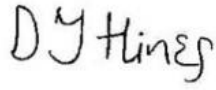
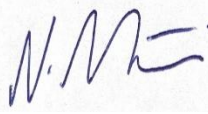




Joy Lane Primary Foundation School Oysters SRP (ASD)

Special Educational Needs and Disabilities (SEND) Policy

Draft Prepared:	September 2025
Date Agreed:	22 nd September 2025
Signed by Executive Headteacher: Ms D J Hines	
Signed by Chair of Governors: Mrs N Mattin	
Date Policy to be Reviewed:	September 2026

SEND Governor: Dr P Grimes **Inclusion Lead/SENCO/SEND Team:**
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1. Introduction

This policy adheres to the Department for Education's Code of Practice (2014). The policy is in keeping with the school's aims, its teaching and learning policy and its policy on equality of opportunity. The school is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and wellbeing of all children matter - including those identified as having special educational needs or disabilities (SEND).

The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met. We aim to offer a curriculum which ensures the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

2. Aims and Objectives

At Joy Lane Primary School, all pupils regardless of their individual needs are provided with inclusive teaching, enabling them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them based on their age and starting points. We will use our best endeavors to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident, independent individuals who are able to make a successful transition on to the next phase of their education.

The principle objectives of our SEND policy are as follows:

- To encourage and support learners the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- To support pupils with SEND to realise their aspirations and achieve their best.
- To ensure we provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers. (Equalities Act; Disability Discrimination Act 2010).
- To ensure that all students have access to a broad and balanced curriculum.
- To ensure that all students with special educational needs and disabilities are identified at an early stage and that their needs are met using our best endeavors.
- To ensure that quality first teaching, adapted for individual students, is embedded in every class and that teachers are held accountable for the progress and attainment of **all** students whether or not they have additional needs.
- To enable all staff to have a role in identifying students with SEND and to take responsibility for recognising and addressing their individual needs.
- To ensure we communicate with pupils with SEND and their care-givers ensuring co-production and seek pupil and care-giver voices to fully involve them in decision making and discussions to support their child's provision.
- To promote effective partnerships and to involve external agencies where appropriate.
- To encourage the whole school community to demonstrate a positive attitude toward SEN.

3. Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The School Information Regulations: [What maintained schools must or should publish online - GOV.UK](#) Updated 24/10/24
- Governance in Maintained Schools Handbook 2024: [Maintained schools governance guide - Guidance - GOV.UK](#)

Kent Local Authority:

The Local Authority's Offer [Special educational needs and disabilities \(SEND\) - Kent County Council](#) can be found in the SEND Information Report.

Countywide Approach to Inclusive Education (CATIE) [A Countywide Approach to Inclusive Education](#)

What does inclusion mean in Kent?

- *'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of*

high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- *Equitable access for all. Sufficient, appropriate, quality education provision is available for all children and young people in Kent.*
- *No child is left behind. All children and young people are supported to be engaged fully in their education.*
- *Effective collaboration. There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.’ (KCC: CATIE p 2-3)*

Special Educational Needs Mainstream Core Standards (ordinarily available provision):

[The Mainstream Core Standards - KELS!](#)

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school/academy are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Joy Lane Primary School works towards achieving the Kent Children and Young People Outcomes Framework:



Our SEND policy should be read in conjunction with our school's /Academy's policies published on our website:

- SEN Information Report
- Safeguarding policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Attendance and punctuality policy

4. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Please see our Equality Information and Objectives Policy on our school website for further information around the steps we take to ensure equality: [Joy Lane Primary School - Policies](#)

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

(DFE/DOH 2015: 15-16)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

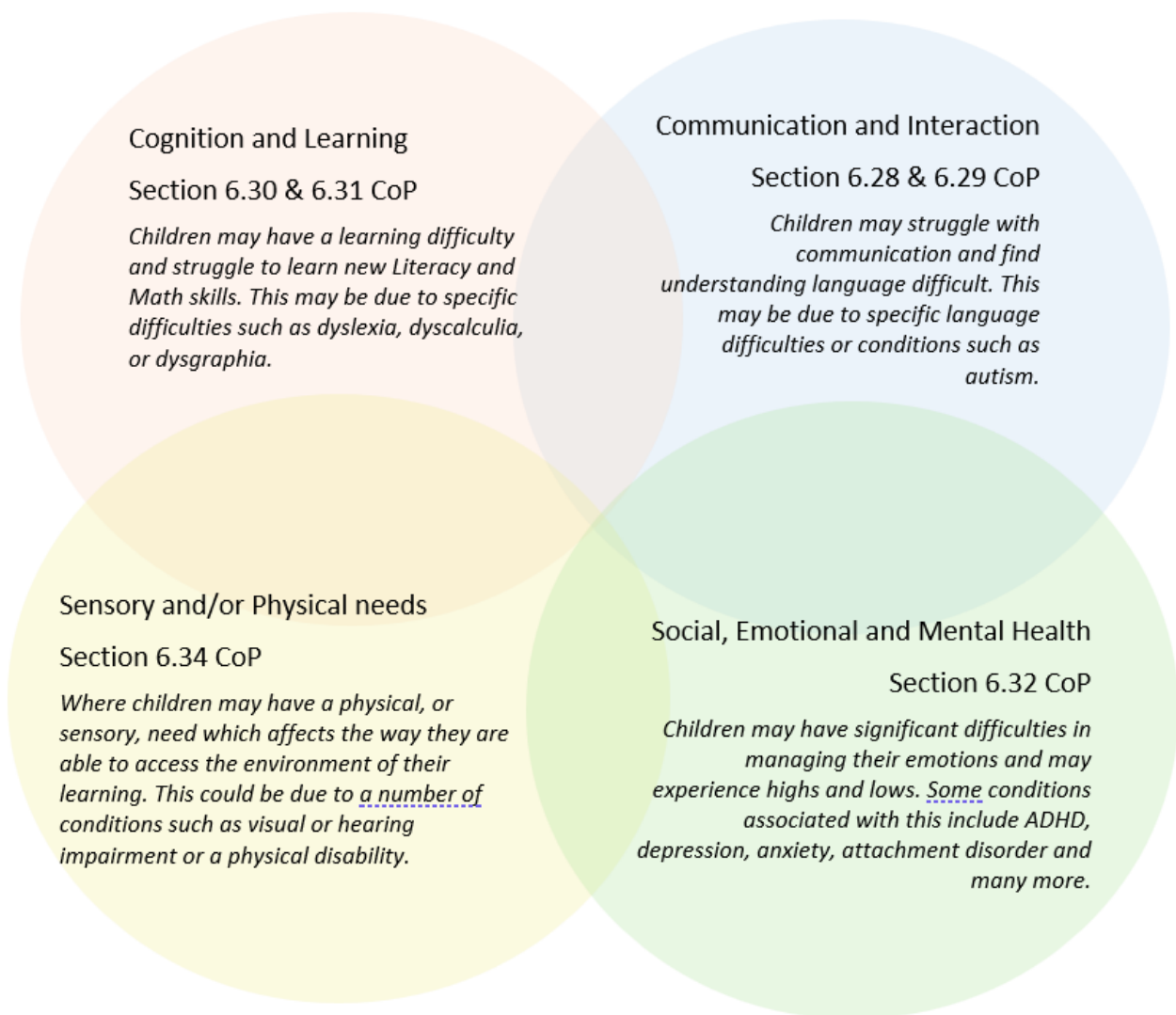
Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘..a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a low threshold and includes more children than many realise: ‘Long term’ is defined as a ‘year or more’ and substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition’ (DfE/DOH 2015: 16)

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The four areas of need as described in the Special Educational Needs and Disability Code of Practice 2014 are as follows:



5.4 Special Educational Needs Register

At Joy Lane Primary School, the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers and, if required, key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as

part of the school's usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.'

[Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

[Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

6. Roles and Responsibilities

6.1 The Inclusion Manager

The Inclusion Manager and SENDCo at Joy Lane primary School is Annamarie Godden. The Inclusion Manager has day-to-day responsibility for the operation and implementation of the SEND policy

and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care Plans (or Statements until 2018).

They will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Refer to the expectations set out in the Kent Mainstream Core Standards, ensuring these are delivered on a daily basis by all staff.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Monitor and track the quality and impact of interventions across the school, ensuring the outcomes of these are evaluated
- Deliver a training program to all staff with a focus on recommendations within the Mainstream Core Standards
- Track the progress and monitor impact of actions as set out in the SEND Action Plan
- Ensure all policies under inclusion are up-to-date and reviewed accordingly
- Attend network meetings and updating staff on any changes or developments in support
- Update the SEND register and maintain individual pupil records regularly throughout the year
- Line manage support staff using their skill set to ensure greatest impact
- Liaise with the SENCO's and Inclusion Team to ensure staff are up to date with changes and training and to share relevant information

6.2 The SENDCO

The named SENCO's are Rachel Finch (Oyster Bay Nursery and EYFS), Sally Bowler (years 2-6) and Lisa Crocombe (SRP).

They will:

- Support staff in identifying pupils with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain links and information sharing with receiving schools
- Ensure the school keeps the records of all pupils with SEND up to date
- Support teachers in liaising with parents/carers regularly about the progress and impact of support in place for individuals (at least 3x per year)
- Be responsible for coordinating annual reviews for children who have an EHCP
- Support staff in the completion of any relevant paperwork or referrals

6.3 The SEND governor

The SEND governor is Peter Grimes. He will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Governing bodies have legal duties in relation to pupils with SEND that are set out in the [SEND Code of Practice January 2015.pdf](#)

- Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND. The SEND code of practice assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND. DfE: Maintained schools guidance guide: [Maintained schools governance guide - Guidance - GOV.UK](#) updated 2 October 2024

6.4 The Headteacher

The Headteacher will:

- Work with the Inclusion Manager, SENDCo's and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

6.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- Ensuring they follow this SEND policy
- Follow and implement the Mainstream Core Standards throughout
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensure any Individual Provision Maps are up-to-date and reviewed with next steps and to ensure this is communicated with parents/carers at least three times per year
- Gathering information as part of the Annual Review process (where appropriate)
- Regular liaison with parents and the SENDCo (where appropriate)
- Attending reviews alongside the SENDCo, unless otherwise agreed
- The completion of referral paperwork alongside the SENDCO

- Ensuring they are aware of their child's outcomes and targets and provide opportunities for these to be progressed through recommended strategies, resources and interventions. Where this is not possible, the Class Teacher must inform the SENCO.
- Ensuring all children are aware of their targets and how they are working towards these

6.6 Support staff

Support staff are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies, schemes of work and advice from specialists
- Record keeping, tracking attendance, progress and impact of interventions
- Providing appropriate resources to enable interventions and learning
- Maintaining specialist equipment where appropriate
- Regular communication with class teacher and the SENDCo around progress and possible next steps

6.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to discuss and review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.8 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

This can be found on the school website: [Joy Lane Primary School - Policies](#).

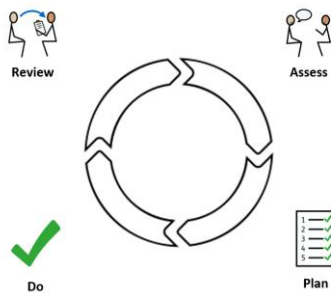
8. Our approach to SEND



The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what the school needs to put in place in order to ensure individuals are supported effectively. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.



A process of on-going teacher assessments and pupil progress meetings identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher and implementation of the Mainstream Core Standards. Where progress continues to be less than expected, the class teacher will discuss their concerns with their SENDCo. In deciding whether to make special educational

provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. This is part of the Graduated approach where we assess, plan, do and review:

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from, or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place using an Individual Provision Map (IPM). This continues the cycle of assess, plan, do, review with the child/young person at the centre of the process.



 <p>Assess</p>	<p>We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.</p>
 <p>Plan</p>	<p>Where SEND Support is required the teacher and SENCo will put together a plan outlining the adaptations, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with them using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.</p>

 <p>Do</p>	<p>The class teacher is responsible for working with the pupil on a daily basis. They will also liaise closely with support staff or specialists who provide support set out in the plan and monitor the progress being made. Where required the SENCo and Inclusion Manager will provide support, guidance and advice for the teacher.</p>
 <p>Review</p>	<p>The plan, including the impact of the support and interventions, will be reviewed on a regular basis by the teacher, SENCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEND Support.</p>

9. Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The funding for EHCP's is currently under review.

On the census these pupils will be marked with the code E.

10. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the Inclusion Manager will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

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

Throughout the last academic year teachers and teaching assistants have had training in safeguarding children and supporting inclusive teaching across the curriculum, Understanding roles and responsibilities around Annual Reviews and Interventions and Language Through Colour embedded within the English Curriculum. In addition to this, there have been various courses to support children and their identified needs such as sensory circuits, supporting the sensory challenged child, Lego Play, using the 5-point scale, emotional coaching and ELSA support. There

are many more scheduled for this academic year where we are excited to be able to work alongside the North East London Foundation trust (NELFT) in supporting children's mental health and well-being and better understanding neurodiversity. We are excited to offer opportunities for our family community to access some of these course too. We are also incredibly lucky to have our own Speech and Language support assistants. Paula Ames and Julie Elbourn are both HLTAs who have had extensive training and support from Speech and Language therapists.

Where a training need is identified beyond what we offer, we work to find a provider who is able to deliver it. Training providers we can approach are; special schools, specialist teachers, educational psychologist, speech and language therapist, occupational therapists, physiotherapists, dyslexia specialists etc. SEND training is included in the school training budget.

11. Links with external professional 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:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners

- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapist

12. Admission and Accessibility arrangements

Joy Lane Foundation Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admission processes. At Joy Lane Primary School, we follow the guidance for admissions, both at the start of a child's learning journey and as part of the in-year admissions. Please see our Admission Arrangements for Entrance policy for more information:

[Joy Lane Primary School - Policies](#)

All children are treated fairly when considering admissions and no decisions will be made upon any additional needs.

Children with and Education, Health and Care Plan (EHCP) Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process. Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources" Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states: "A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority." Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

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

The normal arrangements for the treatment of complaints at Joy Lane Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, a member of the Inclusion Team or the Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEND or 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.

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.

Please see [Joy Lane Primary School - Policies](#) for our Complaints policy.

14. Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

This policy will be reviewed by the Headteacher and Inclusion Manager every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

15. Supporting documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- SEN & Disabilities Code Of Practice 2015
- Kent Mainstream Core Standards

16. Glossary

- **Annual Review:** An Annual Review ('AR') is a review of a child or young person's EHC plan. This must be reviewed at least once every 12 months by the Local Authority to check the child or young person's progress and the Statement/EHC plan's continuing relevance.
- **Child and Adolescent Mental Health Services (CAMHS):** These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAHMS, which provide in-patient care for those who are severely mentally ill.
- **Education, Health and Care Plan (EHC Plan):** An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the Local Authority after an EHC Needs Assessment of the child or young person has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies.
- **Graduated Approach:** A model of action and intervention at settings, schools and colleges to help children and young people who have Special Educational Needs. This approach recognises that there is a continuum of Special Educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.
- **Local Offer:** Local Authorities in England are required to set out their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have Special Educational Needs or are disabled, including those who do not have Education, Health or Care (EHC) Plans. Local Authorities must consult locally on what provision the Local Offer should contain.

- **Early Years Foundation Stage (EYFS):** This sets out clear, full and statutory entitlement to learning for children up to the age of five, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.
- **National Curriculum:** This sets out clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.
- **Parent:** Under Section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility or who cares for him or her.
- **Special Educational Needs and Disability Coordinator (SENDCo):** A qualified teacher in a school or maintained nursery school who has responsibility for coordinating SEND provision.
- **Special Educational Provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEND or disabilities to access the National Curriculum at school or to study at college.