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Special Educational Needs and Disabilities (SEND)
Information Report

St Thomas of Canterbury Catholic Primary School – SEND Information Report 2026–27			
Date of last review:	Oct-26	Date of next review:	Oct-27
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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.

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

You can find it on our school website or you can ask a member of staff to make a copy/send you the policy.

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

Special Educational Needs Information

At St Thomas of Canterbury Catholic Primary School, every child is unique, valued and has gifts and talents to celebrate. Guided by our Catholic ethos, we aim to create an inclusive school community where every child belongs and is supported to flourish academically, socially and emotionally.

High-quality teaching is vital to ensure we fulfil this aim for our children. All children are supported by our team of class teachers and teaching assistants. For some children, there may be times when further additional support, adaptations and/or resources are needed to help them achieve their outcomes in school. Our class-based teaching assistants are key to supporting children with additional needs and this is managed closely by class teachers.

This report explains how we identify and support children with SEND, how we work with families and how we make reasonable adjustments so that children can participate fully in school life.

Legislation and statutory guidance: SEND Code of Practice: 0–25 years | Children and Families Act 2014, Part 3 | SEND Regulations 2014, Schedule 1 | Equality Act 2010

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

Special educational needs and provision can be considered as falling under four broad areas and our school provides for children with the following needs:

The four broad areas of need below are described in the SEND Code of Practice: 0 to 25 years (Department for Education and Department of Health and Social Care).

AREA OF NEED	CONDITION
1. **Communication and Interaction**	This category of need includes: • Speech, Language and Communication Needs (SLCN) • Autism Spectrum Disorder (ASD)
2. **Cognition and Learning**	This category of need includes: • Specific Learning Difficulties (SPLD) • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PMLD)
3. **Sensory and Physical**	This category of need includes: • Hearing Impairment (HI) • Vision Impairment (VI) • Physical Disability (PD) • Multi-Sensory Impairment (MSI)
4. **Social, Emotional and Mental Health**	This category includes a range of social, emotional and mental health (SEMH) difficulties including ADHD.

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Siobhan Thomas. She coordinates SEND provision across the school and supports staff to implement the SEND Code of Practice and our SEND Policy.

The current SEND Code of Practice is available on GOV.UK:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Mrs Thomas liaises regularly with staff to ensure that children receive appropriate support, adaptations and resources according to their individual needs. A key part of her role is working closely with external agencies to seek specialist advice and support where appropriate, and ensuring that parents and carers are kept informed and involved.

Mrs Thomas oversees SEND systems and provision across the school, including supporting staff, reviewing provision, liaising with families and professionals, coordinating meetings, professional development and maintaining appropriate SEND records and resources.

Mrs Thomas has been SENCO at our school since January 2004 and has many years of experience in the role. She is a qualified teacher with a degree in Psychology. Mrs Thomas achieved the National Award in Special Educational Needs Co-ordination in 2010 and completed the National

Professional Qualification in Senior Leadership in September 2024. She undertakes regular professional development to keep up to date with SEND guidance, research and developments.

Mrs Thomas is also Deputy Designated Safeguarding Lead, Designated Teacher for Looked-After and Previously Looked-After Children, Mental Health Lead and Staff Governor. She is a member of the Senior Leadership Team (SLT).

Mrs Thomas is a class teacher and has dedicated time to carry out her SENCO responsibilities. She can be contacted through the school office or directly by email.

Class teachers

Class teachers know the children best in school and it is their responsibility, sometimes in liaison with the SENCO, if there are concerns about extra needs, to provide teaching and learning experiences which are relevant to the children and their abilities.

All teachers receive SEND training and support from the SENCO. The school participated in the Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme during 2025–26 and continues its inclusive development through MISP (formerly PINS). Teachers and teaching assistants undertake professional development to strengthen adaptive teaching and inclusive practice.

We also access training and advice from external services, including the Marlborough Outreach Team, Fortis Trust Outreach, Rowan's Outreach, Medway Educational Psychology Service and other relevant professionals according to the needs of children and staff.

Teaching assistants (TAs)

We have a team of nine teaching assistants (TAs) and one Nursery Practitioner, working a mixture of full-time and part-time hours. This includes two teaching assistants who are specifically deployed to support children with complex needs.

Our TAs work closely with class teachers to support children, including children with SEND. Staff have a range of specialist knowledge, experience and training and regularly update their skills. Teaching assistants may deliver targeted support and interventions according to individual need, including speech and language programmes, precision teaching, reciprocal reading, Lego-based activities, dyslexia screening, alphabet arc activities and sensory circuits. We currently have one trained Emotional Literacy Support Assistant (ELSA), and a further teaching assistant began ELSA training in September 2026.

Professional development during 2025–26 included PINS and training in precision teaching, Lego-based approaches, phonics, autism and masking, whole-school mental health, co-production, Core Standards, FASD and other areas of SEND. We continue to develop inclusive practice through MISP and have recently joined the This is Me project, with a focus on understanding individual children's strengths, needs and experiences. We also work with the Mental Health Support Team (MHST).

External agencies and experts

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

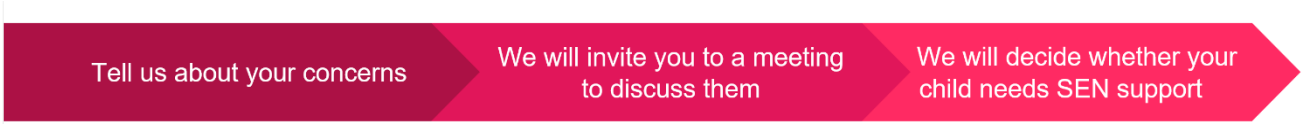
These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians

- School nurses
- Mental Health Support Team (MHST) - support and advice for children and families with emotional wellbeing needs
- Play Therapist
- Child and adolescent mental health services (CAMHS also known as NELFT)
- Attendance advisors
- Social services and other LA-provided support services
- Fortis Trust Outreach services
- Marlborough Outreach Team

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

If you have any concerns regarding your child's progress or wellbeing in school, please pop in to speak to the class teacher, who will direct you to Mrs Thomas, the SENCo for further discussion if this is needed.



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

Please contact the teacher directly via ClassDojo or the school office.

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

You can also contact the SENCO directly via email: thoms773@st-thomascanterbury.medway.sch.uk

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 SEND 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 SEND support?

All our class teachers are aware of SEND and monitor children' progress, attainment, participation and wellbeing closely. They consider whether children are making expected progress and whether there may be barriers to learning or participation. Concerns may relate to academic learning, communication, social interaction, emotional wellbeing, sensory or physical needs.

We know a child needs extra help when:

- The parents/carers, teaching staff or the pre-school/ previous school raise concerns.
- Teacher observations, assessment information, knowledge and experience.
- There is a lack of progress.
- There is a change in the child's behaviour, which impacts on their learning.
- A child asks for help.

If a teacher identifies that a pupil is experiencing difficulty, they will consider possible barriers to learning and participation and make appropriate adaptations through high-quality teaching. Additional support may be put in place and its impact monitored. Not all children who need an adaptation or short-term intervention have SEN.

If concerns persist, or a pupil is not making expected progress despite appropriate teaching and support, the teacher will discuss this with the SENCO and parents/carers. The school will consider whether the pupil may have SEN and whether further assessment or specialist advice is appropriate.

The SENCO may observe the pupil in different contexts and work with the class teacher to build a picture of the pupil's strengths, difficulties, progress and response to support. Available assessment information and relevant age-related expectations will be considered alongside information from home and, where appropriate, other settings or professionals.

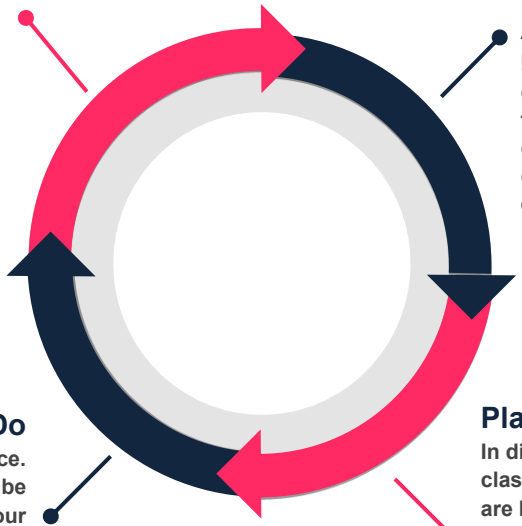
The SENCO will seek the views of parents/carers and the child. Where appropriate, the school may also seek advice from external professionals such as a speech and language therapist, educational psychologist, occupational therapist or paediatrician.

Our approach is needs-led. A child does not need a formal diagnosis before appropriate support or reasonable adjustments can be put in place. Where barriers to learning or participation are identified, support is based on the child's individual strengths and needs while assessment and monitoring continue. If the SENCO and class teacher decide that a child requires SEN support that is additional to or different from the provision normally available through high-quality teaching, parents/carers will be informed, the child will be added to the school's SEN register and a SEN support plan will be developed and reviewed through the graduated approach.

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.**



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, the class teacher 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 will be responsible for working with your child on a daily basis, 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 to meet the outcomes set. We will use our improved understanding of your child's needs to improve the support we offer.

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' or entry data. 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?

Class teachers have overall responsibility for the planning and teaching of the curriculum for all children, which is monitored by leaders in our school. You will receive a termly letter to show you what your child is working on in school. Homework tasks will be sent home to enhance your child's learning.

All families receive information about progress through parent consultations and the annual school report. For children receiving SEN support, class teachers meet formally with parents and carers at least three times each academic year as part of the Assess, Plan, Do, Review cycle. Additional meetings can be arranged whenever needed.

Should your child require additional support, they may be included in a focused intervention group or receive targeted individual support. This may be led by the class teacher or a teaching assistant and may take place within the classroom or in another suitable learning space. The duration and frequency of support will depend on the identified need and intended outcome.

Specific, planned interventions may be provided for your child following discussion with the class teacher, SENCO and/or through pupil progress meetings. Interventions are recorded on class provision maps. Children receiving SEN Support have an individual SEN support plan which identifies outcomes and provision. These plans are shared and reviewed with parents/carers at least three times a year. Where appropriate, class teachers will also share ideas for supporting learning at home. If you have questions about provision, please speak to the class teacher in the first instance and then the SENCO.

Occasionally a child or family may need more specialist support from an external agency and as a result may be chosen for discussion at our In School Review (ISR). These meetings are held three times a year and are an opportunity for the SENCo to seek advice and support from external agencies such as the EP (Educational Psychologist). We will inform you, by letter, if your child is going to be discussed. There will also be the opportunity for you to complete a short contribution form to ensure your views are shared, with regard to your child's progress and any concerns you may have. The SENCo will contact you after the ISR to provide you with a summary of the discussion and the action points.

If a referral to an external agency is recommended, this will be completed in conjunction with parents/carers and then sent on to the relevant agency. Referrals are usually recommended once the school has provided a high level of support for a child over a sustained period of time. In some cases, however, specialist advice may be required immediately due to the nature of the concern e.g., a child who has significant speech and language difficulties.

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.

Agreed outcomes, actions and support are recorded in school systems. If you have concerns between scheduled reviews, please contact the class teacher via ClassDojo or the school office; additional meetings can be arranged.

We will provide annual school reports on your child's progress

As part of the graduated approach, your child's class teacher will meet with you at least 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, Mrs Thomas, may also attend these meetings to provide extra support or if requested.

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

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

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

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

Your child's teachers are responsible and accountable for the progress and development of all the children in their class. All children are entitled to high quality teaching, which will be adapted to individual children's needs to enable them to access the curriculum.

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 differentiate and adapt how we teach to suit the way the child works best. There is no "one size fits all" approach to adapting the curriculum, we work on a case by case basis to ensure the adaptations we make are meaningful to the children.

These adaptations include:

- Differentiating our curriculum to make sure all children are able to access it, for example, by grouping, one to one work, scaffolding, pre-teaching, adapting the teaching style or context of the lesson etc.
- Differentiating our teaching, for example, giving longer processing times, pre teaching of key vocabulary, reading instructions aloud etc.
- Adapting our resources and staffing
- Use recommended aids, such as coloured overlays, move n sit cushions, TheraBands, laptops, larger font, coloured paper etc.
- Where appropriate, teaching assistants may provide individual support, with an emphasis on developing children's independence.
- Teaching Assistants will support children in small groups when directed by the class teacher and will support in the classroom. Teachers and outside agencies may also lead interventions.

We may also provide targeted interventions and reasonable adjustments according to individual need. The examples in the table below are illustrative rather than a fixed menu of provision; support is selected and reviewed according to the pupil's strengths, needs, outcomes and response to support.

AREA OF NEED	CONDITION	EXAMPLES OF SUPPORT AND REASONABLE ADJUSTMENTS THAT MAY BE USED ACCORDING TO INDIVIDUAL NEED
Communication and interaction	Autism spectrum disorder	Visual supports and timetables Explicit teaching of routines and expectations Social stories where appropriate Structured social communication support Adaptations to communication, environment and sensory demands according to need
	Speech and language difficulties	Speech and language programmes or therapy advice Speech Link and Language Link where appropriate Visual support and pre-teaching of vocabulary Additional processing time and opportunities to rehearse language
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Explicit and systematic teaching Overlearning and opportunities for repetition Scaffolding and breaking learning into manageable steps Visual supports and accessible presentation of information Reduced copying demands where appropriate Writing aids, specialist resources or assistive technology where these meet an identified need
	Moderate learning difficulties	Adapted teaching and resources Pre-teaching, repetition and retrieval practice Small-step teaching with regular review Targeted individual or small-group support according to assessed need
	Severe learning difficulties	Highly personalised teaching and provision Specialist advice and resources Individual or small-group support Adaptations to communication, curriculum and environment according to need

Social, emotional and mental health	ADHD, ADD	Clear routines and visual supports Chunked instructions and additional processing time Movement or sensory breaks where appropriate Adaptations to the learning environment Support with attention, organisation and self-regulation according to need
	Adverse childhood experiences and/or mental health issues	Pastoral and nurture support ELSA support where appropriate MHST support/advice for children and families where appropriate Social skills or Lego-based groups Individualised regulation and wellbeing strategies
Sensory and/or physical	Hearing impairment	Specialist teacher advice and reasonable adjustments Adapted resources and seating/environment as appropriate
	Visual impairment	Specialist teacher advice Accessible formats and specialist technology where appropriate Environmental adaptations
	Multi-sensory impairment	Specialist advice and reasonable adjustments Accessible resources and technology according to need
	Physical impairment	Specialist advice and reasonable adjustments Physical access arrangements, equipment and individual support according to need

These examples are not exhaustive and form part of our contribution to Medway 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 and targeted support at appropriate points, according to the intended outcomes and duration of the provision
- Using pupil questionnaires

- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding a person-centred annual review (if they have an EHCP)
- Termly pupil progress meetings

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

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

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

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

The school uses its delegated resources to provide SEND support and reasonable adjustments according to identified need. Where a pupil requires provision beyond what can reasonably be provided from the school's resources, the school may seek additional funding or support through the relevant local authority processes. Decisions about provision are based on assessed need and the support required, rather than on a diagnosis alone.

11. How will the school make reasonable adjustments to ensure that activities are accessible to my child alongside children who don't have SEND?

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

All children are encouraged to go on our school trips, including our Year 6 residential trip.

All children are encouraged to take part in sports day, school plays (Infant Nativity, The Passion Play and Year 6 Production) Masses and special workshops.

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

12. How does the school make sure the admissions process is fair for children with SEND?

Admission arrangements

Children with SEND who do not have an Education, Health and Care (EHC) plan are considered through the school's usual admissions arrangements, without discrimination. Children whose EHC plan names St Thomas of Canterbury Catholic Primary School are admitted in accordance with the statutory EHC plan process.SEN Code of Practice
Our admissions arrangements are set out in the school's current Admissions Policy. We work with families and relevant professionals to plan appropriate reasonable adjustments and support for children with SEND.

13. How does the school support children with disabilities?

As a school we are happy to discuss individual access requirements and will, wherever possible, make reasonable adjustments to meet these requirements.

The school has an up-to-date Accessibility plan which highlights what we already have in place and the plans we have for future developments. This can be found on the school website.

Facilities and provisions we have at present include:

- Ramps into school and onto the playground to make them more accessible for all children, staff and visitors
- Toilets for adults and children with disabilities.
- Visual strips on stairs/steps etc. to support children/adults with visual impairments.
- Wide doors in most areas of the building.
- Provision of auxiliary aids and services.
- Ensure disabled children can participate in the curriculum through reasonable adjustments and resources.
- Improved physical environment to enable disabled children to access all we can provide.
- Quiet areas.
- Sensory room.
- Sensory and OT resources.
- Sensory Circuits.

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

The school offers a range of pastoral and emotional wellbeing support for children, including those with SEND or those who may be experiencing emotional difficulties or trauma. Support is matched to individual need and may include:

- Opportunities for children to talk to members of staff such as the head teacher, teachers, teaching assistants, and midday meal supervisors, if they have any concerns.
- We have one trained Emotional Literacy Support Assistant (ELSA), who provides targeted support for children with identified social and emotional needs. A further teaching assistant began ELSA training in September 2026.
- One of our TAs is qualified to offer Drawing and Talking Therapy.
- ELSA support may include individual or small-group work, drop-in support and activities to develop emotional literacy, regulation, resilience and social skills, according to need.
- Lunchtime clubs for children who find it difficult to cope on the playground. Fun games and activities are made available to help provide children with social skills to enable them to form friendships.
- Peer mentors who help to create a culture of team work and kindness to eliminate bullying and to look after each other.
- Social skills groups run by teaching assistants.
- Support from external services where appropriate, including the Mental Health Support Team (MHST), which can provide support and advice for children and families with emotional wellbeing needs, as well as other relevant health, therapy and outreach services.
- Children with SEN are encouraged to be part of the school council and GIFT team.
- Children with SEN are also encouraged to be part of Lego club to promote social skills/teamwork/building friendships
- We run a lunchtime nurture club for children who need extra support with social or emotional development during unstructured times.

We provide additional pastoral opportunities for children who need them, including the lunchtime Oasis group, Lego-based activities and ELSA support.

Oasis provides a structured lunchtime option for children who need additional support during unstructured times and can help children regulate and prepare for afternoon learning.

We have a 'zero tolerance' approach to bullying. We support all children when there are incidents of bullying to resolve situations and stop it. We promote anti-bullying behaviours with our strong caring and respectful ethos.

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

We recognise that starting school, moving between classes and preparing for secondary school can be challenging for some children with SEND. We plan transitions with families, staff and other settings, putting additional support in place according to individual need.

- Meetings between the pre-school or receiving school prior to the child starting/leaving, wherever possible.
- For children joining Early Years, the SENCO and Early Years teachers may visit their preschool or nursery. We are happy to meet with parents, carers and professionals already supporting the child to plan a positive start.
- Additional visits as well as the usual induction procedures will be arranged for any children who may need extra time in their new school.
- Transition booklets, photographs, visits and other visual supports may be provided according to individual need.
- We may involve specialist outreach services, including Marlborough Outreach Team and the Emotional Wellbeing Team, to support transitions where appropriate.
- The SENCo liaises with the receiving school's SENCo to share information regarding any children with special educational needs.
- For children with more complex needs, additional meetings may be arranged with receiving school staff, parents and carers and, where appropriate, the child.
- Secondary School staff visit Year 6 children and staff.
- Buddy systems with older children in the school can be put into place to support the younger children on the playground.

Between years

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

- Ask both the current teacher and the next year's teacher to attend final pupil progress meeting of the year when the child's SEN is discussed
- PCARs, PEPs etc will invite the new teacher to attend
- Planned lessons with the incoming teacher towards the end of the summer term
- Build relationships between the child and the new teachers
- Transition books and visuals when needed
- Class teachers hold detailed handover meetings and share relevant support plans, strategies and records securely with receiving staff.

Between schools

- We will share information with your child's new school if you move mid-year.
- Between phases (for primary schools)
- We work closely with receiving secondary schools and their SENCOs to discuss the needs of children receiving SEN support and to arrange appropriate information-sharing and additional transition support.

Children will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Marlborough Outreach Team may visit to provide specialist support for transition
- Additional support will be put in place for children who need this

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

Mrs Thomas is the designated teacher for looked-after children and previously looked-after children here. (DLACT)

Mrs Thomas will endeavour 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 SEND. However, looked-after children 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. Mrs Thomas will also attend all LAC meetings.

Our school is a trauma informed school and the staff are all equipped to support all children.

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

If you have concerns about your child's SEND provision, please speak to their class teacher in the first instance. You can also contact the SENCO, Mrs Thomas. We aim to resolve concerns promptly and informally wherever possible.

If your concern is not resolved, you may raise it formally through the school's Complaints Policy, available from the school website or school office.

The school will respond to formal complaints in line with the published Complaints Policy. Independent advice is available from Medway SENDIASS.

For information about disability discrimination complaints, see: https://www.gov.uk/complain-about-school/disability-discrimination

For further information about disagreement resolution, mediation and SEND appeals, please consult the SEND Code of Practice and Medway Local Offer.SEN Code of Practice

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

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

To see what support is available locally, please see Medway Council's Local Offer:

https://www.medway.gov.uk/info/200307/local_offerhttps://www.medway.gov.uk/localoffer

Medway SENDIASS offers free, impartial and confidential information, advice and support to children and young people with SEND and their families: https://barnardossendiass.org.uk/medway-sendiass/ Other local organisations include:

- Medway Parents & Carers Forum
- Medway Family Information Service
- Citizens Advice Medway
- Healthwatch Medway
- Positive Behaviour Support (PBS).

Other organisations offering information and support to families include:

- KIDS
- Contact.org.uk
- Council for Disabled Children
- Scope
- Mencap
- SEN magazine
- The Mobility and Support Information Service.
- Action for Children
- Disability Rights UK
- Family Fund
- Disabled Living Foundation
- SEND GOV.UK

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow children 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
- **Adaptive teaching - adapting teaching, resources, scaffolding or the learning environment in response to children's strengths and needs while maintaining ambitious expectations.**
- **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 children with SEND in the local area
- **Outcome** – target for improvement for children 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 - statutory guidance for organisations that work with and support children and young people with SEND, including schools.**
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports children with SEND
- **SEND support** – special educational provision which meets the needs of children with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages