

## Special Educational Needs and Disabilities (SEND) Information Report

HOLY TRINITY & ST JOHN'S CE PRIMARY SCHOOL

Inclusion Team



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**Approved by:**

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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 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.

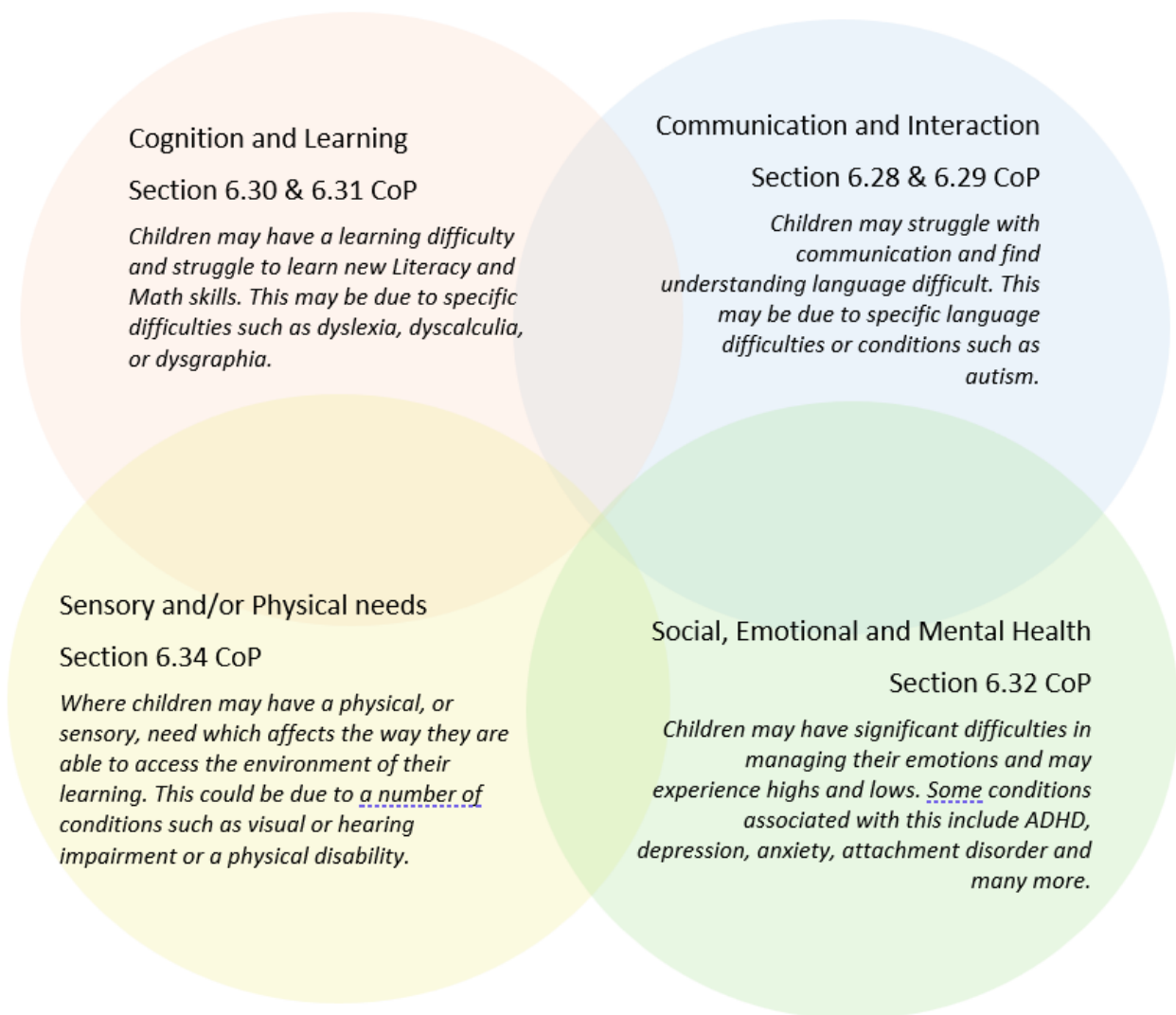
You can find our SEND policy on our website <https://www.holytrinitymargate.co.uk/policies/>

**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):

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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 wholistic 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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262312/SEND_Code_of_Practice_January_2015.pdf)

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



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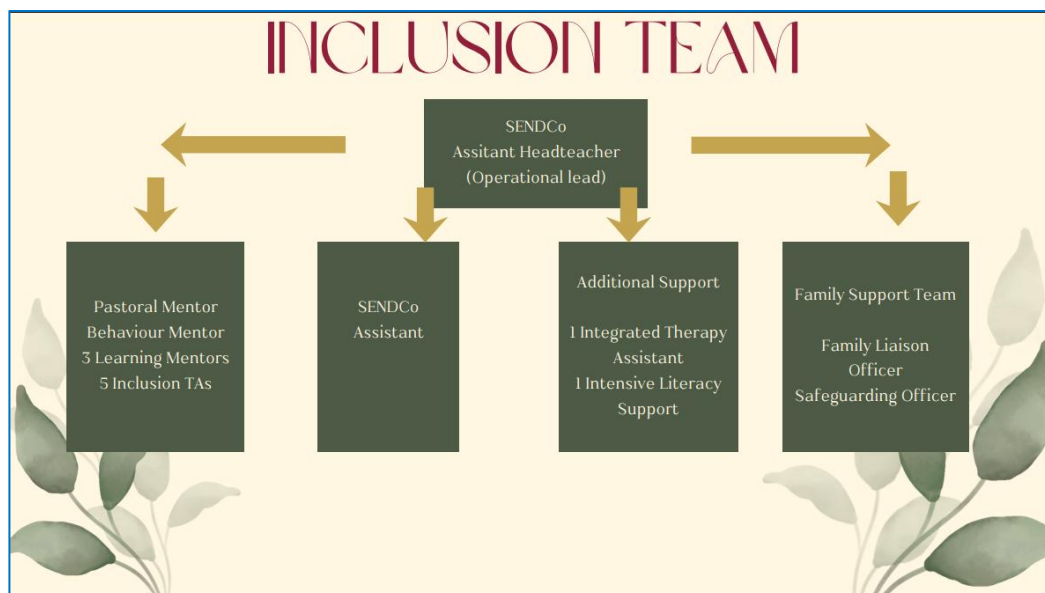
At Holy Trinity & St John's CE Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

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

## Our Special Educational Needs and Disabilities Co-ordinator, or SENDCO

At Holy Trinity & St John's CE Primary our named SENDCO is Donna McGuirk.

Donna McGuirk is a qualified teacher with over 23 years' experience of supporting children with their learning within educational settings. She is trained and experienced in all key areas of SEND and has over 7 years' experience in the role of SENDCO, for 5 of these years in post at Holy Trinity & St John's Primary School. She is a qualified THRIVE practitioner (early identification of emotional development needs in children and young people) and has experience of teaching across all phases within a primary school setting, from pre-school to key stage 2. She has completed her master's-level NASENCO award and holds a Bachelor of Arts Degree with First Class Honours in Childhood Studies, in addition to post graduate certificates in Teaching and Learning. Mrs McGuirk leads the inclusion team (see below) and can be contacted via the school office on a Monday, Wednesday and Friday and on a Tuesday and Thursday morning.



## Key inclusion staff

Sarah Roberts is our Headteacher. She has been involved in education for 20+ years, with teaching experience across all phases of Education. In addition to leading the school, Sarah is currently an

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Inclusion Champion for the Local Authority, a role that ensures Inclusion is being driven forward within Kent schools. She has a Bachelor of Arts Degree with an Honours in Education, and has also completed her NASENCO award. She is also a trained Mental Health First Aider. Mrs Roberts is in school each day should you need to contact her.

Sami Fuller is a qualified teacher with over 24 years' experience working with pupils with various additional needs from year R to year 11 within Special School and Mainstream settings. She has experience with Makaton, Attention Autism, Intensive Interactions and Video Enhanced Reflective Practice (VERP). She has completed her master's level Post Graduate Certificate in Inclusion: (Autism Children) and holds a Bachelor of Science Degree in Environmental Science. Ms Fuller leads the Special Resource Provision team (see below) and is at school each day should you need to contact her.



Louise Sands has been working at Holy Trinity and St John's school since 2021 as the Family Liaison Officer and now SENDco Assistant. She has over 25 years of experience working with children ranging from 0-16years in various settings, including nurseries, a Early intervention unit, primary and secondary schools. She has held various roles within these settings including 1:1 teaching assistant, specialised nursery nurse and SENco Assistant.

Mrs Sands is also a mum of a child with Special Educational Needs who attends specialist provision. She holds a Foundation degree in Childhood studies, NVQ level in Early Years and Education and has completed the Thrive Practitioner and Family Thrive trainers courses. Mrs Sands will also be completing the Assistant SENDco level 5 qualification as part of her new role. Mrs Sands is at school each day should you need to contact her.

## Class/subject teachers

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

Within the last few academic years our teachers have received training in Safeguarding, the Little Wandle phonics curriculum, Thrive, Supporting Children with Autism through the Autism Education Trust, understanding attachment and trauma, Speech and Language training in Attention and Listening, including intensive interactions, Russian scaffolding and Colourful Semantics.

Teachers and Senior Leaders have also had training specifically on Inclusive practice, including the Mainstream Core Standards and positive behaviour support and ProAct SCiP. All staff also complete a range of National College courses online to support further training. This training is aimed to ensure all our teaching members of staff can meet the needs of all our children.

## Teaching assistants (TAs)

In addition to our Inclusion and SRP teams, we have a team of 20 TAs across the school. These staff are trained to deliver various interventions and SEND provision.

We have an integrated therapy assistant and intense literacy support assistants who are trained to deliver speech and language interventions and literacy interventions across the school.

In the last academic year, TAs have been trained in Russian Scaffolding, Colourful semantics, Little Wandle Phonics, Manual Handling, Paediatric First Aid, De-escalation, Sensory Circuits, Safeguarding and Attention and Listening.

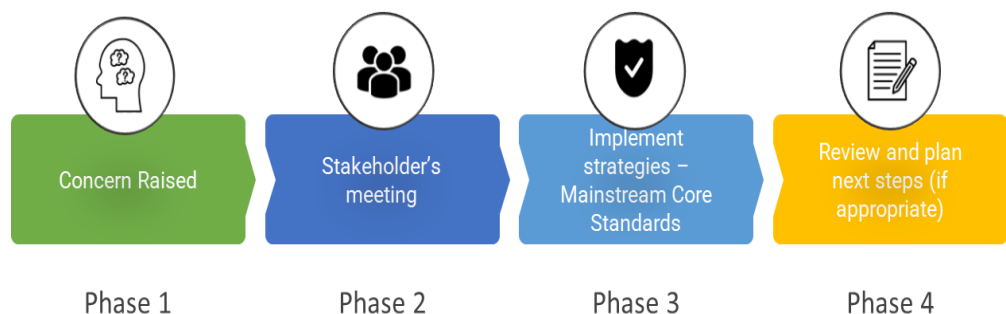
## External agencies

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 colleagues from our Professional Resource Group, as well as other professionals and organisations:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- School Liaison Officer
- School nurses
- Emotional Wellbeing Team
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations
- Key SEND advocates



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



|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Phase 1</b> | <p>If you think your child might have SEND, raise your concern with the school so that the SENDCO is aware.</p> <p>You can speak directly with the class teacher, or SENDCO assistant, who can then arrange an appointment with the SENDCO. You can do this by contacting the school directly via the office or phoning and asking to speak with the SEND/Inclusion team. You can also email <a href="mailto:senco@htsj.school">senco@htsj.school</a>.</p>                                                                                                                                                                       |
| <b>Phase 2</b> | <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>                                                                                                                                                                                                                                                                                                         |
| <b>Phase 3</b> | <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: <a href="https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a>. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p> |
| <b>Phase 4</b> | <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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



|  |                                                                                         |
|--|-----------------------------------------------------------------------------------------|
|  | additional support, and this will be reviewed using the assess, plan, do, review model. |
|--|-----------------------------------------------------------------------------------------|

## 4. What happens if the school identifies a need?

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.

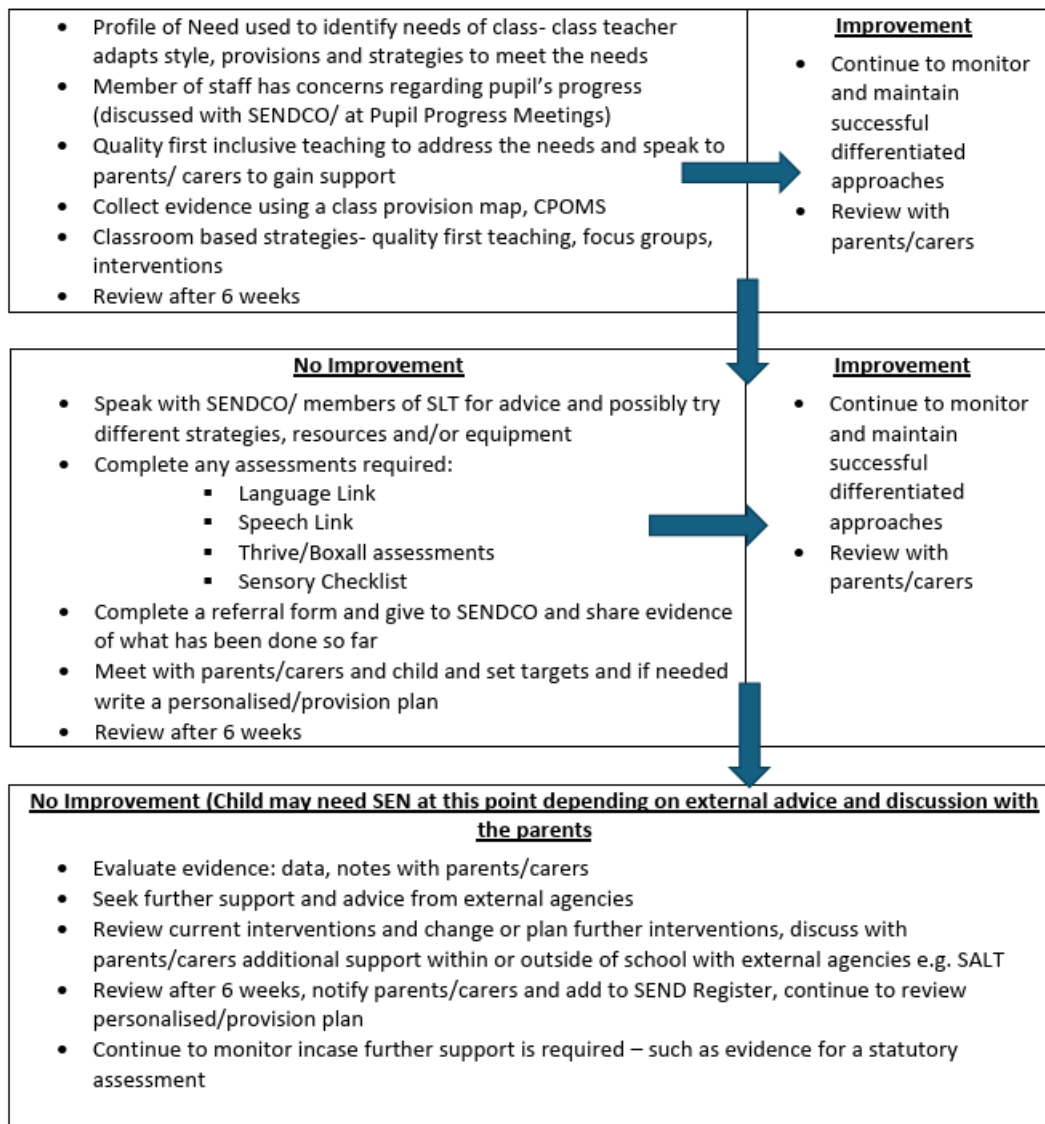
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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



The flow chart below shows the process of what happens if there is a SEND need identified by the school that impacts on educational progress.

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The same process is followed if a concern is raised by the school.

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

All our class teachers are responsible for monitoring the progress of all pupils including those who have been identified as having SEND. We determine if a pupil is not making progress by the following criteria:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Every pupil in the school has their progress tracked three times a year and when concerns are identified more frequently, this is discussed in pupil progress meetings; with senior leadership, the class teacher and the SENDCO. These seek to identify pupils making less than expected progress given their age and individual circumstances as outlined above. It can also include progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider developmental needs or social needs to make a successful transition on to their next stage.

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

We will provide 2 written reports on your child's progress throughout the year: a mid-year report in March and an annual report in July.

A member of staff who knows your child well will meet you 3 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 SENDCO 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 the class teacher, SENDCO Assistant or SENDCO. You can contact via the school office, by phone on 01843 223237 or via email [senco@htsj.school](mailto:senco@htsj.school) to arrange an appointment.

## 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?

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

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

At Holy Trinity & St John's CE Primary School we are guided by the Mainstream Core Standards

<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards> on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided from assessments, both internal and external, and the strategies written in personalised and provision plans. We work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

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.

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
- Sharing Learning Objectives with the children during lessons
- Assessment for Learning to ensure pitch and pace of lessons is appropriate



- 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, under Class teacher direction
- Groups are varied to ensure that all children have access to the class teacher and TA



- Scaffolding lesson materials
- All work is marked following the school marking policy
- Celebrating work of all children within the classroom and throughout the school
- Alternative ways of recording are used, where appropriate

- Where appropriate, Individual personalised plans are used to identify personal support and targets.
- A child may need additional adult support in a small group or on a 1:1 basis but the adult will be promoting independent learning at all times.
- Involvement of outside agencies to support individual need as appropriate e.g. speech and language

## **We may also provide the following interventions:**

- Precision Teaching
- Little Wandle Phonics
- \* First Class at Number
- \* Daily 1:1 reading
- \* Social skills groups
- Social, emotional and mental health intervention such as Think Good, Feel Good and ELSA
- Sensory Circuits
- FIZZY
- Thrive
- Clever hands
- Speech and Language – 1:1 or small group sessions
- Nurture pathway
- Attention Bucket

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 3 times a year
- Using pupil questionnaires, collecting pupil voice
- Monitoring by the SENDCO and wider Senior Leadership Team
- Using provision maps to measure progress



- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school 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.

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school. It is also used to provide additional and different provision for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and designed to meet the child's needs. In some cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs. If resources go above £6,000, the school can apply for Element 3 high needs top up funding via the Community of Schools during the phased implementation to the new SEN funding model to ensure that the child's needs are met.

## 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. All clubs, trips and activities are offered to pupils at Holy Trinity & St John's and are available to pupils with special educational needs 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 to enable the safe participation of the pupil in the activity. It is also our practice to adapt

environment and equipment when and where necessary to ensure equal access and successful participation. No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to be made to make sure that they can be included which may include being supported by parents or carers.

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

- Before the application of an Education, Health and Care will be admitted. As a result of will be reduced accordingly.
- If the number of preferences for the school is more than the number of spaces available, places will be allocated to Looked After Children and previously Looked After Children first.
- Please see our Admissions Policy for further details



oversubscription criteria, children with Plan (EHCP), which names the school this, the Published Admissions Number

<https://www.holytrinitymargate.co.uk/school-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.

Holy Trinity & St John's CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support and awareness within the school. As and where necessary, if an area of



the school is identified as in need of improvement, it will be the school's best endeavour to improve this either through building and maintenance improvements; or by staff training. This will be outlined in our Accessibility Policy Action Plan.

The steps taken to prevent disabled pupils from being treated less favourably than other pupils are:

- Children will have access to tools that support self-regulation so that they understand when and how to be ready to learn
- Children can have access to low tech solutions to support access to learning (Such as Clicker 8, Communicate in Print, iPad, laptops).
- The Specialist Resource Provisions ensures children's needs are well met and they are having full access to a rich and varied curriculum
- Accessibility is incorporated into all new building developments in school, and the current accommodations are well maintained – such as the accessible toilets and lift

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

Holy Trinity & St John's CE Primary School, is a school built on love, leaders lead with compassion and positive relationships are at the heart of all that we do. We foster a love of learning for all as we recognise that in doing so, we lay the foundations for achievement and for our children to leave us the most successful version of themselves. As a church school, we instil a strong sense of moral purpose to support us to serve each other and our community. We understand that an important element of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for example, via Personal, Social and Health Education; extensive extra-curricular programme; meta-cognition tools and strategies, Zones of Regulation and The Colour Monster Curriculum, Religious Education, Woodland School programmes; and indirectly with every conversation adults have with pupils throughout the day. This starts from the moment children join HTSJ with emotional resilience forming a large part of the child-initiated learning in reception class. Teachers, teaching assistants and all support staff have all been trained in restorative approaches to support children's social, emotional and mental health needs, being available to be a co-regulator when children need. 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 and have class and whole school responsibilities We provide extra pastoral support for listening to the views of all pupils. There are accessible sensory tools available in all classes to help support

regulation. Sensory spaces are available within the school for those children who have more complex needs. We have an Emotional Literacy Support Assistant, two trained play therapists, a pastoral mentor and four Thrive practitioners. The school are in the process of training 7 Thrive champions across the school to give additional support to the children.

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



Sarah Roberts is the designated teacher for looked-after children and previously looked-after children.

Mrs Roberts will work with Mrs McGuirk, our SENDCO, 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?**

When moving to a new school, Holy Trinity & St John's CE Primary will ensure that they can provide a smooth transition. This includes informing the new school of current achievements, support that was in place and any other important information specific to the child. This is also the case for any child joining us from another school, in these instances HTSJ will endeavour to gather as much information from the previous school as possible.

The SENDCO will attend a transfer day, meeting with the SENDCOs of local nurseries and secondary schools to pass on information about the children moving to us in Reception or to their secondary school at the end of Year 6. When more support is needed this is discussed in consultation with parent/carers to determine a plan of provision and support according to the child's needs.

## 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
- Schedule lessons with the incoming teacher towards the end of the summer term

## Between schools

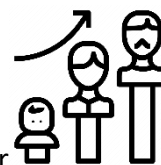
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

## Between phases (for primary schools)

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently



- Having lessons taught by more than their class teacher

- Plugging gaps in their knowledge
- Attending transition meetings

## 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.

To see what support is available to you locally, have a look Kent's Local offer. Kent publishes information about the local offer on their website:

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

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

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

Helpline: 03000413000

Email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

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?

<https://www.holytrinitymargate.co.uk/policies/>

The normal arrangements for the treatment of complaints at Holy Trinity & St John's CE Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENDCO, Assistant Headteachers or the Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

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.

**Please refer to our Complaints Procedure for further information.**

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.

There are some circumstances, usually for children who have an EHCP, 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 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>

## 19. Supporting documents

- <https://www.holytrinitymargate.co.uk/policies/>
- 
- *Equality statement and objectives*
- *Child protection policy*
- *Relational approach to behaviour Policy*
- *Accessibility Plan and policy*
- *Attendance 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
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support 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