Special educational needs (SEN) information report

Coppice Primary Academy

Approved by:	Finney Swift (SEND Governor)	**Date:** September 2026
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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 website **https://www.coppiceprimaryacademy.co.uk/Learning/SEND/** Or you can ask a member of staff to make a copy/send you the policy.

You can find out more about Oldham's Local Offer for children and young people with SEND **https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities**

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

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD) Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Social, Emotional & Mental Health (SEMH)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Newall (a.newall@focus-trust.co.uk)



Mrs Newall was appointed as the SENDCo at Coppice in September 2024 but has worked at Coppice for 12 years mainly within Early Years. Mrs Newall is a qualified teacher and has successfully completed her NPQ (SEND) in September 2026. Mrs Newall is also supported by Andrew Chadwick (Safeguarding and Inclusion Lead) at Focus Trust and Andrew Hulmes Head of Academy.

Mrs Newall has had vast experience of working with children with SEND within her previous role at Coppice and at Rochdale Additional Needs Service.

Her working pattern is Monday – Thursday each week.



SEND Governor: Mrs F Swift (f.swift@focus-trust.co.uk) Mrs Swift is responsible for:

- Making sure that the school has an up to date SEND Policy, school offer and the information is published on the school website.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made available for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential at Coppice Primary Academy. This includes meeting the SENDCo, Assistant SENDCo, talking to children and observing provision on a termly basis.

Class teachers

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

- Team Teach Training
- Executive Function Skills
- Leuven scales of wellbeing and involvement
- The role of the adult in provision
- Continuous provision vs enhanced provision
- WELLCOMM Training
- Hearing Impairment Training – Teacher of Deaf
- Selective Mutism
- Griffin OT fine motor programme
- QEST input focusing on individual children
- Bespoke professional development group and training through Whole School Send

Learning support assistants (LSAs)

We have a team of 33 Learning Support Assistants, including 7 higher-level teaching assistants (HLTAs) who receive the necessary training to deliver SEND provision for identified children as needed.

Learning Support Assistants are trained to deliver interventions such as:

- Little Wandle Rapid Catch Up / Boost groups
- WELLCOMM
- Raising Early Achievement in Literacy
- Blank level questioning
- Squiggle while you wiggle
- Dough Disco
- Griffin OT fine motor programme
- Executive Function Skills
- Understanding Self-regulation
- Leuven scales of wellbeing and involvement
- The role of the adult in provision
- ShREC Approach
- Continuous provision vs enhanced provision
- The importance of developing talk and vocabulary
- Colourful Semantics
- Specific Interventions linked to Speech & Language (School based targets) such as intensive interaction and visual strategies
- A variety of reading intervention including FFT, Building Reading Power
- Lego Therapy
- Attention Autism
- Sensory Circuits
- MeLSA - Mediated learning support approach
- Bespoke in house training delivered by Senior Leaders and Curriculum Leaders
- Bespoke professional development group and training through Whole School Send

External agencies and experts

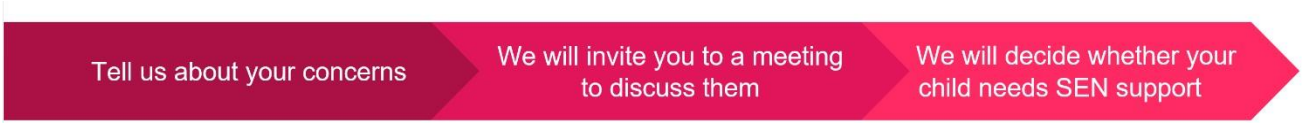
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologist
- occupational therapists
- Physiotherapists
- QEST (Quality Education Standards Team) / Early Years Special Needs Service

- Primary outreach Service
- Pupil Intervention Project Service
- GPs or paediatricians
- School nurses / Health Services
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services e.g. Early Help, Positive Steps
- Voluntary sector organisations

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

If you have any concerns regarding your child, the first point of contact is their class teacher. The next step may involve a meeting with the SENDCo, the teacher and the parent to identify next steps and recommendations. The voice of the child is extremely important to understand their lived experiences and the possible difficulties / what works for them as part of this process. This could be collected via the parent, through the activities that your child enjoys and often chooses and through the class teacher.



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

Contact them by speaking to the class teacher at the end of the school day to arrange an appointment. 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.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register. You will be asked to sign a parental consent form to give permission for your child to receive additional support and go on the SEND register at School Support.

The class teacher will arrange a suitable time for you to go through your concerns and discuss any strategies / techniques / resources that could be used to support.

Following a period of review if the class teacher shares your concerns, it would then be escalated to the SENDCo Mrs Newall who will be in touch to discuss your concerns.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing and number work, social skills, self-regulation, communication and interaction or challenging behaviour.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil intervention to try to fill it. These pupils will be added to the class watch list and will have a pupil profile. This will highlight their strengths and barriers to learning and the provision to support this. The class teacher will review these termly and pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your

child's progress and development with their peers and available national data. The SENDCo is likely to run some assessments in school.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

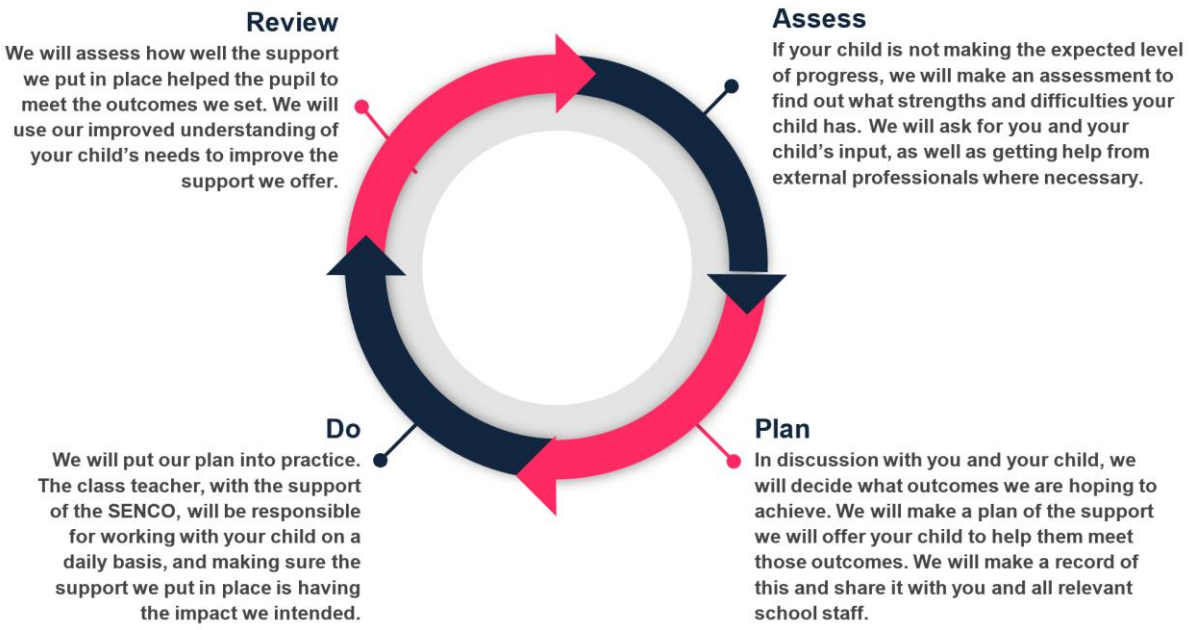
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. You will be involved and kept up to date throughout this process.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you and the class teacher to create a School Support Pupil Profile (SSPP) for them. These plans are designed to focus on the child's strengths and their individual next steps. This will be reviewed termly and will include the voice of the child which has been collected in the most appropriate and developmental way e.g. use of pictures, observations, photographs, written responses.

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

We will follow the 'graduated approach' to meeting your child's SEN needs.

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These could focus on your child's communication skills; cognition and learning; Social Emotional & Mental Health; Physical and / or Sensory needs.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

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

Your child's class teacher will meet you at least once per-term, 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 SEN support we are providing is impacting your child outside of school.

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

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher or SENDCo.

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

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

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

- Attend meetings to discuss their progress and outcomes
- Complete an 'All About Me'
  - Use photographs of children engaging in activities
  - Discuss their views with a member of staff who can act as a representative during the meeting or record their views in writing - this sometimes may be done in mother tongue.

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

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.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, working in quieter areas etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, pictures, objects, etc.
- Teaching assistants will support pupils in class to enable children to work and learn alongside their peers when appropriate.
    - We may also provide the following interventions:

Area of need:	**Possible Interventions / support linked to best practice and advice from outside agencies and professionals**
Language and Communication	• Raising Early Achievement in Literacy (REAL) • WELLCOMM • BLAST • Social Communication Groups • Targeted continuous provision • Speech & Language Clinic targets • Speech and Language interventions e.g. colourful semantics/narrative toolkit/vocabulary/attention autism/intensive interaction • Forest School • Lego Therapy • Extra-curricular groups e.g. Board games, food technology, art
Social, Emotional and Mental Health (Wellbeing)	• Pastoral Support • Play Therapy sessions • Access to the Sensory Room 'The Nest' • 1:1 mentoring • Forest School • Targeted lunchtime learning provision • Lego Therapy • Play Leaders / Playground Pals • Extra-curricular groups e.g. Board games, food technology, art • Social Communication Groups • Pupil Leadership • Mental Health First Aiders • Sensory circuits • Working in smaller groups / quieter learning environments

Reading	• Bespoke reading interventions, which are tailored to meet your child's individual needs. • Phonics – Little Wandle • Rapid Catch-up (Little Wandle) • Reading interventions • Precision teaching • Reading Buddies • 1:1 reading • Catch-up phonics • Targeted early morning reading and specific interventions to support comprehension for reading • Guided Reading led by Class Teachers • Learning outside of the school day • IDL screening and follow up activities
Writing	• Tailored interventions for writing • Reduced class sizes and deployment of learning support assistants / HLTAs • Pre and post teaching • 1:1 feedback • Targeted sentence, punctuation and spelling groups • Targeted handwriting groups • Dough Disco / Squiggle while you wiggle • Griffin OT fine motor programme • Write Rules scheme • Speech & Language interventions – colourful semantics linked to oracy • Learning outside of the school day • Messy pre-writing mark making / funky fingers • Use of technology including computerised programmes • IDL screening and follow up activities
Mathematics	• Numicon • Pre and post tutoring • Egg Box Maths • Mastering Number • White Rose Maths • PAC Maths • Learning outside the school day • Reduced class sizes and deployment of learning support assistants / HLTAs • IDL screening and follow up activities
Sensory and/or Physical Needs	• Working in partnership with health professionals to implement the recommendations to enable children to access a fully inclusive learning curriculum • Supported lunchtime provision • Access to continuous provision (outside of Early Years & Year 1) • Fine & Gross Motor Skills group such as squiggle as you wiggle, dough disco and access to the Garden Room. • Being part of learning alongside their peers • Sensory circuits • Access to 'The Nest' sensory room

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 through their individual School Support Pupil Profile Meetings and Pupil Progress Meetings
- Reviewing the impact of interventions after one term or sooner depending on the intervention
- Monitoring by the SENDCO
- Using provision maps to track intervention overviews
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Assessments and observations to track progress
- Learning evidence e.g. books, use of technology (Evidence Me)
- Discussions with the child
- Discussions with the parent

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 will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority and will complete an Education Health & Care Plan submission. You will be informed at each stage through the termly School Support Pupil Profile meetings.

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

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

All pupils are encouraged to go on our school trips, including our Year 6 visit to London (2 days and 1 night). We ensure that all visits are inclusive.

All pupils are encouraged to take part in all aspects of the school day and school life.

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

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

https://www.oldham.gov.uk/info/200327/apply_for_a_school_place/2221/admission_arrangements

https://www.coppiceprimaryacademy.co.uk/Parents/Admissions/

13. How does the school support pupils with disabilities?

All children are included into all aspects of the school day and school life regardless of their Special Educational Needs and / or Disabilities. This is through our curriculum offer, social and cultural passport, access to educational visits / visitors and access to extra-curricular activities.

We work closely with outside agencies to support children with disabilities including the Hearing Impairment Team, Teacher of the Deaf, Visual Impairment Service, Physiotherapy, Occupational Therapy, QEST, Speech and Language Service and Educational Psychologist.

Staff engage in bespoke training e.g. Shape Coding, Selective Mutism and Sign Language as well as working with health partners e.g. EPI Pen Training, Asthma Training and Epilepsy Training.

Please see the school's accessibility plan available on the school website.

This report contains information on how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits facilities and services that we provide
- Improve the availability of accessible information to disabled pupils

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

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

- Pupils with SEND are encouraged to take part in leadership opportunities including Sports Leaders.
- Pupils with SEND are also encouraged to be part of all clubs and are included in all areas of school
- We provide extra pastoral support for listening to the views of pupils with SEND by the deployment of the Pastoral Support Leader to work with identified children. All staff listen to all children.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having 3 clear rules 'Be Ready – Be Respectful – Be Safe'. Posters around school help the children to know what to do / who to talk to if they feel unhappy 'Keeping you safe' and how to stay safe online.

  Friendship, dealing with conflict and relationships is taught in PSHE lessons and also in school assemblies. We are clear with the children what bullying is 'repeated targeted incidents on a selected individual involving the same person'.

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

Between years

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

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Pupil progress meetings are held in the Summer Term where detailed notes are taken to share with the receiving teacher at the transition staff meeting.
- Schedule lessons with the incoming teacher towards the end of the summer term
- Additional visits are undertaken to the new classroom so that the children become more familiar with the environment as well as the staff working in that area.
- Photographs are sent home showing the class teacher and parts within the classroom e.g. cloakroom, areas of learning.
- Social stories may also be used
  - Use of books e.g. Ruby's Worry and A Bag Full of Worries.

Between schools

- When a child has identified SEND before they start at Coppice, we work with the people who already know your child and use the information already available to support transition into our school setting. This can involve early year's practitioners / SENDCO attending the pre-school or school setting to observe and collect information about your child. This will help us to plan the transition and the level of support needed.
- We will carry out a home visit if your child does not attend a pre-school setting.
- We will invite your child accompanied by parents/carers to visit the school on pre-visits before starting at Coppice.
- We will provide your child with a phased intake where necessary and also if recommended by outside agencies, to allow them to familiarise themselves with the setting, routines and the staff.
- We will work in partnership with outside agencies to implement the recommendations. Follow up meetings are held regularly to discuss the recommendations, targets, strengths/challenges and next steps.
- We complete the Early Years Transition document for all children who are not continuing their learning at Coppice Primary Academy and attend the Oldham Transition Hub. For children with SEND further meetings are arranged between schools to discuss individual children's needs and when needed extra visits to the setting are arranged.
- When pupils leave Coppice at the end of Year 6, or at any point during their time at Coppice, a transition plan may be produced if the child is at risk or is a vulnerable pupil. This transition plan is drawn up in consultation with a range of outside agencies and can incorporate additional visits prior to commencing at the new setting. Parents are consulted at each stage of this transition plan.
- Parents will be encouraged to visit a range of secondary schools to provide the most appropriate setting for their child.

- We will meet with the SENDCo of the new setting to share the information about your child, discussing strengths/challenges targets and next steps.
- Children who are deemed as vulnerable can attend additional transition days where necessary, to ensure a smooth transition to the secondary school alongside a Learning Support Assistant.
- All records are shared with the receiving school / Academy using the agreed transferring of information form. This ensures that all the information is shared with all professionals. We use CPOMs (Child Protection Online Management System) as a way of recording and sharing information.
- Communication is key to ensure that all information is transferred so that the child transitions well and continues to make progress and be successful.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. Year 6 to Year 7 transition proforma is completed in advance of move up days.

Pupils will be prepared for the transition by:

- Additional visits accompanied by a Coppice member of staff if applicable
- Attend Secondary School Transition day
- Learning how to get organised independently
- Plugging any gaps in knowledge including transition units of learning
- We invite Oldham Safeguarding Partnership Education Officer to come and talk to the children about how to stay safe online and peer pressure.

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

Andrew Hulmes, a.hulmes@focus-trust.co.uk is the designated teacher for looked-after children and previously looked-after children.

Andrew Hulmes will work with Alison Newall, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might impact, 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 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.

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

You can find the Focus-Trust Complaints policy on our Focus-Trust's, website: https://www.focustrust.co.uk/Policies/

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN 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.

If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows: Complaints and Representations Officer
Freepost - RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street
Oldham, OL1 1XJ

Tel: 0161 770 1129

cypf.complaints@oldham.gov.uk

The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit www.point-send.co.uk/oldham-send-local-offer for more information.

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 to you locally, have a look at Oldham's Local Offer https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

Oldham Local Offer: Please click on the link to find Oldham response to the changes to the law on Special Educational Needs and Disability and Oldham's Local Offer https://www.oldham.gov.uk/info/200368/children_with_disabilities

Parent Support Groups: There are a number of parent support groups. Click on the links below to access parental support groups. https://www.oldham.gov.uk/info/200368/children_with_disabilities

POINT: The Oldham SEND Information Advice Support Service helps parents and carers of children who have special educational needs. This service offers: Personal and confidential help, one-to-one advice and support, independent information about Special Needs Education, details about how Special Education is organised, advice about working with those involved with your child's education. **POINT aspire to be an inclusive community and society without compromise, where all children and young people with additional needs and/or disabilities are treated equally and fairly.** www.point-send.co.uk/oldham-send-local-offer

Child Development Service: Pennine Care Health Team for Children's Disabilities Services / ACNS Social Work Team are based at Werneth Primary Care Centre, Featherstall Road South, Oldham, OL9 7AY. https://wernethmedicalpractice.nhs.uk/ Contact details: Social Work Team (01614841240);

Health Team (01614841252) and Child Development Service (CDS) (01614841261)

Short Breaks: Short breaks provide families with a break from their caring responsibilities, giving parents a chance to unwind rest or spend time with other children. They provide children and young people with disabilities an opportunity to spend time away from their parents, relaxing with friends and having fun, learn new skills, including preparation for adulthood life skills and to reduce social isolation.https://www.oldham.gov.uk/info/200665/activities_and_short_breaks/1523/activities_and_short_breaks

Oldham Travel Assistance: Travel assistance will be provided for pupils who, because of their special educational needs, disability or mobility difficulties, cannot reasonably be expected to walk to their nearest qualifying school.
https://www.oldham.gov.uk/info/201036/transport_and_travel_send/1718/help_to_get_to_school_or_college_special_educational_needs_or_disabilities

Additional Needs and Disabilities information for parents:
https://www.oldham.gov.uk/info/201130/additional_needs_and_disabilities

Age Group Activities	Website links
Oldham Local Offer	https://www.oldham.gov.uk/info/200368/children_with_disabilities
0-5 years	https://www.oldham.gov.uk/hsc/services/results/send/?categoryIds%5B%5D=118
5-11 years	https://www.oldham.gov.uk/hsc/services/results/send/?categoryIds%5B%5D=119
11-16 years	https://www.oldham.gov.uk/hsc/services/results/send/?categoryIds%5B%5D=120
16-25 years	https://www.oldham.gov.uk/hsc/services/results/send/?categoryIds%5B%5D=121

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