



Newlands CofE School Federation

A partnership of Shere and Clandon Schools



Special Educational Needs (SEN) Information Report

Shere Infant School and Clandon Primary School

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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 SEND support works in our schools.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our websites [SEND | Shere Infant School](#) and [Clandon C of E School – SEND](#)

You can ask a member of staff to make a copy/send you the policy.

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
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Cathy Hollis. She has 6 years' experience in this role and has been teaching for 20 years. Cathy achieved the National Award in Special Educational Needs

Co-ordination in 2022. She is allocated 3 days a week to manage SEN provision across the Federation.

Class teachers

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

In the past year, teachers have had training on Ordinary Available Provision, attachment, anxiety in children, ADHD, phonics teaching and wellbeing.

Teaching assistants (TAs)

Across the Federation, we have a team of TAs and EYPs (Early Years Practitioners) including two higher-level teaching assistants (HLTA) who are trained to deliver SEN provision.

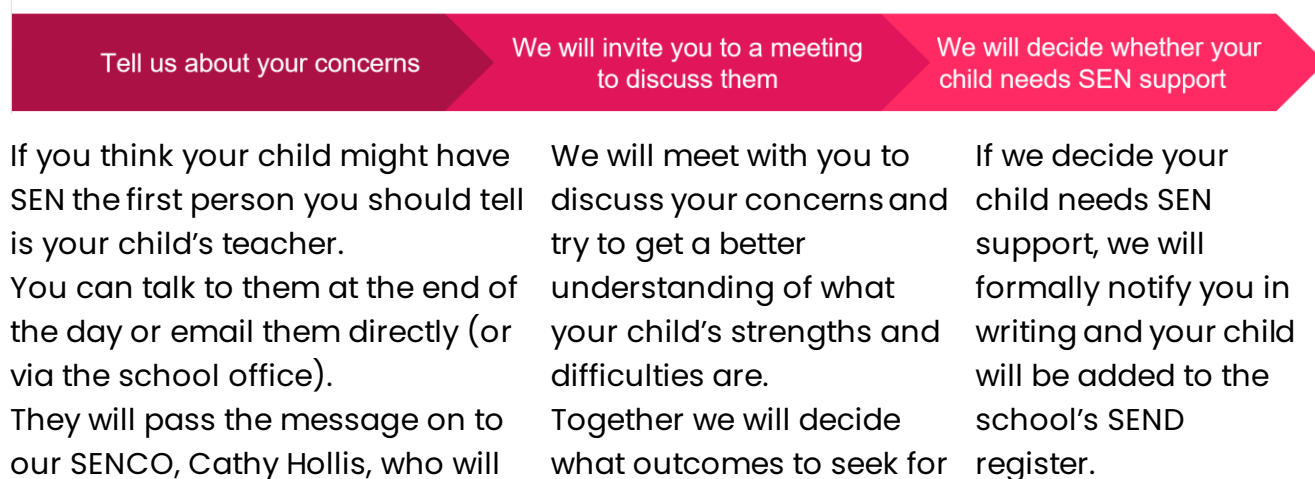
We have teaching assistants who are trained to deliver interventions such as ELSA, Attention Autism, Lego Therapy, specific OT support, Makaton, and emotion coaching.

External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations such as Barnado's

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



be in touch to discuss your concerns.

You can also contact the SENCO directly.

chollis@shere.surrey.sch.uk

your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

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

Our approach to identifying additional needs:

Shere and Clandon are small settings and teachers, staff and the SENCO all communicate and discuss children on an ongoing basis. All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include not recognising letter sound correspondences in phonics, finding it difficult to make or maintain friendships with peers or having difficulty with change and transition. If a teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it through our Ordinarily Available Provision. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. Staff routinely talk to children about what they find challenging, enjoy, dislike or excel at. We believe early intervention is the best intervention.

Additionally, the progress of all pupils is regularly and formally monitored. Pupil progress meetings are held every term between the class teachers, the SENCO and members of SLT so that when a pupil is not making expected progress in a particular area of learning, the school can identify what additional support needs to be put in place. In nursery, key workers meet with the Early Years teachers and SENCO on a regular basis.

If a pupil is still struggling to make the expected progress, the teacher will complete an expression of concern form, talk to the SENCO and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher(s) to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

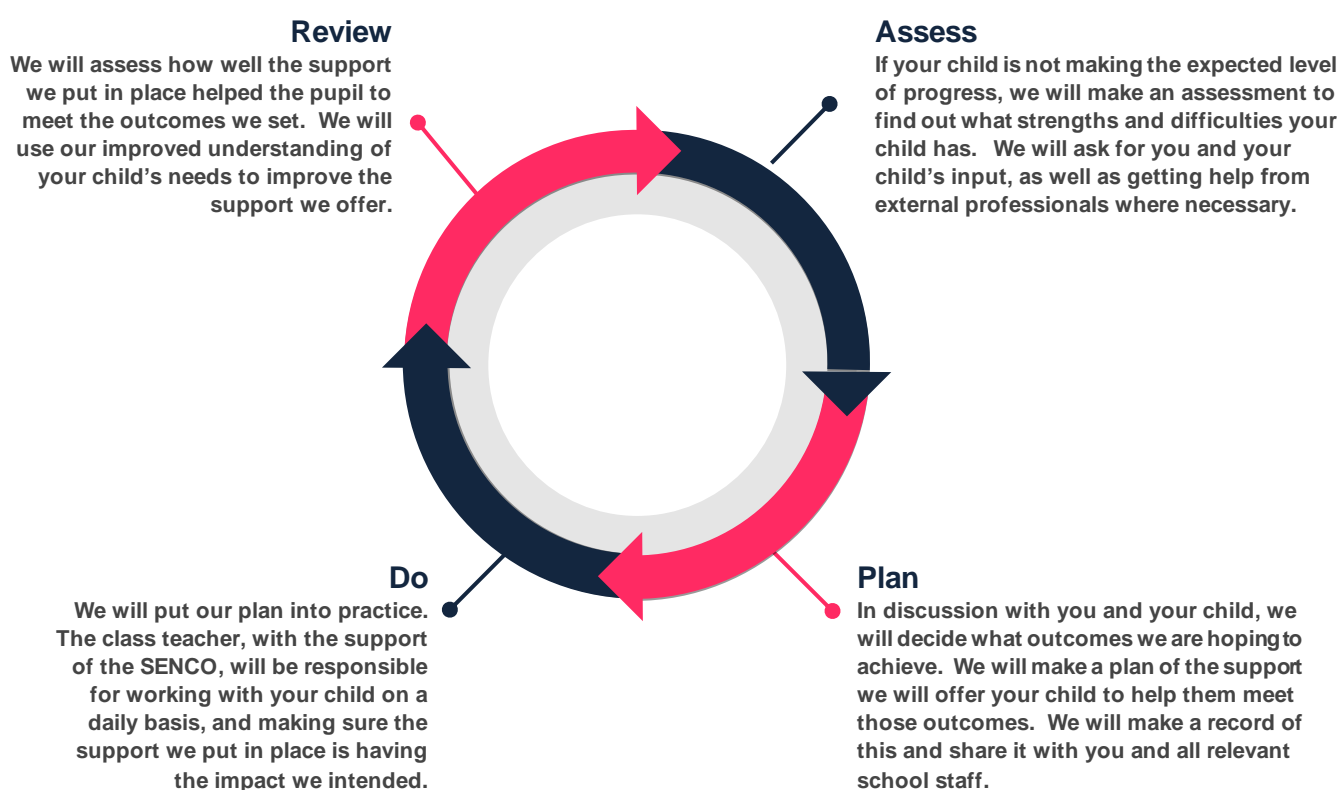
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. The Surrey 'Profile of Need' and information about Ordinarily Available Provision will be used to guide decisions on when a child may have special educational needs and how that child could be supported. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEN register and the SENCO will work with you to create a SEN Support Arrangements 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 pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the

cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

For all children we will provide annual reports on your child's progress. For children on our SEND register, teachers meet with parents at least 3 times a year (more for children with more complex needs). At this meeting together you will:

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

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

We know you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so 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 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. The best way to do this is via email or by arranging a meeting in person.

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:

- Completing a One Page Profile with them to gain their ideas and thoughts about what works best to support them, what is important to them, what they think they are good at and what they would like more support with.
- Asking them to draw a picture of what is important to them.
- Asking them to attend meetings to discuss their progress and outcomes.
- Recording a video of them talking or playing.

- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey (verbally with a member of staff).

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

You can find our accessibility plan on our schools' websites. This explains how the schools are increasing the extent to which disabled pupils can participate in the curriculum.

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

Ordinarily Available Provision / high quality teaching is our first step in responding to your child's needs. We will make sure your child has access to a broad and balanced curriculum in every year they are at our school. Our natural pedagogies are art, play, stories, nature, games and dialogue.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

It is difficult to list all the ways in which we adapt provision on an ongoing basis for each child. However, these adaptations may include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by using flexible grouping, 1-to-1 work, adapting the teaching style or content of the lesson etc.
- Use of natural pedagogies to enhance engagement, support calm.
- Zones of regulation teaching and emotion coaching language to support children in identifying and regulating their emotions.
- Differentiating 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 iPads, coloured overlays, visual timetables, larger font etc.
- Teachers and teaching assistants will support pupils in small groups when needed. This is flexible and depends on the needs in each session. For example, children may have "catch up phonics" if assessment has shown they need additional support learning a specific sound in phonics. Guided reading is done in small groups daily.
- Nurturing approaches and ethos: PLACE (Dan Hughes and Kim Golding 2012) approach throughout school –
 - Playfulness (creating an atmosphere of lightness and interest when you communicate with children),
 - Love (creating loving, caring attuned relationships),

- **Acceptance** (actively communicating to the child that you accept their wishes and the feelings that underpin the behaviour),
 - **Curiosity** (adopting a non-judgmental stance and wondering about the meaning behind the behaviour),
 - **Empathy** (demonstrating you know how difficult an experience is with compassion and sensitivity).
- Physical environment can be adapted: seating arrangements, movement breaks, environmental modifications e.g., reduced sensory overload; lighting, displays, noise levels, access to alternative space.
 - Regular established routine, “surprises” planned for. Transitions planned for. Clear concise instructions (e.g., visuals), particularly during transitions. Different arrangements planned for times when we know that children have heightened anxiety.
 - Strategies are used to build and maintain positive relationships across the whole school community (e.g., restorative approaches). There are opportunities to develop peer awareness / sensitivity and support for different needs and disabilities both in and out of the classroom. E.g., through assemblies, mindful moments, positive role models and post lunch discussions, whole school interactive and evolving display in communal areas to reinforce positive play discussions.
 - Wellbeing policy underpinned by an inclusive ethos and values with clearly communicated expectations around behaviour and engagement. Use of whole school approaches to promote wellbeing and resilience – assemblies etc.
 - A small team of key adults identified for each child with whom they can build trusting relationships.
 - A consistent message but flexible approach, e.g., I want you to be in class learning is the consistent message, the approach to support this happening may vary or be flexible depending on needs.
 - Big transitions are planned for: e.g., when needed: meetings with parents / carers before a child starts at nursery / school, regular conversations with parents, plans for unstructured times, safe places, in the moment planning, reward charts, positive behaviour reinforcement.
 - If a child finds social situations difficult, we can use visuals, modelling, role play, social stories, Comic Strip conversations to support; i.e., how to approach other children and ask if they can join their play. We demonstrate lots of different scenarios of where / when the rule applies to support generalisation. Opportunities to practice throughout the school day / week. Opportunities for learning from role models. Praise all communication attempts. Be clear with expectations and use consistent language to talk about the expectations. Being aware of the times of the day that may be more difficult.
 - Attention and engagement: Reducing background noise e.g., keep classroom door closed so there are no competing noises. Calming times in class. Calm expectations for all children. Focussing the child’s attention on the task by saying their name before an instruction.
 - Give information in short chunks, repeat, and give time for processing. Provide a reason for listening. Give a listening partner who can remind what to do. Praise

- good listening. Visual timetables. Use of timers, so s/he knows s/he only needs to focus for a comfortable amount of time. Individualised timetables
- Focus on reducing anxiety and thereby behaviours. Flexible and creative use of rewards and consequences e.g., 'catch children being good'. Positive reinforcement of expectations through verbal scripts and visual prompts. Time out / quiet area in the setting.
 - Emotion coaching language used by all staff. Calming scripts to deescalate, including for example, use of sand timers for 'thinking time'.

We may also provide the following interventions:

- ELSA (Emotional Literacy Support) sessions, nurture sessions
- Precision teaching
- Pre-learning of vocabulary
- Lego Therapy
- Attention Autism
- OT sessions (when staff have been trained by an OT for specific support for a child)
- small friendship-building/social skills groups
- bespoke support for all learning activities.

These interventions are part of our contribution to Surrey'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:

- Ongoing assessments that are used daily to inform planning for support for each child. This is sometimes called 'in the moment' planning.
- Holding pupil progress meetings termly where we discuss the progress of each child in a class.
- Reviewing their progress towards their outcomes on their Send Support Plan (SSP) (Nursery) or Send Support Arrangements (SSA) (reception – year 6) or on a group provision map.
- Reviewing the impact of interventions on their Send Support Plan (SSP) (Nursery) or Send Support Arrangements (SSA) (reception – year 6).
- Using pupil questionnaires and One Page Profiles
- Monitoring by the SENCO
- SEND learning walks.
- 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
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

In Nursery if we find that your child needs additional support, we can apply for Early Intervention Funding (EIF) to pay for extra adult support, for additional resources and equipment or for staff training.

If your child needs a significant amount of additional support to enable them to access learning, we can apply for an Education Health Care Plan.

There are also means of securing funding for equipment if your child has a physical disability.

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

All 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. The school will pay for children to attend these if their families are unable to.

All pupils are encouraged to take part in sports day, school plays, local visits, special workshops etc.

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?

As Voluntary Aided Church Schools, the Newlands Governing Body is its own admission authority. Decisions on admissions are delegated to an Admissions Committee which offers places in strict accordance with the admissions criteria as soon as the school is over subscribed. Any child with an Education Health and Care Plan that names the school will be admitted. This is not an over-subscription criterion. Our admissions policy can be found on our schools' websites.

13. How does the school support pupils with disabilities?

Shere Infant School and Clandon Primary are inclusive schools and we strive to ensure accessibility and access for all children, as outlined in the Equality Act 2010. We strive for equity, meaning that children's behaviours are supported according to their individual and sometimes complex needs, including protected characteristics. We will therefore differentiate expectations and our responses.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The Federation aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

To find the school's accessibility plan please look on the schools' websites. The action plan sets out the aims of the accessibility plan in accordance with the Equality Act 2010. The aims are to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of information to all members of our school community with a disability.

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

At Newlands we pride ourselves in providing a nurturing environment for all children. We use the PLACE (Dan Hughes and Kim Golding 2012) approach throughout school and nursery.

- Playfulness (creating an atmosphere of lightness and interest when you communicate with children),
- Love (creating loving, caring attuned relationships),
- Acceptance (actively communicating to the child that you accept their wishes and the feelings that underpin the behaviour),

- Curiosity (adopting a non-judgmental stance and wondering about the meaning behind the behaviour),
 - Empathy (demonstrating you know how difficult an experience is with compassion and sensitivity).
- When needed, we may run a nurture group during lunchtimes with one of our ELSAs (Emotional Literacy Support Assistants) or nurture practitioners. They also support children individually when required.
 - Pupils with SEN are encouraged to be part of the school council.
 - We listen to the views of pupils with SEN by ensuring we ask them questions during SEND learning walks or class observations. Each child with SEN has a one-page profile with their views and interests recorded. Teachers and staff take time out of their day to listen to the views of the children in their care.
 - Each class has a “mindful moment” at least once a day, normally after lunchtime, to help children to calm and regulate and be ready to learn.
 - We use the Zones of Regulation to help children learn about emotions; identifying them and starting to regulate.
 - Social stories are used when needed to support children’s understanding of social situations.
 - By promoting an environment high in nurture and structure, we create a culture to foster our ethos and expectations. Our children require predictable routines and responses to behaviour. We support individuals to understand the natural consequences of their behaviour and learn skills and strategies to better cope.

Please see our behaviour policy for more detailed information on how we support children with social, emotional, and mental health needs. This can be found on our schools’ websites. The following is taken from our Behaviour Policy:

“In our approach to supporting these needs, the Newlands Federation aims to:

Promote and support children to show a high standard of behaviour. Achieved when the atmosphere in our schools is consistent and caring with relationships enhanced through PLACE – Playfulness, Acceptance, Curiosity, Empathy (Appendix B).

Promote self-awareness, self-regulation, respect for authority and acceptance of responsibility for our own actions. Clear expectations are agreed, understood and supported through regular activities, modelling and teaching to enable responsible behaviours. Mutual respect is endorsed between all members of the school communities for each other, belongings and the environment.

Create a safe school climate, based on structure, nurture, engagement and challenge to enable effective learning and social and emotional growth. Recognition that this can best be achieved by understanding that we all have a “window of tolerance” and may sometimes need support and regulatory activities to help us be the best we can.

Ensure that children and parents / carers understand that inappropriate behaviour has consequences which are applied with regard to the individual, their needs and the impact on themselves and others. This is a partnership responsibility between ourselves, families and support services to promote and provide appropriate

boundaries and to help our children make a positive contribution to their communities and society.

We encourage all adults to respond in a way that focuses on the feelings and emotions that drive certain behaviour, rather than the behaviour itself. In effect, taking a non-judgemental, curious and empathetic attitude towards behaviour. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome; we all have a duty to explore this vulnerability and provide appropriate support.”

We have a ‘zero tolerance’ approach to bullying.

- We do not tolerate bullying.
- Bullying should never be ignored.
- All reported instances should be recorded on CPOMS as suspected bullying.
- Parents of all involved should be informed.
- Every reported incident must be addressed.
- Children will be taught and supported to make safe decisions in their online activities whether at school or at home. When this goes wrong, they will be supported to learn from the experience.
- We will seek the support of external agencies such as the Police when deemed necessary to reinforce the dangers and risks.
- Parents / carers will have opportunities to learn about online safety and how to reduce the risks to their child.

The Federation is committed to the inclusion of all pupils. We will not tolerate discrimination or abuse based on the protected characteristics of sex, race, disability, religion/ belief, sexual orientation, gender reassignment or pregnancy/maternity.

15. What support will be available for my child as they transition between classes or settings?

Between years

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

- Ask both the current teacher and the next year’s teacher to attend final meetings of the year when the pupil’s SEN is discussed.
- Schedule sessions with the incoming teacher towards the end of the summer term.
- Use natural opportunities for the child to visit the classroom to deliver a message etc.
- Use natural opportunities for teachers to visit children in their current class.
- Create a social story with pictures and information for the new class / staff.
- Arrange meetings with parents of children with SEND with the new class teachers before the start of term.
- Have a specific member of staff meet the child at the door or the gate.
- Sometimes a child may have alternative arrangements for arriving at school at a different time; e.g., slightly before the rest of the class, or slightly after so they arrive to a calm environment.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO and/or teachers of the junior or secondary school will meet with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Year 3 or 7 teachers may visit their new children in their current class.
- Children will get the opportunity to visit their new school and class.
- Additional visits for children with SEND can be arranged between the schools.
- Paperwork will securely be sent over to the new school.

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

Vicky Voller (Headteacher) is the designated teacher for looked after children and previously looked after school.

Vicky Voller will work with Cathy Hollis, our SENCO, to make sure 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 SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure 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?

The school's complaints procedure can be found on the schools' websites.

A concern can be raised in person, in writing or by telephone. They may also be made by a third party acting on behalf of the person with the concern, as long as they have appropriate consent to do so. Concerns should be raised with the class teacher, SENCO or Headteacher. If necessary, they will then be referred to the Federation's complaints policy.

If the issue remains unresolved, the next step is to make a formal complaint, using the Complaint form found in the complaint's procedure, appendix A. If you require assistance with completing the form, please contact the relevant school office.

Concerns about admissions, statutory assessments of Special Educational Needs, or school re-organisation proposals should be raised with the relevant local authority.

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

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

If you feel that our school discriminated against your child because of their SEND, 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.

You can find information about disagreement resolution and mediation services for Surrey LA here: [Additional needs and disabilities – Surrey County Council \(surreycc.gov.uk\)](https://www.surreycc.gov.uk/Additional-needs-and-disabilities) and here: [SEND Advice Surrey](https://www.sendadvice.org.uk/)

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

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Surrey's local offer. Surrey publishes information about the local offer on their website: [Surrey Local Offer](https://www.surrey.gov.uk/local-offer).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [SEND Advice Surrey](https://www.sendadvice.org.uk/).

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

- [IPSEA](https://www.ipsea.org.uk/)
- [SEND family support](https://www.sendfamilysupport.org.uk/)
- [NSPCC](https://www.nspcc.org.uk/)
- [Family Action](https://www.familyaction.org.uk/)
- [Special Needs Jungle](https://www.specialneedsjungle.co.uk/)

19. 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 SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional, and mental health needs.
- **CAMHS** – child and adolescent mental health services. Now **Mind Works**
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **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 SEND.
- **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 which explains what services and support are on offer for pupils with SEN in the local area.
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities.
- **SEND Code of Practice** – the statutory guidance that schools must follow to support 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 which meets the needs of pupils with SEN.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.

20. Monitoring arrangements

The Governing Body first adopted this document in September 2021. It will be reviewed annually as necessary (sooner in the event of revised legislation or guidance or if there are any changes to the information made during the year).

The Children and Learning Committee is responsible for the review of this policy.

Date of last review: January 2024

Date for next review: Summer 2024