St Peter's CE Primary School

Special educational needs (SEN) information report

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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: www.stpetersswinton.co.uk

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 SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech, Language and Communication Needs (SLCN), including speech and language difficulties
	Social communication difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
	Profound and Multiple Learning Difficulties (PMLD)
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Social, emotional and mental health difficulties
	Anxiety-related difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

The school provides support for pupils across the four broad areas of need identified in the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs. Support is tailored to individual needs and does not depend on a formal diagnosis.

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

Our special educational needs co-ordinator (SENCO)

Our Special Educational Needs Coordinator (SENCO) is Miss Jessica Derbyshire. Miss Derbyshire is a qualified teacher and is currently working towards the National Award for Special Educational Needs Coordination (NPQSENCO). She is passionate about ensuring that all pupils with Special Educational Needs and Disabilities (SEND) receive the support they need to thrive, make progress and achieve their full potential. Working closely with pupils, families, staff and external agencies, she oversees the provision and support available for children with SEND across the school. Miss Derbyshire is allocated 2 afternoons per week to manage and coordinate SEND provision.

Class teachers

All teachers are responsible for the progress and development of every pupil in their class, including those with Special Educational Needs and Disabilities (SEND). Teachers use a range of strategies, adaptations and resources to ensure that learning is accessible and that individual needs are met.

SEND training forms part of the continuing professional development of all teachers and teaching assistants and is organised in accordance with the needs of our children. Staff receive regular SEND-related training and professional development to support their understanding of a wide range of needs. This training may be delivered by the SENCO, specialist teachers, educational psychologists, speech and language therapists, and other external professionals, depending on the needs of pupils within the school.

Teachers are supported by the SENCO to identify and address barriers to learning, implement appropriate support strategies and monitor pupils' progress, ensuring that all pupils are able to access a broad, balanced and inclusive curriculum.

Teaching assistants (TAs)

We have a team of 11 teaching assistants (TAs), including 2 Higher Level Teaching Assistants (HLTAs), who play an important role in supporting pupils across the school, including those with Special Educational Needs and Disabilities (SEND).

Our teaching assistants work closely with class teachers and the SENCO to provide targeted support within lessons and through planned interventions. They are trained to deliver a range of evidence-based programmes, including speech and language support, phonics interventions, precision teaching, reading fluency programmes, social skills groups, emotional regulation support and targeted maths interventions.

SEND training forms an important part of the professional development of our teaching assistants and is organised in response to the needs of our pupils. Interventions are carefully selected to meet individual needs and are regularly monitored and reviewed to ensure they have a positive impact on pupils' progress, confidence and wellbeing.

In the last academic year, selected members of staff have received specialist training in Emotional Literacy Support (ELSA) and speech and language programmes. Teaching assistants have also received training from the SENCO on planning, delivering and evidencing interventions to ensure that support is effective and responsive to pupils' needs.

External agencies and experts

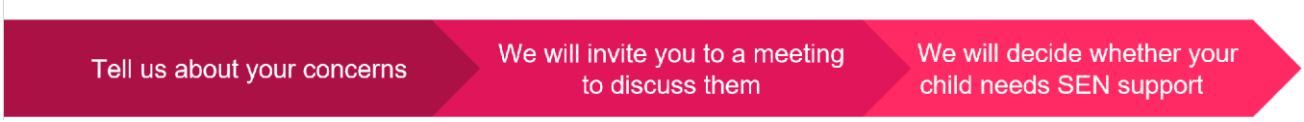
At times, we may seek advice and support from external professionals to help us better understand and meet a pupil's individual needs. We work closely with parents and carers when making referrals and when implementing recommendations from specialist services.

Depending on a pupil's needs, we may work with a range of external agencies, including:

- Speech and Language Therapy Services
- Educational Psychology Services
- Learning Support Services
- Primary Inclusion Team
- Occupational Therapy Services
- GPs and Paediatricians
- School Nursing Services
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Services
- Social Care Services and other Local Authority support services

Following referral, the school may access support from an Enhanced Speech and Language Therapist. This support can include assessment, advice for staff, personalised targets and intervention programmes, as well as liaison with parents, carers and Speech and Language Therapy services.

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



If you think your child may have Special Educational Needs and/or Disabilities (SEND), the first person to speak to is your child's class teacher.

You can contact your child's teacher via Class Dojo, by email, or by speaking to them in person. They will discuss your concerns with you and, where appropriate, share this information with our SENCO, Miss Jessica Derbyshire.

You are also welcome to contact the SENCO directly at j.derbyshire@stpetersswinton.co.uk.

We will work in partnership with you and your child to gain a better understanding of their strengths, needs and any concerns you may have. We value the views of our pupils and, where appropriate, will involve them in discussions about the support they receive and the outcomes they would like to achieve. This may involve a meeting with the class teacher and SENCO to discuss your child's progress, identify any barriers to learning and consider what support may be helpful.

Together, we will agree the outcomes we would like to achieve for your child and decide on any next steps. A record of discussions and agreed actions will be kept as part of your child's school record.

If it is agreed that your child requires SEN Support, we will formally notify you and your child will be added to the school's SEND register. We will continue to work closely with you to review your child's progress and ensure that appropriate support is in place.

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

At St Peter's CE Primary School, we know and value all of our children. We use ongoing teacher assessment, regular monitoring and termly pupil progress meetings to identify pupils who may require additional support.

If a child is making less than expected progress, the class teacher will first consider whether there are any gaps in learning that may be affecting their progress. Appropriate support and targeted interventions may then be put in place to help address these gaps. Many pupils make good progress with this additional support.

If a pupil continues to experience difficulties despite receiving targeted support, the class teacher will discuss their concerns with the SENCO and contact parents or carers to discuss whether the child may have Special Educational Needs and Disabilities (SEND).

The SENCO may gather further information through observations in the classroom and around the school, discussions with staff, assessment information and progress data. The SENCO will work closely with parents, carers and the child to gain a full understanding of the pupil's strengths, needs and any barriers to learning. Where appropriate, advice may also be sought from external professionals, such as Speech and Language Therapists, Educational Psychologists, Paediatricians or other specialist services.

Following this graduated approach, a decision will be made in partnership with parents about whether the child requires SEN Support. Some pupils' needs can be met through high-quality teaching and adaptations that form part of the school's universal provision and may not require placement on the SEND register. Where a pupil requires provision that is additional to or different from that ordinarily available, they may be identified as requiring SEN Support and added to the school's SEND register.

Parents will be informed of any decisions made and, where appropriate, the SENCO, class teacher, parents and pupil will work together to agree outcomes and develop an Individual Learning Plan (ILP) to support the child's progress.

Identification:

- Information from parents
- Information from previous settings
- Baseline assessments
- Class teacher assessments
- Assessments/observations from TAs
- Observations from the classroom/playground
- Dyslexia screener
- Dyscalculia screener
- Salford sentence reading test
- Phonics assessment
- TALC screening in Nursery
- WellCOMM screening
- NFER tests
- Mapping the landscape for SEMH

On-going Assessments:

- Termly NFER assessments in Y1-Y6
- Termly Pupil Progress Meetings with Deputy/Headteacher
- Phonics assessments in EYFS and KS1

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

At St Peter's CE Primary School, we carefully monitor the progress of all pupils, including those receiving SEN Support. We use a graduated approach to ensure that support is tailored to each child's needs and is reviewed regularly. This follows the cycle of **Assess, Plan, Do, Review** recommended in the SEND Code of Practice and adopted by Salford City Council.

Assess – We identify a child's strengths and areas of need by gathering information from teachers, parents, the child and, where appropriate, external professionals. We consider academic progress, social and emotional development, communication skills and any other factors that may affect learning.

Plan – Working together with parents and, where appropriate, the child, we agree clear outcomes and identify the support, strategies and interventions that will help the child make progress. These are recorded on an Individual Learning Plan (ILP).

Do – The agreed support is put into place. This may include adaptations to classroom teaching, targeted interventions, additional resources or support from specialist services. The class teacher remains responsible for the child's learning and progress, even when additional support is provided by other staff.

Review – The impact of the support is reviewed regularly by the class teacher, SENCO, parents and, where appropriate, the child. We consider the progress that has been made towards agreed outcomes and decide whether support should continue, be adapted or no longer be required.

To support this process, we use an online pupil tracking system called Insight. Insight helps us to record and monitor Individual Learning Plans, plan and track interventions, gather evidence of progress towards outcomes and maintain an overview of the support provided for each pupil. This enables staff to monitor progress effectively, evaluate the impact of support and ensure that provision remains responsive to each child's needs.

In addition to the graduated approach, pupils' progress is monitored through ongoing teacher assessment, termly pupil progress meetings and regular reviews of Individual Learning Plans. Parents will be kept informed of their child's progress and will have opportunities to discuss support and next steps throughout the year.

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

We believe that parents and carers play a vital role in their child's education and are important partners in the SEND process. We are committed to working closely with families and ensuring that they are involved in decisions about their child's support and provision.

Parents will be kept informed about their child's progress and any support that is being provided through ongoing communication with school staff. When Individual Learning Plans (ILPs) are reviewed, parents will be invited to share their views on their child's progress, strengths and areas of need. These views will be used to help review and update the ILP, and the updated plan will be shared with parents.

Where external agencies are involved, parents will be informed and, where appropriate, copies of reports, recommendations and records of observations will be shared with them. Parents will also be consulted before referrals are made to external services.

We value feedback from parents and provide opportunities for them to contribute to school life and the development of SEND provision through activities such as parent questionnaires, meetings and drop-in sessions with the SENCO. Parents are encouraged to contact the class teacher or SENCO at any time if they have questions, concerns or would like to discuss their child's support.

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

At St Peter's CE Primary School, we value the views, wishes and feelings of all pupils and recognise the importance of involving them in decisions about their education and support.

We use a range of approaches to gather pupils' views. This may include one-page profiles, where children are supported to share information about their strengths, interests, worries, and what helps them learn in school. Pupils are also encouraged, where appropriate, to comment on their Individual Learning Plans (ILPs), reflect on their progress and contribute to discussions about future targets.

We recognise that the level of pupil involvement will vary depending on each child's age, stage of development and individual needs. Some pupils, particularly those who are non-verbal or have significant communication or cognitive needs, may not be able to express their views in the same way. In these cases, staff use alternative approaches to ensure the child's preferences and experiences are still understood, such as observation, communication systems, familiar adults' knowledge of the child, and input from parents and other professionals.

We aim to ensure that every child is supported to participate in a meaningful way, so that their voice is heard and taken into account when planning and reviewing their support.

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

Your child's class teacher(s) are responsible and accountable for the progress and development of all pupils in their class.

High-quality teaching is our first response to meeting the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). We ensure that all children have access to a broad and balanced curriculum throughout their time at our school.

All teachers

We adapt teaching to support the way individual pupils learn best. There is no 'one size fits all' approach; instead, we make considered and meaningful adaptations based on each child's needs.

We use a graduated approach to support, which can be understood in three levels:

Universal support – This is the support that is available to all pupils through high-quality classroom teaching. It includes adapted teaching, clear instructions, visual supports, structured routines and inclusive classroom practice.

Targeted support – Some pupils may need additional, time-limited support to help them make progress. This may include small group work, pre-teaching of key concepts, additional practice, or specific interventions linked to their area of need.

Specialist support – A small number of pupils may require more personalised support or input from external professionals. This may include advice or programmes from specialists such as speech and language therapists, educational psychologists or other external agencies. This support is carefully planned and reviewed to ensure it meets the child's individual needs.

These adaptations may include:

- Adapting the curriculum so that all pupils can access learning, for example through flexible grouping, adult support, or adjusting the content and pace of lessons

- Adapting teaching approaches, such as allowing additional processing time, pre-teaching key vocabulary, using visual supports, breaking instructions into smaller steps, or providing alternative ways to record learning
- Adapting resources and the learning environment to support access to learning
- Using recommended aids and strategies such as visual timetables, coloured overlays, laptops or other technology, enlarged print or sensory supports where appropriate

Teaching assistants support pupils in a variety of ways depending on need. This may include working with pupils on a 1:1 basis where targeted support is required, or supporting small groups to reinforce learning, pre-teach concepts or deliver specific interventions. The level and type of support is reviewed regularly to ensure it remains appropriate and effective.

We provide a range of interventions which are matched to pupils' individual needs. These may include support in areas such as communication and interaction, cognition and learning, social, emotional and mental health needs, and sensory or physical needs. Examples of approaches used include social stories, speech and language programmes, phonics interventions, precision teaching, emotional regulation support and nurture-based approaches.

These interventions are part of our contribution to Salford City Council's Local Offer and are regularly reviewed to ensure they have a positive impact on pupils' progress and wellbeing.

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

We evaluate the impact of support to ensure it is helping your child make progress towards their individual targets. This forms part of the **Review** stage of the graduated approach (Assess, Plan, Do, Review).

Progress is reviewed through regular meetings between the class teacher and SENCO, where each child's targets are considered in detail. During these meetings, we look at the progress made towards agreed outcomes and decide whether targets have been achieved, need to continue, or require adjustment.

We use a range of information to support this review process, including teacher assessments, observations of pupils in class and around school, and evidence from interventions and targeted support. This helps us to build a clear picture of the impact of provision on both progress and wellbeing.

Where a child has not yet met a target, we discuss what may have affected progress and agree any changes needed to ensure the support is more effective moving forward. Targets are then updated or refined as part of the next planning cycle.

For pupils with an Education, Health and Care Plan (EHCP), progress and provision are also formally reviewed through an Annual Review meeting, which involves parents, school staff and other professionals as appropriate.

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

At St Peter's, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are fully included in every aspect of school life.

All pupils are encouraged and supported to take part in the full range of school activities, including extra-curricular clubs, educational visits, class assemblies, themed days, sporting events and residential visits, including our trips to Lledr Hall and the Anderton Centre.

We believe that every child should have the opportunity to participate alongside their peers. Where appropriate, we make reasonable adjustments to remove barriers to participation. These may include adapting activities, providing additional adult support, making environmental adjustments, using specialist

equipment or resources, or working closely with families and external professionals to ensure that individual needs are met.

Before educational visits or special events, staff carefully consider any support or adjustments that may be required to enable pupils with SEND to participate safely and successfully. Parents and carers are encouraged to discuss any questions or concerns with their child's class teacher so that reasonable adjustments can be planned in partnership.

No pupil will be excluded from participating in school activities because of their Special Educational Needs or disability. We are committed to creating an inclusive environment where every child feels valued, supported and able to take part in the opportunities that school life has to offer.

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

We are committed to providing an inclusive education for all children. We welcome applications from families of children with Special Educational Needs and Disabilities (SEND) and aim to ensure that every child has the opportunity to thrive within our school community.

Admissions are managed in accordance with the school's Admissions Policy and the Local Authority's coordinated admissions arrangements. Children with an Education, Health and Care Plan (EHCP) that names St Peter's CE Primary School will be admitted in line with the requirements of the SEND Code of Practice and before other places are allocated.

We do not discriminate against pupils with SEND or disabilities during the admissions process. Our oversubscription criteria are applied fairly and do not disadvantage pupils with additional needs.

Where a child with SEND joins our school, we work closely with parents, previous settings, the Local Authority and any relevant professionals to gather information about the child's strengths and needs. This enables us to plan appropriate support, make any necessary reasonable adjustments and ensure that the child has a positive and successful transition into school.

12. How does the school support pupils with disabilities?

At St Peter's, we are committed to ensuring that pupils with disabilities are fully included in all aspects of school life and are able to access the same opportunities as their peers. We are committed to meeting our duties under the Equality Act 2010 and make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage.

Support is planned on an individual basis and is developed in partnership with parents, the pupil and, where appropriate, external professionals. We work closely with specialist services, such as Occupational Therapy, the Hearing Impairment Team, the Visual Impairment Team and other relevant agencies, to ensure that appropriate advice, equipment and strategies are implemented to meet individual needs.

Our school environment includes facilities to support accessibility, including step-free access where appropriate, accessible toilet facilities and adaptations to the learning environment where required. We also provide auxiliary aids, specialist equipment and adapted resources where recommended by external professionals to enable pupils to access learning and participate fully in school life.

We are committed to making reasonable adjustments to the curriculum, teaching approaches, educational visits and wider school activities to ensure that pupils with disabilities can participate alongside their peers.

Further information about how we improve access to the curriculum, the physical environment and accessible information can be found in our School Accessibility Plan, which is available on the school website or on request from the school office.

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

We recognise that positive mental health and emotional wellbeing are essential for children to learn, develop and thrive. We are committed to creating a safe, nurturing and inclusive environment where all pupils feel valued, listened to and supported.

Pupils are encouraged to share their views and are given opportunities to talk to trusted adults about any worries or concerns they may have. Staff work closely with pupils and families to identify any social, emotional or mental health needs at an early stage so that appropriate support can be put in place.

Where additional support is needed, we offer a range of targeted interventions to develop pupils' emotional wellbeing, resilience, self-esteem and social skills. These may be delivered by our Emotional Literacy Support Assistant (ELSA)-trained teaching assistant, pastoral lead or other trained members of staff. Interventions are carefully matched to pupils' individual needs and may include support with emotional regulation, anxiety, anger management, self-esteem, friendships and social skills, using evidence-based programmes such as *Starving the Anxiety Gremlin* and *Starving the Anger Gremlin*. Our pastoral lead is also trained in Lego Therapy and can provide support where appropriate.

We work closely with Salford's Primary Inclusion Team (PIT), who can provide advice, observations and recommendations for individual pupils or whole classes where appropriate. We also use a range of evidence-based intervention programmes developed by the Primary Inclusion Team to support pupils' social, emotional and mental health needs.

We are committed to preventing bullying and promoting positive relationships throughout the school. We have a zero-tolerance approach to bullying and take all concerns seriously. Pupils are encouraged to speak to a trusted adult if they have any worries, and incidents are investigated promptly and addressed in line with our Anti-Bullying Policy.

All pupils, including those with SEND, are encouraged to take part in the wider life of the school, including clubs, pupil leadership opportunities and enrichment activities, helping them to develop confidence, independence and positive relationships with their peers.

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

We recognise that transitions can be an exciting time but may also cause anxiety for some pupils, particularly those with Special Educational Needs and Disabilities (SEND). We work carefully to ensure that transitions are well planned and personalised so that every child feels confident and prepared for the next stage of their education.

Transition between year groups

When pupils move to a new year group, class teachers meet to share information about each child's strengths, needs, progress and successful strategies. The SENCO oversees this process to ensure that important information about pupils with SEND is shared appropriately. Teaching assistants also work together to pass on information about current interventions and support programmes so that provision can continue smoothly where appropriate.

During the summer term, pupils with SEND are supported to create a one-page profile with their new teaching assistant. This provides an opportunity for pupils to build relationships with familiar adults, share their strengths, interests and support needs, and contribute their own views to the transition process.

All pupils take part in transition activities, including opportunities to spend time with their new class teacher and classmates. Where additional support is needed, pupils may receive an enhanced transition programme tailored to their individual needs. This may include extra visits to their new classroom, small group or one-to-one sessions with new staff, opportunities to play games and become familiar with routines, social stories,

photographs of their new classroom and adults, or other personalised strategies to help reduce anxiety and build confidence.

Transition to secondary school

We work closely with local secondary schools to ensure that pupils with SEND experience a smooth transition. Information about each pupil's strengths, needs, support strategies and current provision is shared with the receiving school, with parents' knowledge and involvement.

Where appropriate, additional transition support may be arranged. This may include enhanced transition visits, meetings involving parents, the SENCO and secondary school staff, social stories, photographs and other personalised transition resources. Many of our local secondary schools also offer additional transition events and enhanced transition programmes for pupils with SEND. We work closely with these schools to identify pupils who would benefit from these opportunities and to ensure that support is in place before they begin Year 7.

Preparing for adulthood

Although our pupils are in primary education, we recognise the importance of preparing children for the next stages of their education and later life. Throughout school, we encourage pupils to develop independence, resilience, confidence, communication and self-advocacy skills. We provide opportunities for pupils to make choices, solve problems, take increasing responsibility for their learning and contribute to decisions about their support. These skills are developed through everyday classroom experiences, wider school opportunities and personalised support, helping pupils to become confident learners who are well prepared for secondary school and beyond.

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

Mrs Royle, the school's Designated Teacher for Looked-After and Previously Looked-After Children and a member of the Safeguarding Team, works closely with the SENCO to ensure that looked-after and previously looked-after children with Special Educational Needs and Disabilities (SEND) receive coordinated and effective support. Together, they ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their Special Educational Needs and Disabilities (SEND) might interact, and the implications this may have for teaching, learning and wellbeing.

Looked-after and previously looked-after children with SEND are supported through the same graduated approach as all other pupils with SEND. However, looked-after children also have a Personal Education Plan (PEP), which identifies their educational needs, targets and support. Where a pupil also has an Individual Learning Plan (ILP) or an Education, Health and Care Plan (EHCP), we ensure that these plans work together to provide a coordinated and consistent approach to meeting the child's needs.

Mrs Royle, the SENCO, parents or carers, social workers and any other relevant professionals work in partnership to review support regularly and ensure that every child has the opportunity to achieve their full potential.

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

At St Peter's CE Primary School, we are committed to working in partnership with parents and carers. We encourage families to raise any concerns about their child's Special Educational Needs and Disabilities (SEND) support as soon as possible so that we can work together to resolve them.

In the first instance, concerns should be discussed with your child's class teacher. If your concerns remain, you are welcome to contact the SENCO. Where necessary, concerns may then be referred to the Headteacher and managed in accordance with the school's Complaints Policy.

Our Complaints Policy is available on the school website or can be obtained from the school office.

If you are not satisfied with the school's response, you have the right to escalate your complaint in line with the school's Complaints Policy. Information about further routes of complaint, including those relating to SEND, can be found in the SEND Code of Practice (pages 246–247).

If you believe that your child has been discriminated against because of their disability, you have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability). This may relate to matters such as admissions, exclusions, the provision of education and associated services, or the school's duty to make reasonable adjustments.

Before an appeal reaches the Tribunal, parents may also access disagreement resolution or mediation services where appropriate. Further information about these services is available through Salford City Council and the school can provide details on request.

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

We recognise that supporting a child with Special Educational Needs and Disabilities (SEND) can sometimes be challenging, and we are committed to working in partnership with families. If you have any questions about your child's needs or would like advice or support, please speak to your child's class teacher or contact the SENCO. We are always happy to discuss any concerns and help you access the support you need.

Parents and carers can also access a range of local and national services for information, advice and support.

Salford Local Offer provides information about the services, support, activities and resources available for children and young people with SEND and their families across Salford.

Salford Information, Advice and Support Service (SIASS) provides impartial, free and confidential information, advice and support for children and young people with Special Educational Needs and Disabilities (SEND) and their families. SIASS can offer guidance on SEND issues relating to education, health and social care, helping families to understand their rights and make informed decisions.

Families may also find support from local charities and community organisations, as well as national organisations such as:

- IPSEA (Independent Provider of Special Education Advice)
- SEND Family Support
- NSPCC
- Family Action
- Special Needs Jungle

Links to these services, together with other useful sources of information, can be found on our school website or are available from the school office or the SENCO on request.

18. Glossary

- **Adaptive teaching -** making appropriate changes to teaching, resources or the learning environment so that all pupils can access learning and make progress
- **Annual review** - a meeting held at least once a year for pupils with an Education, Health and Care Plan (EHCP) to review their progress, provision and future outcomes
- **Assess, Plan, Do, Review** - the graduated approach used to identify, plan, deliver and review support for pupils with SEND.
- **Area of need** - the 4 areas of need describe different types of needs a pupil with SEN 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

- **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
- **ELSA (Emotional Literacy Support Assistant)** - a trained member of staff who supports pupils with their emotional wellbeing, social skills and mental health through targeted interventions
- **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 targeted programme or additional support designed to help a pupil develop specific skills or overcome barriers to learning
- **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
- **One-page profile** - a child-friendly document that captures a pupil's strengths, interests, aspirations, what is important to them and the support that helps them learn successfully
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **PEP (Personal Education Plan)** - a plan that supports the educational progress and achievement of children who are looked-after
- **PIT (Primary Inclusion Team)** - a specialist local authority service that provides advice, assessment and support to schools to help meet pupils' additional needs
- **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 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
- **SIASS (Salford Information, Advice and Support Service)** - an independent service providing free, impartial and confidential information, advice and support to children, young people and families about SEND, including education, health and social care
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages