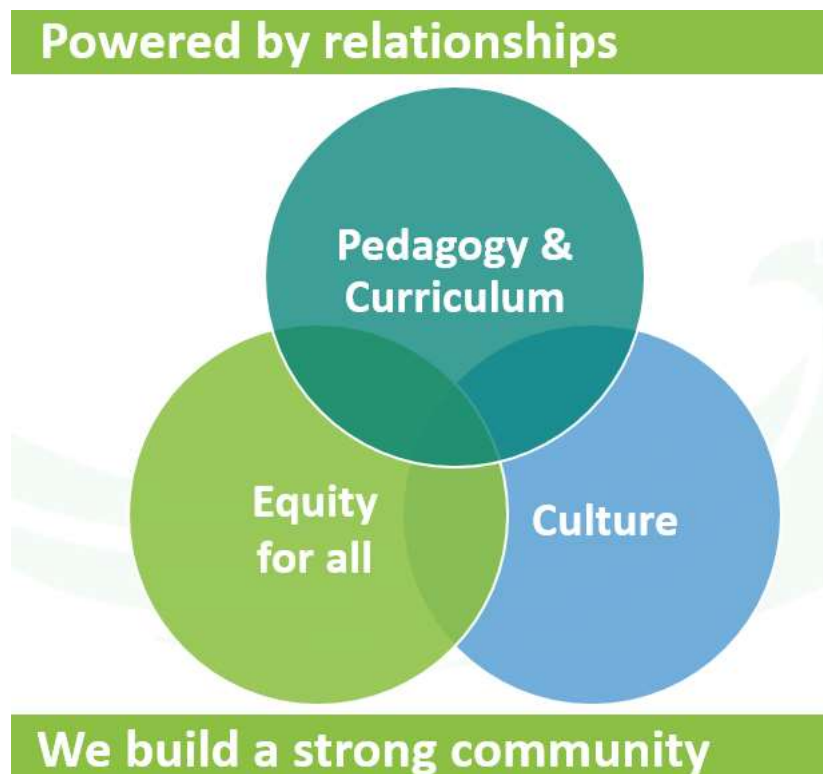


# Special educational needs (SEN) information report



<b>Approved by:</b>	Charlotte Badarello	<b>Date:</b> 02/03/2026
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [https://www.alet.org.uk/wp-content/uploads/sites/3/2024/05/GOV006\\_V4\\_SEND-Policy.pdf](https://www.alet.org.uk/wp-content/uploads/sites/3/2024/05/GOV006_V4_SEND-Policy.pdf)

**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:

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Who will support my child?

### Assistant Headteacher & SENDCo – Claire Lloyd,

[clloyd@thealegreen.w-berks.sch.uk](mailto:clloyd@thealegreen.w-berks.sch.uk), [inclusion@thealegreen.w-berks.sch.uk](mailto:inclusion@thealegreen.w-berks.sch.uk)

Claire has 30 years teaching experience across primary and secondary schools.

- 2.1 Hons degree in Sports Science and Geography from Brunel University
- PGCE in Secondary Education (Geography) at Reading University
- SENCo qualification at Reading University
- Designated Safeguarding Lead Initial Training

### Class/subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO, Nurture Teacher, Literacy Lead, Leadership Team and the Inclusion Team to meet the needs of pupils who have SEN. This underlines our whole school commitment to inclusion, where every member of staff plays a part in supporting SEND students to thrive.

SEND INSET – highlighting some of most vulnerable students + procedures to support.
Lexia training
Hackney Literacy training
Phonics training
Supporting ASD students within mainstream
Supporting students with EAL
Trauma Informed Practice
Brilliant Basics – Teaching & Learning
Formative Assessment Training
Supporting reading and oracy across the curriculum

### Teaching assistants (TAs)

We have a team of 11 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Lexia literacy, social skills and touch typing. In the last academic year, TAs have been trained in:

SEND INSET – highlighting some of most vulnerable students + procedures to support.
Lexia training
Access arrangements & invigilation training
Hackney Literacy training
Phonics training - Lexonics
ASDAN training – Personal development programmes
Attachment and trauma-informed mental health project
Supporting ASD students within mainstream
Supporting students with dyslexia
Structured approach to Reading training

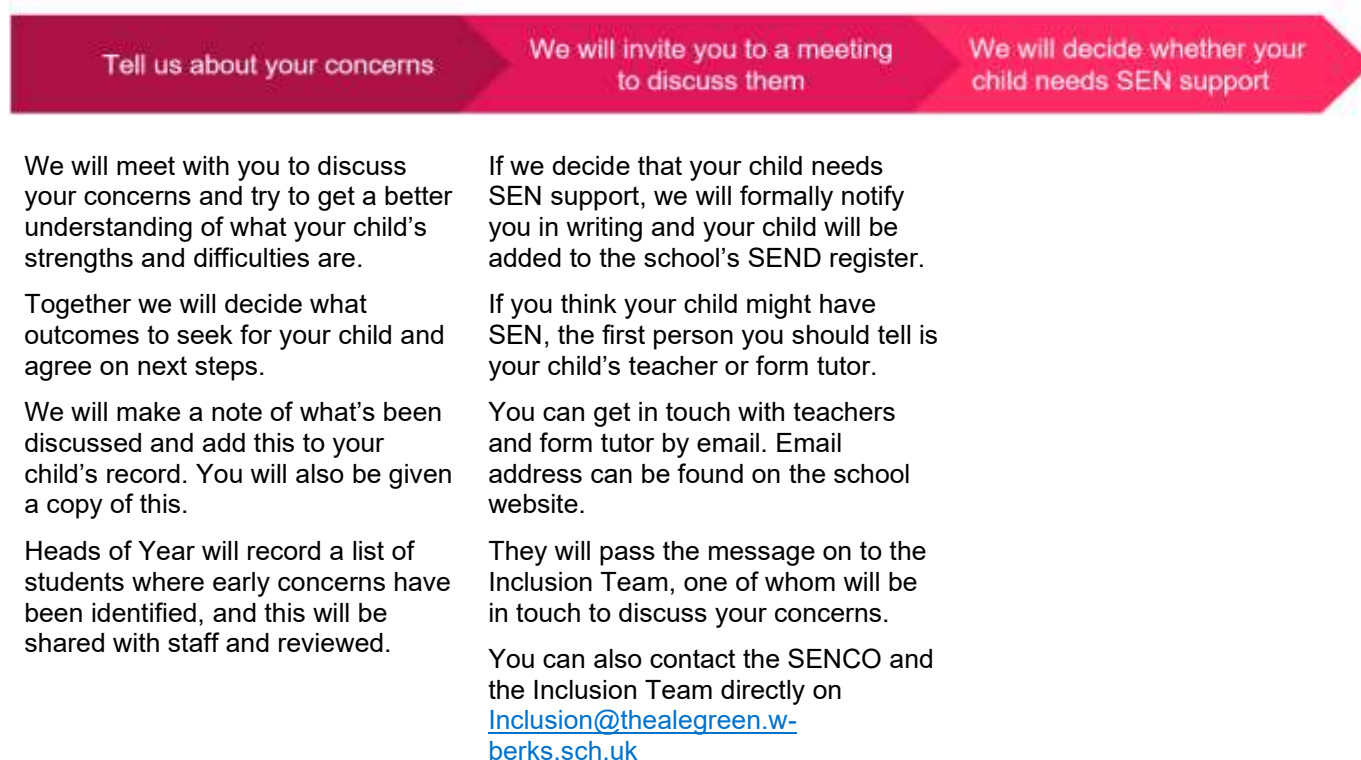
We have developed our provision for supporting students with their social, emotional and mental health. We have two full time staff who work in conjunction with both the Inclusion Team and our Pastoral Team – our emotional and physical health practitioner and an ELSA.

### External agencies and experts

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

- Speech and language therapists
- West Berks Autism Team
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations




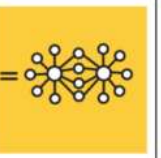

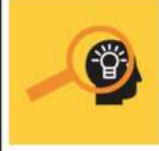




### 3. What should I do if I think my child has SEN?



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

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. We look to see if the student's foundational skills of reading, writing and number work are secure. We also work with supporting speech and language, social and emotional communication.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it - Theale Green School uses the principles of Rosenshine to provide universal support to all. Steps 2,4,6,8 and 3 especially support students with SEND, they are a key focus of our teaching and learning practice.

Rosenshine 1 - Daily review	Rosenshine 2 - New materials in small steps	Rosenshine 3 - Ask questions	Rosenshine 4 - Provide models	Rosenshine 5 - Guide student practice
				
Rosenshine 6 - Check student understanding	Rosenshine 7 - Obtain high success rate	Rosenshine 8 - Scaffolds for difficult tasks	Rosenshine 9 - Independent practice	Rosenshine 10 Weekly and monthly review
				

By focusing on these principles, students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will raise concerns through our triage process which is reviewed by both the Inclusion Team & the Pastoral team.

A member of the Inclusion Team will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

One of the Inclusion Team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

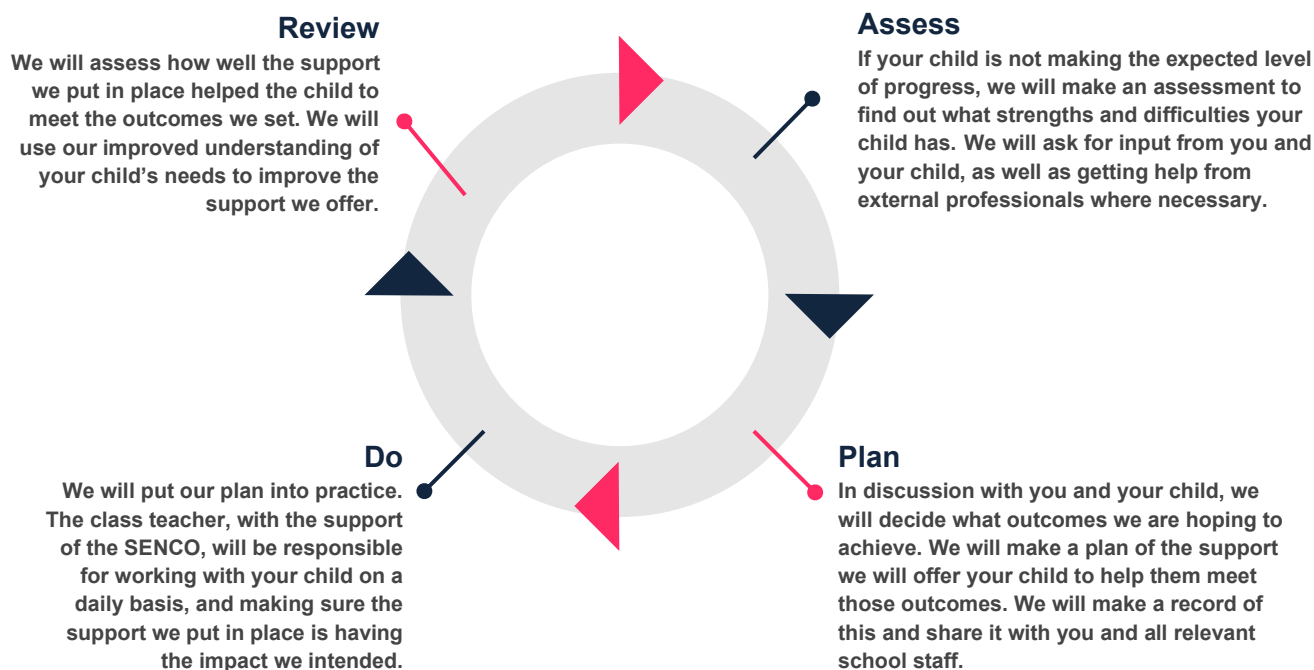
Based on all this information, the SENCO will decide whether your child needs suggest monitoring and SEN support. You will be told the outcome of the decision in writing.

If your child has a need that is identifying significantly greater difficulty in learning than peers or disabilities hindering use of standard educational facilities they will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

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

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

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

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

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

### Theale Green School SEND Pledge

At Theale Green School, our SEND pledge is grounded in connection, community, and strong relationships. We work in genuine partnership with students and families, taking time to understand each child as an individual and ensuring support is timely and inclusive. As part of our commitment to strong communication, every SEND family receives *at least three proactive contact points* from the Inclusion Team each year. Through high quality teaching, thoughtful adaptations, and targeted support, we aim to

help every learner grow in confidence and independence within a compassionate school community where every child feels known, valued, and able to thrive.

We will provide an annual reports on your child's progress.

Your child's class/form teacher will meet you at parents evening.

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

Bespoke meetings with form tutor, Head of Year or a member of the leadership team.

The SENCO or Deputy SENCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher if it is direct subject matter, their form tutor or their head of year. Email addresses are listed on the school website.

## **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 level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- 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
- Meeting with a member of the Inclusion Team to update their Support and Achievement Plan

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

High quality teaching and learning is at the heart of the Theale Green way. Our Learning Philosophy forms the basis of this, with our strategy, firmly rooted in scientific and academic research, enabling great learning to take place. The sweet spot for learning is where these all come together.



What is Theale Green School's Teaching and Learning Strategy?

Our Learning Philosophy recognises three essential elements to effective teaching and helps us to ensure our educational experience really supports and challenges students. It guides how lessons are planned and delivered, how real-world examples are blended with theory, and the independent but supportive environment in which our students can thrive.

Our Teaching and Learning Strategy is driven by cognitive science and guided by Rosenshine's Principles of Instruction and Arthur Shimamura's research. This strategy, combined with our strong and aspirational curriculum, enables lessons at Theale Green School to be of high quality, and impactful on learners. We create an environment that develops a lifelong curiosity and passion for learning, empowering individuals to be successful in their examinations and beyond.

With a focus on Principles 2, 4, 6, 8 & 3 for students with SEND we are able to adapt our teaching so that they can access the mainstream classroom.

Rosenshine 1 - Daily review	Rosenshine 2 - New materials in small steps	Rosenshine 3 - Ask questions	Rosenshine 4 - Provide models	Rosenshine 5 - Guide student practice
Rosenshine 6 - Check student understanding	Rosenshine 7 - Obtain high success rate	Rosenshine 8 - Scaffolds for difficult tasks	Rosenshine 9 - Independent practice	Rosenshine 10 - Weekly and monthly review

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

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. Rosenshine's principles ensure that:

- **Adaptive teaching** that is normalised—not bolt on support for a few students, but built in strategies that help everyone access the curriculum.
- **Curriculum materials** that are accessible to pupils with diverse needs (e.g., scaffolded texts, visual supports, alternative recording methods).
- **Consistent routines** through Theale Green's Brilliant Basics that help reduce cognitive load for learners who face barriers which help remove obstacles for disadvantaged and SEND pupils

We will adapt (or differentiate) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. This graduated approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles to match interventions to the SEN of children and young people.

These adaptations include:

- › Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, adapted curriculum e.g. Hackney Lit in English or White Rose Maths support curriculum, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- › Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Teaching assistants will support pupils on a 1-to-1 basis when outlined by an Educational Health Care Plan.
- › Teaching assistants will support pupils in small groups when a need arises for example how to revise.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Social skills Break & lunchtime support Time to talk Inclusion Cuisine
	Speech and language difficulties	Sessions as per Sp&L reports Social skills
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Touch typing Lexia literacy

		Wobble cushion Writing slope Buddy Reading
	Moderate learning difficulties	Hackney Literacy White Rose support curriculum
	Severe learning difficulties	Lexia Literacy 1-1 programme
<b>Social, emotional and mental health</b>	ADHD, ADD	Movement pass Gym sessions Regulate & Rise
	Adverse childhood experiences and/or mental health issues	Emotional Health Practitioner ELSA
<b>Sensory and/or physical</b>	Hearing impairment	Adapted seating plans
	Visual impairment	Coloured overlays Classroom environment
	Multi-sensory impairment	Uniform adjustments Fiddle toys
	Physical impairment	Discussion with parent over needs plus medical health care plan.

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

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

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

- Communication with parents through our SEND Pledge.
- Reviewing their progress towards their goals each term through the cycle of plan, do review.
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires, student voice.
- Monitoring by the SENCO, and Inclusion Team
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

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

The school already uses its SEND funding (up to £6,000) to provide support such as allocating funding to adjusted group structures, staff and tailored curriculum or deploying learning mentors.

If your child needs more support than this, we may need to provide:

- Extra or specialist equipment
- More adult support in class
- Extra training for staff
- Advice from specialist services

When this happens, we will work with external professionals to understand what your child needs. If the cost of their support is more than the £6,000 the school receives, we will apply to the local authority for additional Top- Up Funding. This helps us make sure your child has the right resources and support to learn and thrive.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our Duke of Edinburgh Award which includes hiking, orienteering and camping.

All pupils are encouraged to take part in sports day/school plays/special workshops.

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

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

- › We encourage parents to arrangement a school tour as well as a meeting with either the SENCO or Deputy SENCo if they are considering joining Theale Green email [inmail@thealegreen.w-berks.sch.uk](mailto:inmail@thealegreen.w-berks.sch.uk)
- › This enables a collaborative discussion regarding students SEN or disability.
- › To then apply for a place at Theale Green School you should contact [admissions@westberks.gov.uk](mailto:admissions@westberks.gov.uk)
- › Prospective pupils whose EHC plan names the school will be admitted before any other places are allocated, this is completed in conjunction with local authorities.
- › Our oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs.

### **13. How does the school support pupils with disabilities?**

- Steps taken to prevent disabled pupils from being treated less favourably than other pupils have been to have regular updates to staff on SEND students with information being shared.
- School trips and clubs are checked for inclusivity.
- Facilities provided to help disabled pupils access your school, include sloped access, wide doorways for wheelchair access downstairs. The open learning centre is located on the ground floor.
- The government introduced the Pupil Premium to help increase social mobility and narrow the achievement gap between pupils nationally. Its purpose is to ensure that students from disadvantaged backgrounds have the same opportunities to succeed as their peers. At Theale Green School, we use this funding to make sure every student can access the same enriching experiences—both in and beyond the classroom—so that school life is enjoyable, inspiring, and full of opportunities for personal and academic growth.
- Theale Green looks to enable disabled pupils so that they can participate in the curriculum.
- Information is clearly shared with students through their form tutors every morning. In addition, some students are supported by check-ins by a member of the Inclusion Team. Students will also receive additional support for choosing options and with choosing post 16 pathways.

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

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

- Pupils with SEN are encouraged to be part of the school council.
- Students have the opportunity to apply to be a prefect, we have four Year 10 Inclusion Prefects currently.
- Students with SEN are also encouraged to be part of Duke of Edinburgh to promote teamwork/building friendships.
- Some SEND students whose needs fit are invited to attend Rushall Farm which focuses on the development of communication skills and social development.
- The Inclusion Team includes a trained ELSA and our Emotional Health Practitioner who is our Lead on Emotional and Mental Health.
- Signposting to external agencies.
- We provide extra pastoral support for listening to the views of pupils with SEN by comments box in Inclusion, student voice meetings with the SEND governor.
- SEND students are involved in student panels for staff interviews.
- We run an Inclusion break and lunch club for pupils who need extra support with social or emotional development.
- We foster a sense of belonging through our House System.
- Supporting with early information and advice in regard to neurodiversity and follow up with CAMHS referrals or connection with external agencies as needed.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by Speak Up Speak Out. Speak Up, Speak Out is a Trust-wide campaign designed to ensure that all students feel safe and happy at school, and know what to do if they, or someone they know, isn't. It combines many strands, including our RSHE curriculum, safeguarding, anti-bullying and respectful behaviours. It involves assemblies, tutor sessions, posters around school and even staff training, and flows through into our behaviour rewards and sanctions systems.

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

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

- Towards the end of the year the student's SEND is discussed and their support and achievement plans updated, these are then shared with new teachers at the beginning of the new school year as well as interim points through the year.
- For the year 7 nurture class lessons will be scheduled with additional teachers towards the end of the summer term
- Information is shared by the Head of Year to form tutors and Heads of Department will discuss in department meetings as SEND and Inclusion is a whole school responsibility.

### **Between schools – In Year Admissions**

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.

Theale Green School is committed to ensuring that SEND students joining mid-year experience a smooth and supportive transition. To achieve this, we gather key information from parents, carers and previous schools—including SEND plans, professional reports, medical needs and successful strategies—so that we can put appropriate support in place from day one. This preparation allows us to tailor the transition, brief staff effectively, and ensure each student feels welcomed, understood and ready to learn from their very first day

### **Transition between primary to Theale Green School**

The SENCO of the primary school meets with our SENCO, HOY or Inclusion Team to discuss the needs of the incoming pupils near the end of the summer term.

We arrange additional visits or meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new students with a buddy for their tutor group to help them get settled in, find their way around the school and make friends.

### **Post 16**

We provide all our pupils with appropriate advice on paths into sixth form, college, work or further education.

Taster sessions are offered at sixth form at Theale Green so students can have a taste of lessons and life in sixth form.

Careers support is offered through additional meetings with the careers advisor for SEND and disadvantaged students. Students are also supported by their Head of Year and the Inclusion Team with extra visits.

Handover meetings take place between the Head of Sixth and the SENCo, early meetings are held between the Head of Sixth, the student and parents.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Claire Lloyd is our designated teacher for looked after and previously looked after children. Information will be shared to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Theale Green School has a SEND Reflection Policy which outlines the steps that should be taken to ensure that any complaint is dealt with effectively and leads to successful outcomes. Please refer to the school's complaints policy. [https://www.alet.org.uk/wp-content/uploads/sites/3/2026/03/GOV015\\_Complaints-Policy.pdf](https://www.alet.org.uk/wp-content/uploads/sites/3/2026/03/GOV015_Complaints-Policy.pdf)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

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

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. We are a listening school with a commitment to ensuring a students sense of belonging at Theale Green where equity and an inclusive culture are at the heart of every learners school experience.

To see what support is available to you locally, have a look at West Berkshire's local offer. West Berkshire, Reading and Hampshire all publish information about the local offer on their website:

<https://www.westberks.gov.uk/local-offer>

<https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=n1-oXAajaO8>

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=B61BC64C61826D95F22751FE1556CF4C?familychannel=6>

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

<https://westberkssendiass.info/>

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

<https://www.autismberkshire.org.uk/>

<https://parentingspecialchildren.co.uk/>

<https://www.swingsandsmiles.co.uk/>

<https://www.pdasociety.org.uk/resources/west-berkshire-pda-support-group/>

<https://www.dyslexic.org.uk/>

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

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

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 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
- › **ELSA (Emotional Literacy Support Assistant)** - An ELSA is a specially trained member of school staff who works with children to support their emotional wellbeing. They help pupils develop skills such as understanding and managing their feelings, building positive relationships, improving self-confidence, and coping with challenges. ELSA sessions are usually delivered in a calm, supportive space and are tailored to meet individual 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
- › **HOD** – Head of department
- › **HOY** – Head of Year
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs 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
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages