Name of School: **Ridgewood School** Date of Report: September 2026

SEND INFORMATION REPORT (Version: **4**)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEND.** The information published **must** be updated annually and any changes to the information occurring during the year **must** be updated as soon as possible.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

The SEN Information Report must include the following information and be cross-referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs and disabilities that are provided for

Ridgewood School support children with a wide range of needs including:
• Communication & Interaction
  ○ Speech and language needs
  ○ Social Communication and interaction need
  ○ Sensory Processing difficulties
• Cognition & Learning Needs
  ○ Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, and dyscalculia
  ○ Moderate Learning Difficulties (MLD)
• Social Emotional Mental Health Needs (SEMH)
  ○ Attention deficit hyperactivity disorder (ADHD)
  ○ Attention deficit disorder (ADD)
  ○ Adverse childhood experiences and/or mental health issues
• Sensory and Physical Needs
  ○ Visual impairment
  ○ Hearing impairment
  ○ Physical disabilities

The name and contact details of the SENDCo and further contacts where parents and carers may have concerns
Acting Headteacher: Ruth Hartley, Director of School improvement, Leger Education Trust SENDCo: Alicia Green Chair of Governing Body: Kirstie Lee

Address: Ridgewood School
Barnsley Road
Scawsby
Doncaster
DN5 7UB

Telephone: 01302 783939

Email: sen@ridgewood.school

Website: www.ridgewoodschool.co.uk

SEND Policy link: Ridgewood School - Special Education Needs and Disability

Original report September 2016
Updated January 2017
Updated January 2018
Updated September 2020
Updated February 2022
Updated October 2022
Updated September 2023
Updated September 2024
Updated September 2025
Updated September 2026

Policies for identifying children and young people with SEND and assessing their needs (mainstream schools)

Relevant policies to support the learning and provision for all our vulnerable **pupils** and **pupils** with Special Educational Needs;

The SEND policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

The SEND policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

- DfE (2015) 'Supporting pupils at school with medical conditions'.
- DfE (2026) 'Working Together to Safeguard Children 2026'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Working Together to Improve School Attendance'
- DfE (2025) 'Children Missing Education'
- DfE (2024) 'Behaviour in schools'
- DfE (2024) 'Suspension and Permanent Exclusion'
- DfE (2025) 'Alternative Provision'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2026) 'Restrictive interventions, including the use of reasonable force in schools'
- DfE (2012) 'Teachers Standards 2012'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'
- Relationships Education, RSE and Health Education statutory guidance, July 2025.

The SEND policy operates in conjunction with the following Trust/academy policies:

- Accessibility Plan
- Admissions Policy
- Attendance Policy
- Behaviour Policy
- Children with Health Needs Policy
- Complaints Policy
- Confidentiality Policy
- Data Protection Policy
- Equality Policy
- Exclusion Policy
- Exam Access Arrangements Policy
- Careers Policy
- Health and Safety Policy
- Records Management Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy

Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education

If a child is identified as having special educational needs and/or not reaching their potential, the academy will schedule a meeting to discuss this with parents and their child, where appropriate, in more detail and to:

- Listen to any concerns they may have.
- Giving parents/carers opportunities to play an active role in their child's education.
- Discuss and plan with parents any additional support your child may need.
- Discuss with parents any referrals to outside professionals to support their child.

Pupil and parent/carer voice is also a vital part of target setting and the reviewing of progress of pupils who are supported with a SEN Support Plan (SSP) or Education Health & Care Plan (EHCP).

We strive to include parents in the consultation of writing a SEN Support Plan and encourage collaborative writing of the support document. There will be periodic reviews of this document; parents will be invited to meet with a member of the SEND team termly to discuss these. Parental feedback is important to us, and we welcome their contributions.

Leger Education Trust

Raising a concern/Identifying a SEN need

Teacher/Parent Referral



1 Raise Concern

Parents contact Teacher/SENDCo to discuss concerns.
OR
Teacher raises concerns with SENDCo regarding a pupil.



2 Complete Teacher/Parent Concern Form

Teacher completes form and details:

- main areas of concern
- what has been tried already
- what has worked
- what has not worked



3 Completion of Neurodiversity SpLD Checklist

Teacher completes SpLD checklist to support identification of need and rationale for next steps



4 Teacher shares the Concern Form and Neurodiversity SpLD Checklist with SENDCo.

Teacher and SENDCo arrange an appropriate time to meet or utilise 'Drop in' times to discuss the information gathered



5 Collaborate

Teacher and SENDCo agree next steps in gathering more information - observation, screening, referrals, teacher trawl (secondary)



6 Review

Teacher and SENDCo discuss the gathered information and agree to either step up (SEN) or step down (QFT)

7 Step down to QFT - END of concern

OR



Arrangements for consulting young people with SEND and involving them in their education

We recognise that all pupils have the right to participate in making decisions about their learning. In most lessons, pupils are involved in monitoring and reviewing their progress through the use of graduated outcomes. We involve our pupils by encouraging them to;

- State their views about their education and learning.
- Identify their own needs and how they best learn.
- Have input into the design of the curriculum.
- Share in individual outcome setting across the curriculum so that they understand their targets and why they have them.
- Self-review their progress and set new outcomes.
- Monitor their success at achieving the outcomes on their SEN Support Plan or Education Health and Care Plan.
- Create a 'One Page Profile' of themselves, their likes, dislikes, family, friends, strengths, needs and how they would like to be supported.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review

The monitoring and evaluation of the effectiveness of our provision for the pupil's progress is carried out by;

- Classroom observations.
- Ongoing assessment of progress and tracking.
- Work sampling.
- Scrutiny of planning.
- Moderation.
- Feedback from all staff.
- Pupil and parent/carer feedback, SEN support meetings / reviews.
- Attendance records.
- Intervention records.

- Exam Access Arrangements.
- Headteachers meetings and reports.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

If a pupil is moving to another school/academy:
We will contact the new school SENDCo and ensure they know about any special arrangements or support that need to be in place for them. Where possible, a discussion will take place with the SENDCo from the new school.

- We will ensure that all records about the pupil are passed on as soon as possible.
- Additional transitional visits may also be arranged where appropriate.
- Parents will have the opportunity to meet the receiving school's inclusion team.

In Year 6:

- We will meet with our feeder academies and discuss any vulnerable students.
- We will expect to be invited to the year 6 Annual Review meetings for students who have an Education, Health and Care Plan.
- Transitional visits and days to our academy will be provided and scheduled. Any additional visits will be made in partnership with the feeder school.

Where possible, the student will visit their new academy on several occasions, and in some cases, staff from the previous school will be encouraged to visit the student at the academy.

In Year 11:

Students moving into Years 10 and 11 receive support and guidance with Options from the Head of Year and the Careers Advisor. Students moving onto KS5 have preparation meetings with the Careers Advisor and visits organised with parents/carers to a local college or a meeting with the Head of Sixth Form and the Sixth Form Team.
When students leave Year 11, information including exam access arrangements are passed to the next educational establishment.

Approach to teaching children and young people with SEND

When a teacher has concerns that, a pupil may have Special Educational Needs they firstly raise this with the SENDCo. There is a robust procedure to follow along the graduated approach to identify any additional support needs. A Teacher/Parent/Carer concern form will be raised with the SENDCo following the completion of the National Strategies Neurodiversity Specific Learning Difficulties (SpLD) Checklist. A meeting will be arranged where SENDCo and Teacher will discuss the information gathered and agree the next steps such as observations, referrals or formal assessment.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the differentiated or adapted curriculum offer for all pupils in the academy. These pupils will be given outcomes that are reviewed termly on a SEN support plan (SSP). The whole-academy provision map will be used to monitor and track progress of vulnerable groups.

SEN support plans;

- Are a planning, teaching and reviewing document that focus on particular areas of development for pupils with SEN. They are a working document that will be continually refined and amended.
- Outcomes will address the underlying reasons and barriers to a pupil's learning.
- Involvement from external agencies may be appropriate in assessment of needs and planned support.

- Outcomes for a SEN support plan will be derived through discussions as appropriate with pupils, parents/carers, teachers, support staff, and external professionals.
- Regular monitoring and evaluation of outcomes.
- Adaptations to the environment and /or resources to allow inclusion to the curriculum and learning.
- Precision teaching.
- Additional small group intervention's focusing on the pupil's specific barrier within English and Maths.
- Additional one to one intervention's focusing on the pupil's specific barrier to learning.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

Teachers plan lessons according to the specific needs of all groups of pupils in their class through adapted quality-first teaching and ensuring that pupil's needs are met through a variety of means.

- Planning and teaching will be adapted to meet the pupil's learning needs.
- Individual class support where required and when appropriate.
- Guided group work.
- Specific resources and strategies will be used to support pupil's individually and in groups, e.g., practical resources, displays, tabletop reminders, visual timetables, seating arrangements, lighting, multi-sensory adaptations.
- Low-level, short-term intervention programmes.
- Individual withdrawal for one-to-one targeted work.
- Support from Outside Agencies (direct working and advice for staff).
- Break time support e.g., lunchtime support, other adult support.
- Home-school liaison and differentiated homework tasks.
- Additional sessions such as communication, friendship, emotional care groups.

We include children with SEND in our learning community by;

- Providing curriculum access for all.
- Meet individual needs through a wide range of provision.
- Carefully map provision for all vulnerable pupils to ensure that staffing deployment, resource allocation and choice of intervention lead to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need – targeting continuing professional development.
- Work cooperatively and productively, in partnership with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable pupils.
- Promote self-esteem and emotional well-being through positive relationships and respect.

The expertise and training of school staff to support children and young people with SEND, including how specialist expertise will be secured

Our SEND and Inclusion team is made up of skilled staff who support the delivery of interventions and targeted work.
Our Special Educational Needs Co-ordinator (SENDCo) is supported by the Trust SEND Lead and the Inclusion Executive Lead, they also regularly attend Trust Driver and local area network meetings and local conferences.

The academy is supported regularly by many external agencies and experts such as: Educational Psychology Service, Autism and Social Communication Education and Training Service (ASCETS), Speech and Language Team (SaLT), Occupational Therapy (OT), Physiotherapy (PT), Behaviour Outreach Support Service (BOSS), Child and Adolescent Mental Health Service (CAMHS), School Nursing Team, GPs or paediatricians, Education Welfare Officers (EWO), Social Services and other local authority (LA) provided support services, voluntary sector organisations and other professionals.
The academy provides training and support to enable all staff to improve the teaching and learning of pupils, including those with SEN. Staff attend training and courses run by external agencies that are relevant to the needs of the pupils in their class.

Following the pandemic, the academy prioritised mental health and as such currently benefits from many staff holding Mental Health First Aider certificates, which enables them to identify and support pupils quickly.

The SENDCo delivers regular CPD sessions throughout the academic year for all staff to keep information refreshed and updated regarding statutory compliance, the identification of need, the areas of need and strategies and provision to support. Additionally, through role performance management discussions, specialist training may be identified to support particular staff roles.

Evaluating the effectiveness of the provision made for children and young people with SEND

Pupil's progress will be continually monitored by the appropriate teacher. Their progress will be reviewed at least three times a year to continuously evaluate the effectiveness of the provision in place, their attendance and the impact on progress.

These methods include: -

- Regular feedback from pupils to ensure their views, wishes and concerns are utilised to inform provision.
- Regular meetings with parents/carers to ensure their views, wishes and concerns are utilised to inform provision within the academy.
- Formative (Day-to-day) assessments of learning within lessons and interventions through class observations, assessments and discussions with the class team.
- Regular intervention book scrutinies and lesson observations will be carried out by the SENDCo and other members of the Senior Leadership Team will take place to ensure that the needs of all pupils are met and that the quality of teaching and learning is high.
- Summative assessments are also used to assess where pupils are working at, in line with National Curriculum objectives and the use of additional researched-based materials from GL Assessments and Pearson Clinical.
    - Provision mapping and intervention tracking.
    - Careful identification of Exam Access Arrangements and normal way of working.
- Intervention books are used to track and monitor additional provision, to identify where children may require further support/ provision, to ensure learning barriers are removed.
- Teachers and the SENDCo have termly caseload meetings to discuss any pupil's needs, where they will discuss strategies/interventions that will support that pupil going forward, whether it be academically or with regards to their social, emotional, mental health.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

We include children with SEND in our learning community by;

- Providing curriculum access for all.
- Meet individual needs through a wide range of provision.
- Carefully map provision for all vulnerable pupils to ensure that staffing deployment, resource allocation and choice of intervention lead to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need – targeting continuing professional development.
- Work cooperatively and productively, in partnership with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable pupils.
- Promote self-esteem and emotional well-being through positive relationships and respect.

An accessible environment helps pupils with SEND participate in activities alongside their peers. The needs of pupil's with SEND are met by working in partnership with pupils, parents/carers, the NHS and other external services.
Our learning environment is inclusive to empower our pupils to participate fully.
Communication is both visual and verbal. Multi-sensory areas are created for stimulating learning.
Contrasting environments are created to increase maintained focus. We understand and adapt the academy environment to support and welcome our individual learners.
We meet pupils medical and personal care needs with support from external agencies and Individual Health Care Plans.
Accessible toilets and changing spaces for personal care are at convenient intervals around the building.
Pupil Emergency Evacuation Procedures (PEEP) are in place for any vulnerable pupils.

We seek to provide an environment that encourages personal development, confidence and independence. Pupils are encouraged to take part in a wide range of social, educational and recreational activities developing independence skills.

Independent learning through;

- Clear consistent daily routines
- Use of classroom visuals (act as reminders)
- Clear Success Criteria.
- Examples of high-level work available, modelling.
- Encourage real dialogue by using high level questioning, developing curiosity and oracy skills.
- Encourage pupils to evaluate, celebrate and share their ways of working.
- Encourage pupils to lead the learning.
- Independent access;
    - Matching individual needs.
    - Removing barriers to learning.
    - Developing skills in communication.

Accessing the academy community through extra curricular activities.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

We aim to support all pupils with their learning journey and embrace an inclusive ethos. Additional to academic support, we provide SEMH support with regular check-ins with pupils and extra-curricular activities.

- Whole class nurture groups can be delivered where appropriate within classes, nurturing respect of others.
- Nurturing facilities are available for one-to-one small, timed programmes of support.
- Nurture groups are delivered where identified.
- Anger management and other emotional literacy programmes are delivered where appropriate.
- SDQ/Boxall Profile/ ELSA/Zones of Regulation are utilised as an assessment and tracking tool to support the identification and development of outcomes to support pupils with emotional health and well-being.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the quality first teaching curriculum offer for all pupils in the academy. These pupils will be given outcomes that are reviewed termly on an SEN support plan. The whole-school provision map will be used to monitor and track progress of vulnerable groups.

SEN support plans;

- Are a planning, teaching and reviewing document that enables focus on particular areas of development for pupils with SEN. They are a working document that will be constantly refined and amended.
- Outcomes will address the underlying reasons and barriers to a pupil's additional support needs.
- Involvement from external agencies may be appropriate in assessment of needs and planned support.
- Outcomes for an SEN support plan will be derived through discussions as appropriate with pupils, parents/carers, teachers, support staff, and external professionals.
- Regular monitoring and evaluation of outcomes.
- Adaptations to the environment and/or resources to allow inclusion to the curriculum and learning.
- Input strategies derived from referrals to:
    - Educational Psychologist
    - ASCETS (Autism and Social Communication Education Training Service)
    - BOSS (Behaviour Outreach Support Service)
    - CAMHS (Children & Adolescents Mental Health Service)

The academy recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g., from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The academy recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Headteacher and governing board will ensure that the academy's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the academy's Behaviour Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families. The graduated approach is used in order to ensure that the right support is accessed at the right time.

Universal support

Initially, the pupil will be observed and monitored in class using formative assessment and quality first teaching throughout lessons which will allow the teacher to determine the level of support needed. The use of visuals, manipulatives or auditory resources can also be used at this stage to cater for pupil's different learning styles as well as differentiated tasks. Additional to academic support, we provide SEMH support with regular check-ins with pupils and extra-curricular activities.

Universal plus

If alternative strategies are not proving to be successful, staff will communicate with the SENDCo to discuss additional provisions/ interventions that can be carried out to cater to the need of the pupil. This can be in the form of a pre/post teach, tailored programmes for individuals or small groups and differentiated learning tasks to support, extend or challenge further. With regards to SEMH support, this is where more personalised provisions are put in place where small group interventions may be appropriate which address areas of need, whether it be for social, emotional or behavioural support.

Targeted support

This part of the graduated approach is where a SEN support plan (SSP) would be written by the teacher in collaboration with pupil and parents/carers, to record any provisions that are 'additional to and different from' the teaching that is being delivered. Assess, Plan, Do and Review (APDR) of provision and impact will formally commence with meetings arranged termly.

For SEMH, we understand that children may require more of a tailored response therefore we have Mental Health First Aiders throughout the academy, who deliver bespoke interventions.

Specialised support

Specialised support is where external agencies are required to become involved with their specialised knowledge to support a pupil. This specialised support is available through many local services such as:

- EPS - Educational Psychology Service
- ASCETS – Autism and Social Communication Education and Training Service
- BOSS – Behaviour Outreach Support Service
- The Special Educational Needs Team
- SpED – including VI and HI specialist teachers.
- Attendance & Pupil Welfare Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing
- GP and Paediatricians
- EMTAS
- CAMHS
- Outreach support from Specialist Settings

- PAFSS – Parent and Families Support Service
- Early Help and Stronger Families

Arrangements for handling complaints from parents and carers of children and young people with SEND about the provision made at the school

Academy is committed to resolving disagreements between parents/carers, pupils, and the academy.

In carrying out duties, we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The academy's Complaints Procedures Policy is published on the academy's website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the academy will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The academy is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The academy will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

The academy's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative**: Where appropriate, the academy will work with LAs, parents/carers and pupils in developing and reviewing the Local Offer. The academy will also cooperate with those providing services.
- **Accessible**: The academy will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents/carers' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive**: The academy will help to ensure that parents/carers and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The academy will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up to date**: The academy will work with the LA to review the Local Offer to ensure that, when parents/carers and pupils access the Local Offer, the information is up to date.

The academy will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

What support is available for me and my family?

If you have questions about SEND, 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 your local authority's **Doncaster, Barnsley, Rotherham** local offer. They publish information about the local offer on their website:

Doncaster.local-offer-SEND

Barnsley.local-offer-SEND

Rotherham.local-offer-SEND

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

doncaster.sendias

barnsley.sendias

rotherham.sendias

local SENDIAS organisations

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

Doncaster-parents-voice

Rotherham-parent-carers-forum

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

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with 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
- **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
- **SENDCo** – the special educational needs and disabilities 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
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **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