

Special Educational Needs (SEN) Information Report

St. Mary's Catholic 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 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 here:

<https://www.st-marys.hillingdon.sch.uk/page/?title=Special+Education+Needs+%26amp%3B+Disabilities&pid=32>

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 our school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
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 Mr Ellis

They have over ten years' experience in this role and they are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination (NASENCo) in 2016 as well as the National Professional Qualification for Senior Leadership (NPQSL).

Class 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. We work closely with our Local Authority Inclusion Team who have led a range of SEN based training for our staff based on whole school and individual needs.

This academic year, we signed up to be a part of the Partnership for Inclusion of Neurodiversity in Schools (PINS) project. This is new national programme that aims to support the education and health needs of neurodiverse children in schools through a partnership approach working with local authorities and parent carer forums. The support has included bespoke training for our staff based on needs.

Last year, we signed up to be a part of the LA's Inclusion Commitment with a focus on developing our provision for pupils with Social Emotional and Mental Health (SEMH) needs. This included five teacher training sessions from our LA Inclusion Team as well as additional professional development opportunities from the children's mental health charity Place2Be.

Teaching Assistants (TAs)

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

We have teaching assistants who are trained to deliver interventions including the following:

Speech Language and Communication	Infant and Junior Language Link Colourful Semantics Speech Link Chatty Bats (Nursery) Lego Therapy
Fine and Gross Motor Control	School OT Programme (based on support from our school OT) Morrel's handwriting scheme Nessy Touch Typing
Social Emotional and Mental Health	Drawing and Talking Therapy Talkabout – social skills programme Social Stories Zones of Regulation curriculum

Attention and Concentration	Attention Hillingdon
Literacy based	Nessy Read and Spell Precision Teaching (Spelling and Reading) Toe by Toe (Reading) Kent pre-teaching ELS Phonics Booster Literacy Box Reading Revival
Maths based	Dyscalculia Toolkit Maths Pre-teaching Catch-up Maths Power of 1 and 2 Number Box

This academic year, TAs have been trained using resources from the Maximising the Impact of Teaching Assistants (MITA) project. During the previous academic year, all of our TAs attended a five week Social Emotional and Mental Health course led by Place2Be.

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
- Physiotherapists
- GPs or paediatricians
- School nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Local Authority (LA) Inclusion Team
- Social services
- Voluntary sector organisations including Hillingdon Autistic Care and Support (HACS)

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can speak to your child's class teacher after school or arrange an appointment with them through our school office.

They will pass the message on to our SENCO, Mr Ellis, who will be in touch to discuss your concerns.

You can also contact the SENCO directly:

office@stmarysuxbridge.org.uk

Tel: 01895 232814

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.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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 pupils who aren't making the expected level of progress in their schoolwork or socially. Each class, carries out termly assessments in Maths, Reading, grammar, punctuation, spelling, independent writing and other curriculum areas. We also complete a wellbeing survey (Impact Ed), with all pupils in KS1 and KS2, to help identify any social, emotional and mental health needs. Our Senior Management Team (including Mr Ellis) meet with teachers at the end of each term to analyse these assessments and to identify pupils who are falling behind and any gaps in their learning.

Support is planned to help fill any gaps in learning including extra tuition. Pupils 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 talk to Mr Ellis, and will contact you to discuss the possibility that your child has SEN.

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

Mr Ellis will ask for your opinion and speak to your child to get their input as well. He may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or our school's allocated advisor from the LA Inclusion Team.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, you will be informed 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 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?

We will provide termly updates on your child's progress as a part of Parents' Evenings.

Your child's class teacher will meet you 3 times a year to:

- › Set clear outcomes/targets 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

Mr Ellis 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 on an Individual Education Plan (IEP). This IEP 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. You can speak to your child's class teacher after school or arrange an appointment with them through our school office.

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 e.g. using the All About Me template.
- 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 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.

These adaptations include:

- Using visual prompts e.g. writing frames, checklists, now and next boards, photographs/pictures/symbols.
- Adapting the teaching style or content of the lesson e.g. giving longer processing times, pre-teaching of content, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our resources and staffing.
- Extra support from the teacher, or TAs, during lessons.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Attention Hillingdon Talkabout Social Skills programme Zones of Regulation curriculum Lego Therapy
	Speech and language difficulties	Speech and Language Therapy Infant and Junior Language Link Speech Link Colourful Semantics Chatty Bats (Nursery)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Dyspraxia: Writing slope, OT School Programme, Morrel's Handwriting programme. Dyslexia: Nessy Read and Spell, c-pen readers, Reading Revival, ELS Phonics Booster, Precision Teaching (Reading and Spelling), Toe by Toe (Reading) and Literacy Box Dyscalculia: Number Box, Dyscalculia Toolkit, Power of 1 and 2.
	Moderate learning difficulties	Nessy Read and Spell Precision Teaching (Spelling and Reading) Toe by Toe (Reading) Kent pre-teaching ELS Phonics Booster Literacy Box Reading Revival Dyscalculia Toolkit Maths Pre-teaching Catch-up Maths Power of 1 and 2
	Severe learning difficulties	A highly personalised curriculum with a high level of adult support

Social, emotional and mental health	ADHD	Quiet workstation Fidget toys Occupational Therapy cushions Movement breaks Sensory Circuits including our Sensory Path in our corridor
	Adverse childhood experiences and/or mental health issues	Drawing and Talking Therapy Talkabout Social Skills Groups Time to Talk
Sensory and/or physical	Hearing impairment	Termly support from LA Hearing Impairment Team
	Visual impairment	Limiting visual distractions, positioning at front of classroom, large print texts, C-pen readers, magnifiers.
	Multi-sensory impairment	All of the above (if relevant) as well as extra support from a TA
	Physical impairment	Physio and Occupational Therapy (OT) school programme – extra support and adaptations to PE lessons. Walking frames, OT chairs and cutlery as recommended by the OT team.

These interventions are part of our contribution to Hillingdon'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 at the end of each term
- Using pupil questionnaires and evaluations including our wellbeing survey (Impact Ed)
- 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 resources be secured for my child?

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

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

If that's the case, we will consult with external agencies (including our LA Inclusion Team advisor) to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority through top up funding. This may mean applying for an Educational Health and Care (EHC) plan, Early Support Funding (ESF) or Early Years Inclusion Funding (EYIF) if your child is in our Nursery setting.

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.

All pupils are encouraged to go on our school trips, including our residential trip to Ufton Court.

All pupils are encouraged to take part in sports days, productions and 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?

The admission of pupils with an Education, Health and Care Plan (EHC) is dealt with by a completely separate procedure. Details of this separate procedure are set out in the Special Educational Needs Code of Practice (2014). If your child has an EHC plan you must contact your local authority SEN officer. Our oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs.

13. How does the school support pupils with disabilities?

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

St. Mary's Catholic Primary School values the individuality of all pupils; we are committed to giving pupils an equal opportunity to achieve the highest standard of education and have access to the full curriculum. We intend to provide education that meets the specific needs of all individuals and groups of pupils, with the aim to eliminate discrimination.

You can view our latest Accessibility Plan including how we make adaptations for pupils with disabilities here:

<https://www.st-marys.hillingdon.sch.uk/page/?title=Special+Education+Needs+%26amp%3B+Disabilities&pid=32>

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

Our graduated approach shows the different interventions/supportive measures that will be offered, at three different levels, to support pupils' social, emotional and mental health needs.

Universal

This level of support indicates the different interventions/supportive measures that will be offered to everyone within the provisions.

Targeted

This level of support indicates the different interventions/supportive measures that will be offered to the small group of pupils who have:

- a) exhausted all of the provisions at the Universal level and require further support or
- b) have been identified as having met a specified threshold of 'risk factors' or measure on a specific construct (e.g., anxiety, depression etc.) that in the interest of 'early intervention' they should automatically receive support at this level, as it is highly likely they will need this;

Enhanced

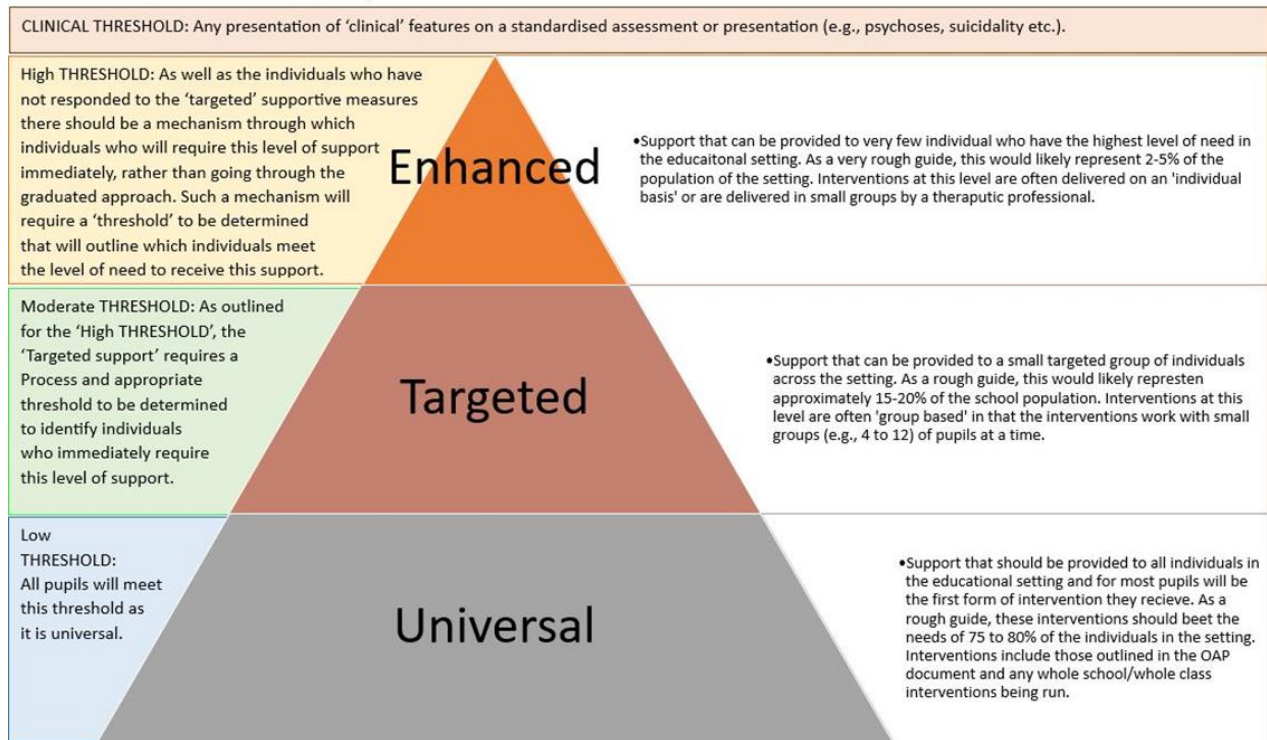
This level of support indicates the different interventions/supportive measures that will be offered to the relatively few pupils who have:

- a) exhausted all of the provisions at the Targeted level and require further support or
- b) have been identified as having met a specified threshold of 'risk factors' or measure on a specific construct (e.g., anxiety, depression etc.) that in the interest of 'early intervention' they should automatically receive support at this level, as it is highly likely they will need this.

Clinical

This level outlines that there is a population of individuals who will present with a clinical level of need or clinical symptoms/features and as such have a level of need that is beyond the remit of the education system and will require support from health services or appropriately qualified professionals who can meet this clinical level of need.

A model outlining the Graduated Approach



Universal Level

Our School Offer

- PSHE teaching on a range of SEMH topics following our Ten:Ten scheme of work e.g. teaching of mental health, social engagement, emotion stories etc.
- Whole Class Zones of Regulation Teaching and Class Chart in KS2
- Activities in class to support children working together in pairs and small groups
- The 'Place to Be' Intervention on 'School Belonging' across the school
- The KS1 and KS2 playgrounds have a 'Quiet Corner' for children who require a less stimulating environment
- Any use of punishment is always accompanied by an opportunity for reflection on their behaviour and learning from their mistakes
- The school has 4 basic rules which are clearly displayed in every class. In Reception and Nursery, the staff go through the rules every day for the first half-term. The rules are taught to children with explicit explanation of why they exist and the impact they can have
- All classes have 'Sensory Boxes' to support those needing different forms of sensory input and all classes get whole class sensory input/movement breaks.
- All classes have a 'Growth Mindset' board and teachers actively use the board to foster a 'growth mindset' and use 'growth mindset' talk in their discourse.
- 'Time to Talk' sessions with a member of staff at lunchtimes – all pupils can self-refer.

Targeted Level

Means of identifying those at this threshold: Individual SMART targets for key areas of need that are hoped to be supported with different interventions. Concerns raised by teacher, or parents, about a child.

Our school offer for 'Targeted' level:

- "Check Ins" and "Check outs" for target pupils to see how they are doing at the start and end of each day

- Weekly social skills interventions (i.e. the Talkabout social skills programme) for groups of 3-5 children from each class;
- Bespoke social stories for some children from each class, particularly around points where there is increased stress/pressure on the CYP (e.g. transitions)
- There are opportunities for 1:1 Drawing and Talking Therapy for 15 children across the school to attend
- Use of Zones of Regulation including requesting time out of class e.g. a movement break or time at a quiet workstation

Enhanced Level

Current means of identifying those at this threshold: The current individuals reaching this threshold are those children who show extreme 'behaviours that challenge' (e.g., they are hurting others or children). Individual SMART targets for key areas of need that are hoped to be supported with different interventions

Our school offer for 'Enhanced' level:

- Referrals to external services e.g. the LA Inclusion Team, SALT, OT etc.
- Time in the school Sensory Room
- Each class has a TEAACH Station which a small number of children can utilise as needed
- Individual adult support for CYP who become dysregulated in the playground

The curriculum for PSHE and RSHE focusses on promoting pupils' resilience, confidence and ability to learn. Positive classroom management and working in small groups is utilised to promote positive behaviour, social development and high self-esteem.

The school develops and maintains pupils' social skills, for example, through group social skills training.

Where appropriate, parents have a direct involvement in any intervention regarding their child. The school supports parents in the management and development of their child.

Staff mentoring is used to encourage and support pupils suffering with SEMH difficulties. This is usually either their class TA or a member of the Senior Management Team. The mentee reports to their mentor about social anxieties, academic concerns, future aspirations and anything else that is appropriate. The meetings are informal, and the mentor reports any significant concerns they may have to the pupil's teacher. Mentees are expected to meet with their mentor weekly. Individual pupils also have daily check-ins and/or check-outs with their designated mentor.

Clinical Level

The child has a level of need that is beyond the remit of the education system and will require support from health services or appropriately qualified professionals who can meet this clinical level of need. Referrals and commissioning support will take place and the school will continue to support the pupil as much as possible throughout the process.

Serious cases of SEMH difficulties are referred to CAMHs

To ensure referring pupils to CAMHs is effective, staff follow the process below:

- Use a clear, approved process for identifying pupils in need of further support
- Document evidence of their SEMH difficulties
- Encourage the pupil and their parents to speak to the child's GP
- Work with local specialist CAMHs to make the referral process as quick and efficient as possible
- Understand the criteria that are used by specialist CAMHs in determining whether a pupil needs their services
- Have a close working relationship with the Hillingdon CAMHs department
- Consult CAMHs about the most effective things the school can do to support pupils whose needs aren't so severe that they require specialist CAMHs

You can read our full Social Emotional and Mental Health (SEMH) Policy here:

<https://www.st-marys.hillingdon.sch.uk/page/?title=Special+Education+Needs+%26amp%3B+Disabilities&pid=32>

15. 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 SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- › Schedule a lesson with the incoming teacher towards the end of the summer term
- › Organise opportunities for pupils to visit their new classroom and incoming teacher and/or TA
- › If appropriate, provide the child (and parents) with a transition books including photographs of their new classroom, teacher, TA, playground etc.

Between schools

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

Between phases

In most instances, the SENCO of the secondary school will come into our school for a meeting with our SENCO or they will arrange an online meeting or telephone call. They will discuss the needs of all the children who are receiving SEN support. If this doesn't happen, Mr Ellis will contact the secondary school to arrange a handover of information.

Pupils will be helped to prepare for their transition to secondary school by:

- › Completing transition activities, in a small group, with their class TA
- › Taking part in a Year 6 Citizenship Day looking at travelling to school safely, using public transport, what to do in the event of an emergency etc.
- › Arranging extra transition visits - often in a smaller group accompanied by the class TA. For example, our feeder secondary school (Douay Martyrs) offers extra fun group visits for pupils with SEN.
- › Meeting key staff who will support them.

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

Miss Shevlin (Headteacher) will work with Mr Ellis, our SENCO, 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?

Complaints about SEN provision in our school should be made to your child's class teacher in the first instance.

If you are not satisfied with the class teacher's response, you can then escalate the complaint to Mr Ellis (SENCO and Assistant Headteacher). If you still have concerns, please speak to Miss Shevlin (Headteacher).

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.

You can view our school's Complaints Procedure here:

<https://www.st-marys.hillingdon.sch.uk/page/?title=Complaints+Procedure&pid=51>

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.

To see what support is available to you locally, have a look at Hillingdon's local offer. They publish information about the local offer on their website:

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

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

<https://careandsupport.hillingdon.gov.uk/Services/130>

Charities and agencies that offer information and support to families of children with SEN are:

Name of charity or agency	What they do	Website
Hillingdon Talks, Moves, Plays	The Children's Integrated Therapy Service (CITS) is a team of Speech and Language Therapists, Physiotherapists, Occupational Therapists, technicians and administrators, who deliver a community service for children and young people aged 0 to 19. CITS operates an open referral system, which means anyone can refer a child or young person to any of the therapy services.	https://www.cnwl.nhs.uk/children-integrated-therapy-service

Hillingdon Autistic Care and Support (HACs)	A local charity providing support for children with a diagnosis of autism and their families:	https://www.hacs.org.uk/
Stronger Families Hub	The Stronger Families Hub operates 24 hours a day, 7 days a week to provide families in Hillingdon with information, advice and support.	https://www.hillingdon.gov.uk/stronger-families-hub
Hillingdon Parent Carer Forum (PCF)	A team of volunteer parents/carers whose aim is to improve services and processes for Hillingdon SEND children. They exist to harvest the voice of parents/carers in Hillingdon, to help shape the services accessed by SEND children, by way of engagement with parents and co-production with the Local Authority. If you wish to receive information emails, please sign up to their database.	https://hillingtonpcf.com/
Speech Link – Parent Portal	Speech and language support for parents and carers:	https://speechandlanguage.info/parents
Tiny Happy People	The BBC's Tiny Happy People website is here to help you develop your child's language skills.	https://www.bbc.co.uk/tiny-happy-people
Children's Centres	Children's centres offer a range of services to support parent/carers and 0 to 5-year-olds. You can view the Hillingdon centres here:	https://www.hillingdon.gov.uk/article/10473/Contact-details-for-our-family-hubs-and-childrens-centres
Kooth	Kooth.com, NHS-commissioned and BACP accredited, offers free, safe and anonymous online mental health support and counselling for 11-25-year olds across north central London.	https://www.kooth.com/

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
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **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