – an approach to providing SEN 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 that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. 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 coordinator

SEN – special educational needs **SEND** – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition - when a pupil moves between years, phases, schools or institutions or life stages