



Special Educational Needs and Disabilities (SEND) Information Report

Ramsgate Arts Primary School

Special Educational Needs and Disabilities (SEND) Information

At Ramsgate Arts Primary School we recognise that every child is a unique individual. Our mission statement is

‘One Childhood, One Chance’

With this in mind it is our responsibility to ensure that every child in our school truly matters and reaches their full potential.

Your child will be helped and encouraged to achieve to the best of their ability and their achievements will be celebrated.

Your child will learn to make choices, be responsible for his or her own actions, be polite, to be co - operative, to get along with others and to care for the environment in which we live and learn.

Inclusion Team

Mr N Budge (Head of School)

Mrs E Hughes (SENCo)

Mrs J Brand (SEND Advisor)

Victoria Elliott (Designated Safeguarding, Mental Health and Wellbeing Lead)

Approved by:	Nick Budge	Date: 18/09/2026
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Contents

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

Dear Families,

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.

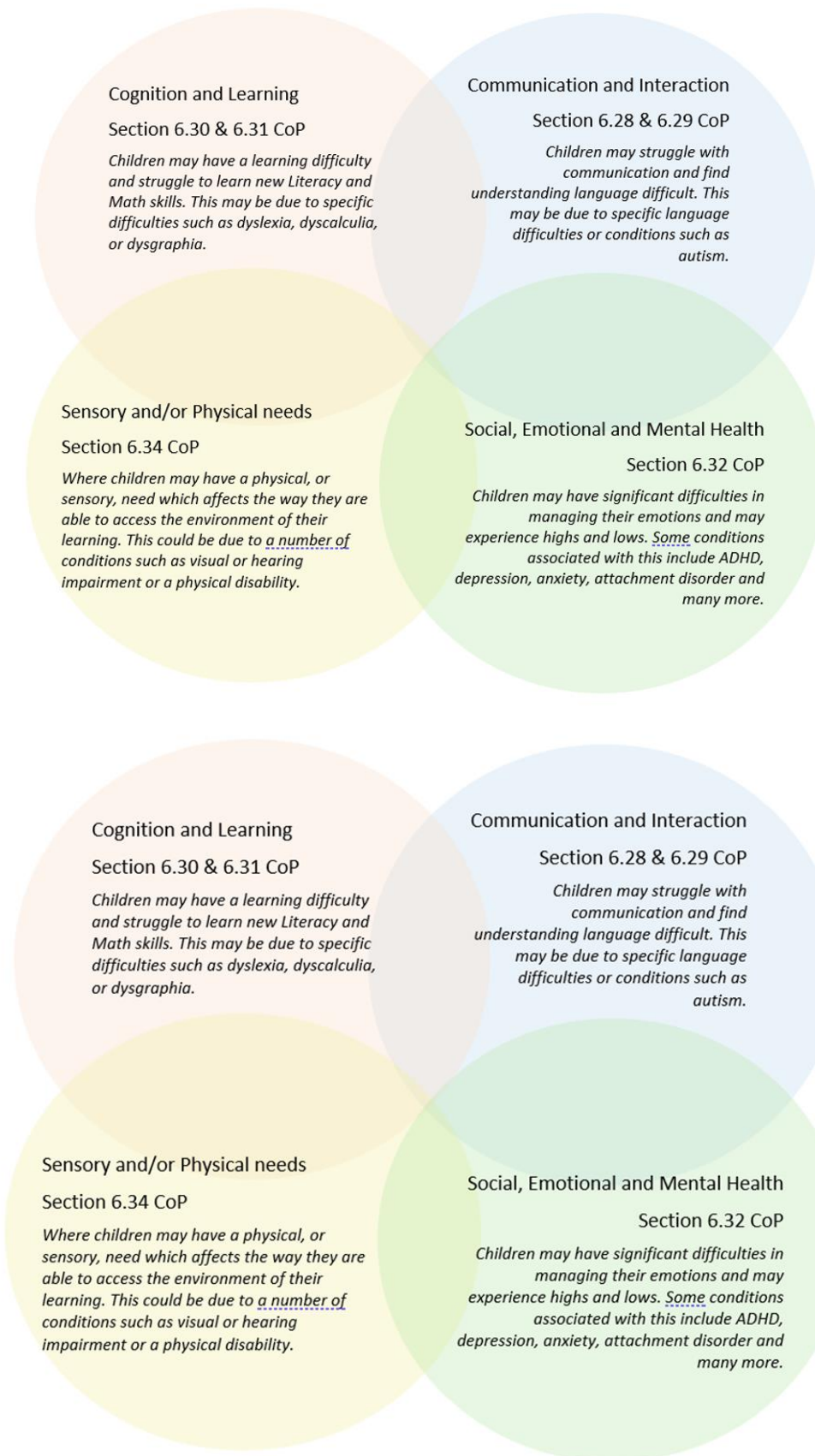
You can find our SEND policy on our website:

www.vikingacademytrust.com

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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/264272/SEND_Code_of_Practice_January_2015.pdf)

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

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

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Emily Hughes

Emily Hughes is a qualified teacher, the Designated Teacher for children in care and the holder of the National Award for SEN Co-ordination.

The National Professional Qualification for SENCOs became mandatory for new SENCOs from 1 September 2024; existing valid qualifications remain recognised.

SENCO role includes:

- Ensuring the school meets all requirements for special educational needs and disabilities as set out through legislation;
- Monitor the progress of all pupils across the school identifying where pupils may be making less than expected progress and implement strategies to support this;
- Evaluate the impact of provision (including effective use of teaching assistants) and address any concerns that arise;
- Develop systems that ensure all pupils needs are met and that staff are accountable for the progress of pupils;
- Audit whole school systems such as use of language for learning and provision mapping so that impact can be measured and a cost analysis can be completed;
- Liaise with agencies when appropriate for further support with specific pupil needs or whole staff training either through LIFT or CAF process;
- Liaise with parents and develop parental involvement when supporting a child identified as requiring additional support or vulnerable;
 - Be accountable to the governors and report to them three times a year;
 - Line manages education support staff.

Our Designated Safeguarding, Mental Health and Wellbeing Lead

Designated Safeguarding, Mental Health and Wellbeing Lead is Victoria Elliott

The Head teacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

Class/subject teachers

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

Teaching assistants (TAs)

We have a team of 19 TAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as

- Talk Boost
 - RWI
- Sensory Circuits
- Lego Therapy
- Speech and Language support
 - Fine Motor Skills

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
- Children and young people's mental health services
 - Occupational therapists
 - Therapeutic practitioners
 - Safeguarding services
 - School nurses
- Specialist Teaching and Learning Service (STLS)
 - Kent Educational Psychology Service
 - Speech and language therapists

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

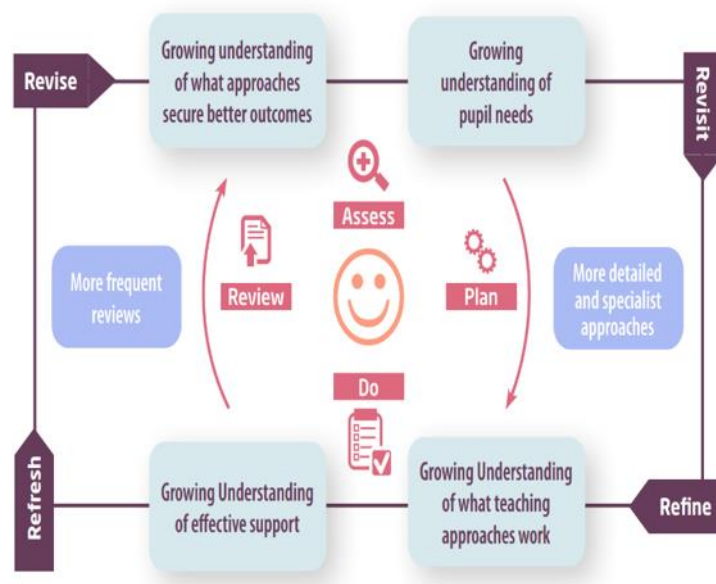


Phase 1	If you have concerns your child might have then please contact your child's class teacher who will then liaise with the appropriate staff and will keep you updated.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and 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.

A formal medical diagnosis is not required before SEN support can be provided. Equally, a diagnosis or disability does not automatically mean that a pupil has SEN. Identification is based on whether a learning difficulty or disability calls for provision that is additional to or different from that generally available to pupils of the same age.

4. How will the school measure my child's progress

We will follow the 'graduated approach' to meeting your child's SEND needs.



The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will oversee the support for 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.

Graduated Provision Continuum

Level	Purpose	Examples of provision	Review and monitoring
Universal provision	Inclusive and adaptive classroom practice available to all pupils.	High-quality teaching, reasonable adjustments, accessible resources, visual	Class teachers monitor progress through assessment and pupil progress meetings and

		support, appropriate scaffolding and the Mainstream Core Standards.	adjust classroom provision in response to need.
Targeted provision	Additional, time-limited or focused support for identified barriers.	Focused small-group or individual support, targeted interventions and additional assessment informed by the pupil's strengths and needs.	The Assess Plan Do Review cycle is used. Progress, outcomes and the impact of provision are reviewed with the pupil and parents or carers.
Specialist or individualised provision	Highly personalised support for pupils with more complex or persistent needs.	Personalised provision, specialist professional advice, individual programmes, specialist equipment or an Education Health and Care Plan where applicable.	Provision is reviewed regularly and at least three times each year where a personalised provision plan is used. EHC plans also receive a statutory annual review.

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

You will be able to discuss your child's progress at parent consultations. Where a pupil receives SEN support, parents and carers will also be involved in the Assess Plan Do Review cycle, including agreeing outcomes, discussing provision and reviewing its impact.

Appointments can be made to speak to the class teacher at the end of the day.

Appointments can be made to speak to the SENCO by emailing or phoning the school office.

sencohub@ramsgateartsprimaryschool.co.uk

Every child receives an annual report of attainment in relation to expected achievement.

Pupils who have an EHCP will be reviewed as above with an additional annual review meeting once a year.

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 the school to arrange an opportunity to talk with your child's class teacher, SENCO or Victoria Elliott our school Designated Safeguarding, Mental Health and Wellbeing Lead.

Emily can be contacted via Ramsgate Arts Primary School Office: (01843) 582847 or email: sencohub@ramsgateartsprimaryschool.co.uk

6. How will my child's SEND support be reviewed?

Personalised provision plans are reviewed at least three times each year, and more frequently where required. Reviews consider progress towards agreed outcomes, the impact of provision and whether support should continue or be adapted, increased or reduced.

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, inclusive and adaptive teaching is the first response to pupils who have or may have SEN. Teachers remain responsible and accountable for the progress and development of all pupils in their class. Additional intervention and support should complement effective classroom teaching.

The Department for Education published further SEND reform proposals in 2026. The school will remain informed about national developments and will update this report and its practice if legislation or statutory guidance changes. Until then, the school will continue to meet its duties under current SEND law and statutory guidance.

We follow the Mainstream Core Standards:

[The Mainstream Core Standards – KELS](#)

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
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials

We may also provide the following interventions:

Please refer to Appendix 1

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

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

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject 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 and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

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 special provision. All associated paperwork is reported to the SEN department of the LEA.

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

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?

Our environment is designed with inclusion at the core. All classrooms use visual timetables, pupils have access to ear defenders, fidget toys, pencil grips, wobble cushions were needed. We provide flexible seating options for all children and work alongside them to identify what best suits their needs.

We are a dyslexia friendly school, which includes dyslexia friendly fonts and sizing, coloured backgrounds and text and visual stress tests which identify when the use of coloured overlays and books are appropriate. We may offer technology where appropriate to support children with their writing.

All pupils are encouraged to go on all of our school trips from Reception up to year 6.

All pupils are encouraged to take part in all areas of school life including Christmas plays, Church services, sporting events to name a few.

Clubs, trips and activities offered to pupils at Ramsgate Arts Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. The school will use their best endeavours to allow access for all.

Art Curriculum Pathway

Tier	Provision Required	Support and provision	Assessment/ Recording and Monitoring Systems	Monitored by
1	Universal Provision	Children access the Arts Curriculum and finish at 4:15	Behaviour system	CT SLT
2	Early Intervention Support	Children access the Arts Curriculum and finish at 3:15	Behaviour system Behaviour Charts	CT SLT SENCO

3	Targeted additional support	Children access Nurture Arts Curriculum	Behaviour Charts	CT SLT SENCO
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12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please see admissions policy.

The school's admission arrangements do not discriminate against or disadvantage disabled pupils or pupils with SEN. Decisions about admission for a pupil with an Education Health and Care Plan are made through the local authority consultation process. Please also see the school's current Admissions Policy - www.vikingacademytrust.com

13. How does the school support pupils with disabilities?

<https://www.ramsgateartsprimaryschool.co.uk/statutory-information/accessibility-plan>

We make reasonable adjustments where possible to adapt to the specific needs of the child. We adhere to the equalities act which states that you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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

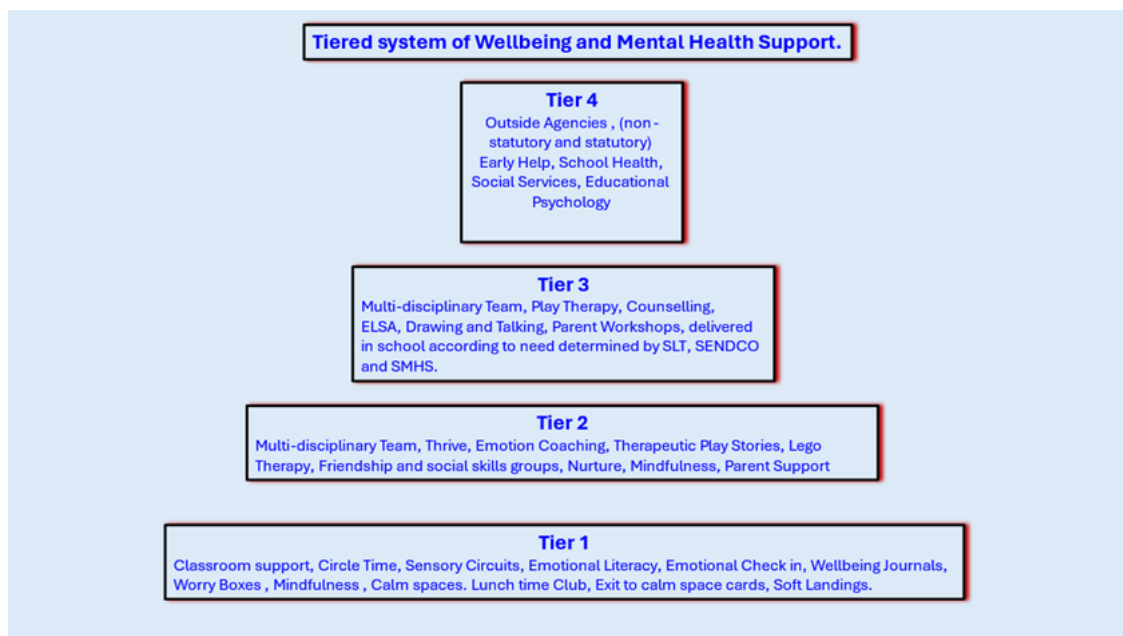
Ramsgate Arts Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE lessons, our whole school mindful Mondays, assemblies, circle times and indirectly the conversation adults have with pupils throughout the day.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring our school values, Kindness, Collaboration, Resilience and Creativity are at the core of everything we do. Our Behaviour policy is followed explicitly to ensure all behaviour is monitored and addressed. In specific circumstances we follow our anti-bullying policy to ensure any bullying is eradicated

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Ramsgate Arts Primary School operates a tiered approach to Mental Health and Wellbeing support. We can offer support within the classroom, small group, 1:1 or accessing outside agency support (e.g. School Health, Emotional Wellbeing Team, CAMHS) based on the individual needs of the pupil.

RAPS Wellbeing Pathway



Safeguarding pupils with SEND

Children with SEND may experience additional safeguarding vulnerabilities or barriers to recognising, reporting or communicating concerns. Staff consider each pupil's communication needs, behaviour, disability, dependence on adults and online experiences. Appropriate reasonable adjustments are made, the child's voice is listened to carefully and the school follows its Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026.

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

Emily Hughes (Designated Teacher) will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Between years

To help pupils with SEND be prepared for a year we:

- Class teachers will be visiting their new classes over the next few weeks to start to build connections with the children.
- Visits to their new classrooms prior the three transition days.
- Children will spend the last 3 days of the summer term in their new classes with new staff, completing activities together.

- All children will receive a transition book with pictures of their new class, staff for them to look at over the summer holidays.
- A small number of children will have a transition meeting arranged.

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 come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support. In some cases additional visits or transition meeting will be

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

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.

Kent's Local Offer is published at <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Information, Advice and Support Kent (IASK) provides free, confidential and impartial information, advice and support for parents and carers and for children and young people with SEND up to age 25.

<https://www.kelsi.org.uk/special-education-needs/send-information-hub> IASK helpline: 03000 41 3000 | Office: 03000 412412 | Email: iask@kent.gov.uk | Website: www.kent.gov.uk/iask

[local SENDIASS organisations](https://www.kelsi.org.uk/special-education-needs/special-educational-needs) KELS I SEND guidance for school professionals is available at <https://www.kelsi.org.uk/special-education-needs/special-educational-needs>

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

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

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 at Ramsgate Arts Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teachers, Head of Year, Assistant/Deputy Head, SENCo or the Head of School to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. 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 Educational Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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

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.

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

Appendix 1

SEN Category	Universal provision – Mainstream Core Standards	Targeted provision	Specialist / individualised provision
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Cognition and Learning	Clear, positively framed routines, expectations and recognition Adaptive teaching and accessible curriculum Key word lists Writing frames Multi-sensory teaching Chunked tasks Modelling Learning Mats Targeted seating arrangements Targeted teacher support Visual aids for spoken instructions Accessible fonts and uncluttered presentation Teaching of subject key words Seating allows peer support Print outs of Flip Charts Dictionaries and thesauruses available Enquiry based learning. Weekly spellings, times tables and mental maths Developmental marking, including next steps, in Written and spoken instructions differentiated to	Precision Teaching Targeted in class TA support Reading in class Students pre reading texts Booster groups Access to books appropriate for reading ability Maths intervention Pre- teaching Audible Computer programmes such as Doodle	Highly differentiated curriculum One to one English/ Maths interventions using specific programmes of study Access arrangements such as a laptop, reader, scribe, additional time TEACCH-informed structured teaching (independent work station and tasks)
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	suit differing learning styles. Flexible methods of recording work. Flexible seating in class Individual, paired and group work. Special and adapted equipment to support pupils e.g. coloured overlays, wobble cushions, pencil grips, triangular pencils, personalised time tables. Use of I.C.T across the curriculum; including laptops, tablet devices & interactive whiteboards. Relevant classroom displays. Labelled resources. Marking shared with children. Foundation, KS1 and KS2 libraries. Reading scheme books and reading records. Rewards – house points, Head Teacher awards, achievement certificates. RWI Groups Paired Reading		
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Communication and Interaction	Differentiated curriculum Visual support for verbal input Routines/ pre warning about change Modelled, chunked tasks	Lego Pre-teaching Catch up sessions Agreed regulation or break card Social skills intervention Talk Boost	Specialist Teaching Service/ SALT support Comic Strip conversations Personalised Timetable Targeted TA support
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	Clear instructions and timings Thinking time given – 10 second rule Multi-sensory learning Pre-teaching Vocabulary Social Stories Flexible seating	Language Link/Speech Link Pentagon/ pre-teaching vocabulary Black Sheep interventions	Sensory breaks Personalised speech and language therapy Workstation
Sensory and Physical	Enlarge/modified resources hearing support equipment Flexible seating Pen grips/ handwriting pens Appropriate P.E options Access to ICT/ alternative ways to record	Handwriting intervention Additional technology Typing support Catch up sessions Individual arrangements for prompt access to the toilet Sensory circuits Clever Hands/ Gross Motor Fizzy Sensory Circuits	Medical Care Plan Physiotherapy support O.T support Intimate care plan Highly personalised resources- braille and tactile Assistance to move around the site Targeted TA support

20. Glossary

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.

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

Appendix 1

SEN Category	Tier 1 – Mainstream Core Standards	Tier 2 – Targeted Provisions	Tier 3 - Highly personalised provision
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Cognition and Learning	Class rules, rewards and sanctions Differentiated Curriculum Key word lists Writing frames Multi-sensory teaching Chunked tasks Modelling Learning Mats Targeted seating arrangements Targeted teacher support Visual aids for spoken instructions Dyslexia friendly fonts Teaching of subject key words Seating allows peer support Print outs of Flip Charts Dictionaries and thesauruses available Enquiry based learning. Weekly spellings, times tables and mental maths Developmental marking, including next steps, in Written and spoken instructions differentiated to	Precision Teaching Targeted in class TA support Reading in class Students pre reading texts Booster groups Access to books appropriate for reading ability Maths intervention Pre- teaching Audible Computer programmes such as Doodle	Learning mentors Highly differentiated curriculum One to one English/ Maths interventions using specific programmes of study Access arrangements such as a laptop, reader, scribe, additional time TEEACH (independent work station and tasks)
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	suit differing learning styles. Flexible methods of recording work. Flexible seating in class Individual, paired and group work. Special and adapted equipment to support pupils e.g. coloured overlays, wobble cushions, pencil grips, triangular pencils, personalised time tables. Use of I.T across the curriculum; including laptops, tablet devices & interactive whiteboards. Relevant classroom displays. Labelled resources. Marking shared with children. Foundation, KS1 and KS2 libraries. Reading scheme books and reading records. Rewards – house points, Head Teacher awards, achievement certificates. RWI Groups Paired Reading		
Communication and Interaction	Differentiated curriculum Visual support for verbal input Routines/ pre warning about change Modelled, chunked tasks	Lego Pre-teaching Catch up sessions Time out card Social skills intervention Talk Boost	Specialist Teaching Service/ SALT support Comic Strip conversations Personalised Timetable Targeted TA support

	Clear instructions and timings Thinking time given – 10 second rule Multi-sensory learning Pre-teaching Vocabulary Social Stories Flexible seating	Language Link/Speech Link Pentagon/ pre-teaching vocabulary Black Sheep interventions	Sensory breaks Personalised speech and language therapy Workstation
Sensory and Physical	Enlarge/modified resources hearing support equipment Flexible seating Pen grips/ handwriting pens Appropriate P.E options Access to ICT/ alternative ways to record	Handwriting intervention Additional technology Typing support Catch up sessions Medical card for access to the toilet Sensory circuits Clever Hands/ Gross Motor FizzySensory Circuits	Medical Care Plan Physiotherapy support O.T support Intimate care plan Highly personalised resources- braille and tactile Assistance to move around the site Targeted TA support