

Special Educational Needs and Disabilities (SEND) Information Report

Capel-le-Ferne Primary School



Inclusion Team

SEND Governor:

Paul Owen

SENCO:

Amy Mercer

Contact No. 01303 251353

Amy.mercer@capel-le-ferne.kent.sch.uk

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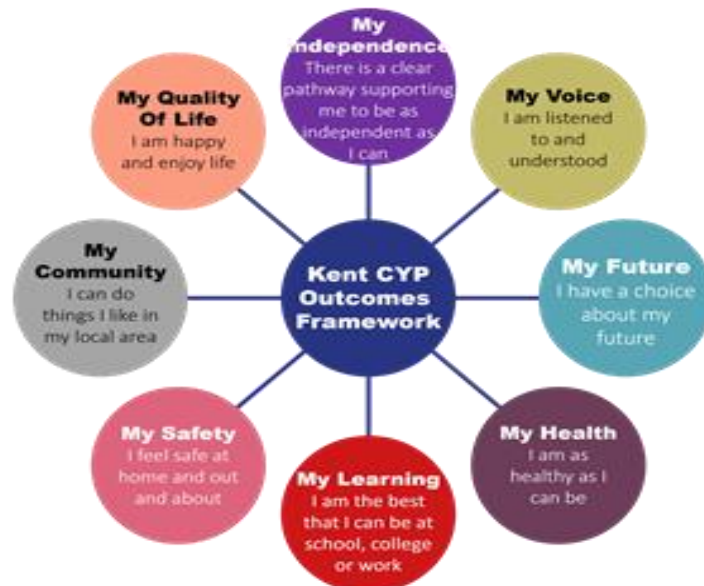
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Kent SEND Information Report

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 school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



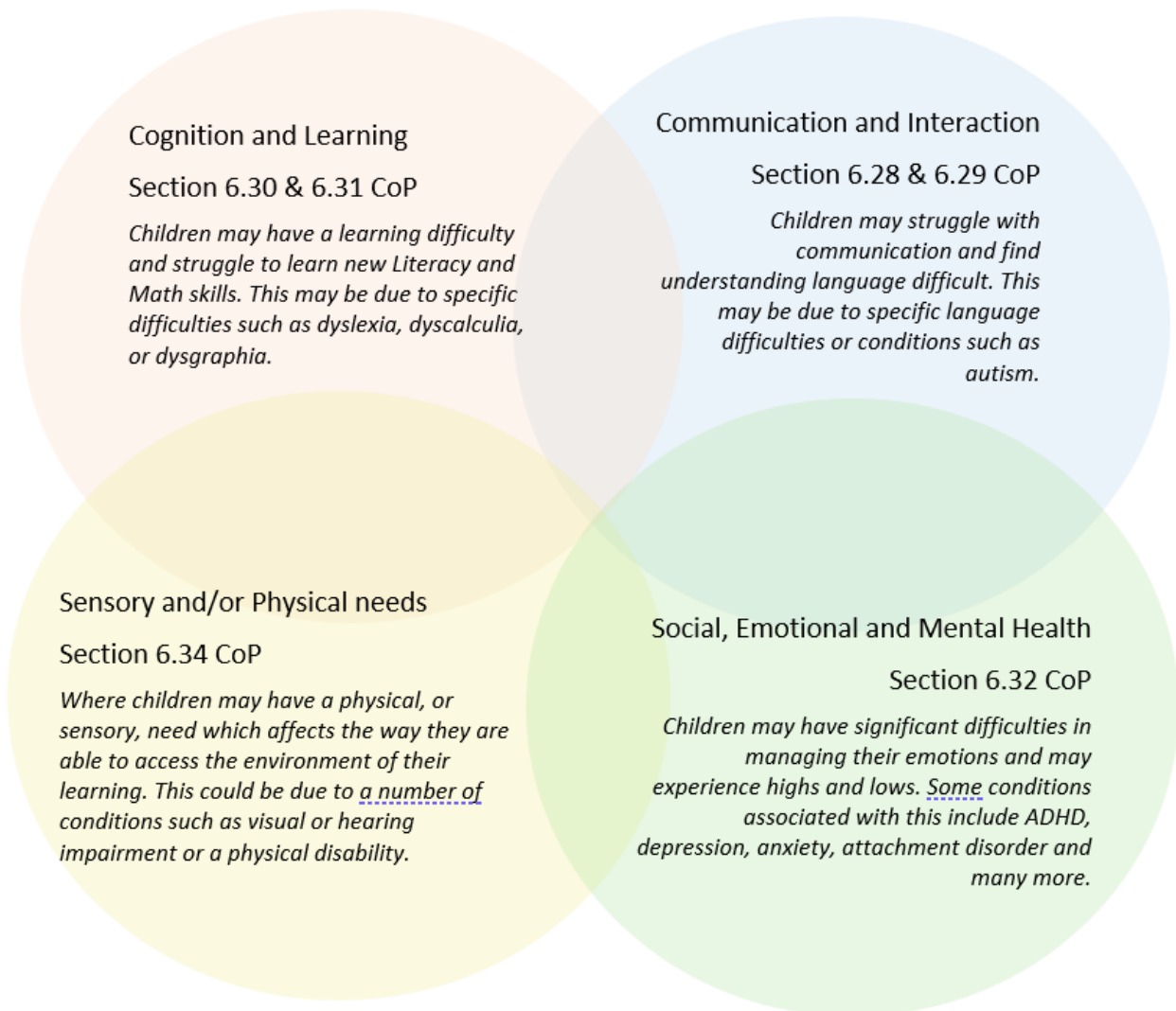
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [Capel-le-Ferne Primary - Policies](#) .

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

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



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

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Amy Mercer.

She is a qualified teacher and holds the qualifications of BA Hons and the National Award for SEN Co-ordination, and has been in post since 2019. Mrs. Mercer is available on 01303 251353 or amy.mercer@capel-le-ferne.kent.sch.uk and appointments can be made through the school office.

Class/subject teachers

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

All school leaders, teachers and teaching assistants have awareness training for the main four areas of need as part of a rolling programme of Continued Professional Development: Speech, language and Communication Needs & Autism; Social Emotional Mental Health; Cognition and Learning; Physical and Sensory.

In order to support children with Speech, Language and Communication Difficulties our SENCO meets with SALT Therapists as part of the balanced system.

All of our staff team have received training with the Autism Education Trust (AET) 'Making Sense of Autism'. Our staff have also received training to support children with Social Emotional Mental Health difficulties through our commitment to Proact SCiP. Individual staff members also hold Level 2 qualifications in Dyslexia, and Autism Spectrum Conditions, and are trained in Attachment and Trauma, we also have the Nurture accreditation and a Sensory Champion.

Teaching assistants (TAs)

We have a team of 9 TAs, who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver a range of targeted interventions, including Destination Reader, Daily Supported Reader, Super Sonic Phonics, Speech and Language Link, Sensory Circuits, Precision Teaching, Fizzy, Clever Hands, and other bespoke programmes. They have also completed *Making Sense of Autism* training through the Autism Education Trust.

In the last academic year, TAs have been trained in, Proact SCiP, Accelerated Reader, Trauma informed schools and Super Sonic Phonics amongst others.

External agencies

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

- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



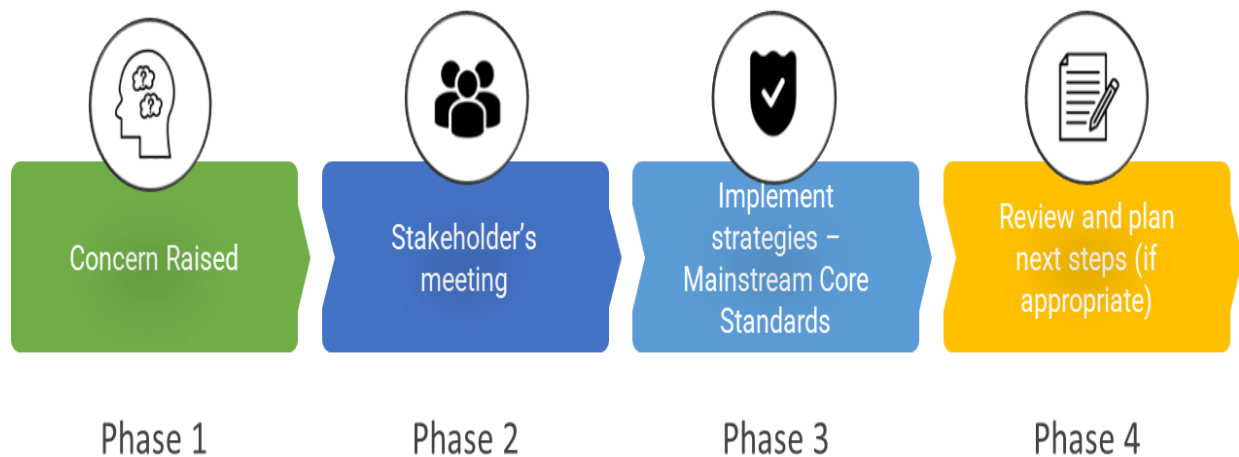
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>Speak to your child's class teacher or contact the office on office@capel-le-ferne.kent.sch.uk or 01303 252353 to make an appointment.</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support, and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

All teachers at Capel-le-Ferne Primary School are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will aim to ensure that those pupils requiring different or additional support are identified at an early stage. At Capel-le-Ferne Primary School we monitor the progress of all pupils at least three times a year to review their academic progress. Assessment is the process by which many pupils with SEN can be identified; whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision. The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include Reading, Writing, maths and other areas of the curriculum.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

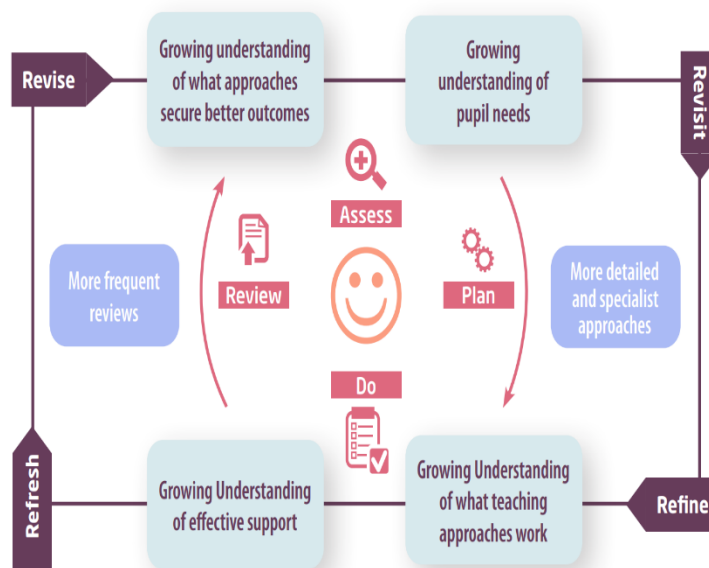
5. How will the school measure my child's progress?

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment
- Performance judged against age expected National Curriculum objectives, Accelerated Reader Star Reading Tests and within KS2 NFER standardised assessments
- Universal assessments such as Year One phonics screening, **Key Stage 1** / Key Stage 2 SATs/ EYFS baseline
- Standardised screening diagnostic tests and/or assessment tools such as Reading tests and Verbal/Non-verbal assessments, Speech and Language link assessments and Dyslexia screening.
- Progress against small step targets set on personalised plans.
- Reports or observations from other members of staff or external professionals.
- Records from previous schools or preschool settings.
- Information from parents.

Pupil progress and attainment is discussed in pupil progress meetings and SEND clinics, where concerns are raised by the class teacher with members of the Leadership Team. Where progress is not sufficient, this will not necessarily imply that the pupil has a special educational need, but we will consider additional support to enable the pupil to catch up and close the attainment gap between themselves and their peers. This additional support is available to any child. We will follow the 'graduated approach' to meeting your child's SEND needs.

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



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Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child daily, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

We will provide reports three times a year on your child's progress.

A member of staff who knows your child well will offer you the opportunity to meet three times a year, to:

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

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher **who is available at the end of each school day** or make an appointment through the school office on 01303 251353 or office@capel-le-ferne.kent.sch.uk

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

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey







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

Your child's teacher is 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.

We will adapt our approaches to 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 and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

-  > Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
-  > Adapting our resources and staffing
-  > Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
-  > Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

- Scaffolding lesson materials

We may also provide the following interventions:

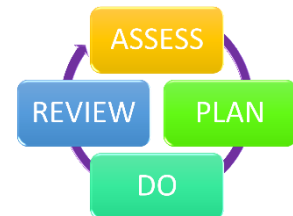
Daily Supported Reader, Destination Reader, Super Sonic Phonics, Speech and Language Link, Precision teaching, Maths plus 2, Fizzy and Clever hands, Sensory Circuits, Sensory breaks, Emotional Literacy, Emotional Regulation, Zones of Regulation, Anger Gremlin, Anxiety Gremlin, Colour Monster, and many other bespoke interventions.

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

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 and 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- 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 ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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



The curriculum, extra-curricular clubs, trips and activities offered to pupils at Capel-le-Ferne Primary School are available to pupils with SEND either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support or access specialised resources to enable the safe participation of the pupil in the school-run activity. Based on Health and Safety, schools may seek support from parents/carers to support individual pupils to access trips and visits, in line with risk assessments. All pupils are encouraged to go on our school trips, including our residential trip in Year 6. All pupils are encouraged to take part in the variety of activities and enrichment opportunities we offer. 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 that they can be included.

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



Capel-le-Ferne Primary School follows the local authority scheme for admission to our primary school. In the event of there being more applicants for places at our school than there are spaces available, the following criterion is used to rank the applicant's Over-subscription Criteria for use in Community and Voluntary Controlled Primary Schools. The over-subscription criteria for all Community and Voluntary Controlled primary schools are: Children in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who is the subject of a care order under Part IV of the Act or a child who appears to the Local Authority to have been in state care outside of England and ceased to be in state care as a result of being adopted. Attendance at a linked school – where admission links have been established between the infant and junior school concerned, children attending the infant school are given priority for admission to the junior school. In the

same way, children with a sibling in the junior school are given priority for admission to the infant school. Current Family Association - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the ‘Nearness’ criterion’ (below). Linked infant and junior schools are considered the same school for this criterion. In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers, or sisters. If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R and so result in a breach of class size legislation, the additional pupil(s) will be treated as “excepted” for a period of one year, in line with the School Admission Code. Health and Special Access Reasons - Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Disability Discrimination Act 1995. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social needs means that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can Nearness of children's homes to school - we use the distance between the child's permanent home address and the school, measured in a straight-line using Ordnance Survey address point data. Distances are measured from a defined point within the child's home to a defined point within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school. 3 Where new build housing development requires a new school or the significant enlargement of an existing school the ‘Nearness’ criterion will allow for a catchment area (defined by a map) to be created for the relevant school. This will be included in the Statutory Public Notice and admissions determination and will be valid for a period not exceeding three rounds of admissions.

13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The core aim of Capel-le-Ferne Primary School is to be an equal and inclusive school, where everyone is valued, and difference is understood and respected. We enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognizing their strengths, and encouraging them to achieve. We will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics within the school community.

This means that:

- We take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school.
- We will make reasonable adjustments to ensure that the school environment and its activities are as accessible and welcoming as possible for pupils, staff, and visitors to the school.
- We ensure that the curriculum is accessible to all pupils with special educational needs and disabilities (SEND). We ensure that all pupils can take part in extracurricular activities and residential visits and monitor the uptake of these to ensure that no one is disadvantaged on the grounds of a protected characteristic.
- We seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we take every opportunity to promote and advance equality using our curriculum Drivers and our core values of Nurture.
- We will take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts. You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. The duty is an anticipatory and continuing one that schools owe to disabled pupils, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate. The Accessibility Plan can be viewed on the school website for more information - [Capel-le-Ferne Primary - Policies](#).

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

At Capel-le-Ferne Primary, we recognise the importance of fostering emotional resilience and social skills in all pupils. We achieve this both through structured approaches like PSHE lessons and through the everyday interactions and meaningful conversations that take place between pupils and adults.

For some pupils with social, emotional and mental health (SEMH) needs, we also can provide access to 'time to talk' or emotional literacy sessions with class based staff; time out spaces for pupils to use when upset or agitated; direct 1:1 work to address social skills and support emotional regulation;

access to some support from a member of the SEN team; a referral to a Counsellor who works directly with the school to access counselling; or referrals to other external agencies through the Early Help route or Children and Young People's Mental Health Service (CYPMHS). We also provide an 'Oasis' facility during recreational times for children who require access to structured activities in a small setting with higher adult to child ratios. During recreational periods the children have access to the 'OPAL' scheme where they get the opportunity to build team skills and take part in 'heavy work' activity to support self-regulation. All staff are trained in Proact SCiP which focuses on positive support for children with SEMH needs.

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

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

- Pupils with SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND by members of the TA & SEN Team
- Pupils are encouraged to identify and reflect on their feelings and emotions using the class-based resources provided which are age appropriate.
- We run additional interventions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Capel-le-Ferne School acknowledges that bullying, if not addressed, can significantly impact individuals, creating barriers to learning and affecting mental well-being. By proactively preventing and addressing bullying, we foster a safe, supportive environment where pupils can thrive and reach their full potential. Details on our anti-bullying strategies are outlined in the Anti-Bullying policy - [Capel-le-Ferne Primary - Policies](#)

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



Anthony Richards (Headteacher) is our designated teacher, and he will work with Amy Mercer, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after

pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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

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

Between years

To help pupils with SEND be prepared for a 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 SEND is discussed along with a member from Senior Leadership Team.

- Schedule a transition morning and transition lessons to give children the opportunity to spend time with their new teacher in July.
- Provide opportunities through the open afternoon to enable parents to meet their child's new class teacher and visit their child's new classroom.
- Provide photo transition books for children to access over the summer holidays to support transition.
- Send postcards from the new teacher to let the children know they are being thought of.

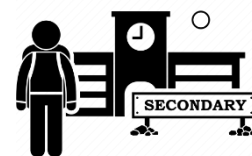
Between schools

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 of the secondary school will attend a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support. A transition form is completed and shared with the secondary SENCO, along with the relevant information from your child's SEN file.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Practising developing relationships by working with different adults and children.
- We invite former pupils from local schools to hold a Q&A session in class.



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

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

The Children and Families Act 2015 requires the Local Authority (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refer to this as the 'Local Offer'. To see what support is available to you locally, have a look at your local authority's (Kent) local offer. Kent publishes information about the local offer on their website:

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

[About the special educational needs and disabilities \(SEND\) local offer - Kent County Council](#)

Parents without internet access can make an appointment with the SENCO for support to gain the information they require.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

IASK (Information And Support Kent) and their website is:

<https://local.kent.gov.uk/kb5/kent/directory/service.page?id=q8eJOMCAQOI&localofferchannel=2>

Kent Family Hub offers support and activities for families with a range of needs. Your local family hub can be found here:

[Kent Family Hub - Kent County Council](#)

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

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

18. What should I do if I have a complaint about my child's SEND support?

If you have a complaint about the provision made for your child, we encourage parents to discuss their concerns with the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy: [Capel-le-Ferne Primary - Policies](#)

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.

There are some circumstances, usually for children who have an EHC Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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 [SEND 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.

[Mediation support and appeals - Kent County Council](#)

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **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
- **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 SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages