CtKCC SEND information Report 2024

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 more information about our SEND policy and our approach to SEND on our website.

You can find specific school information including the school policies on the individual school websites.

You can also ask a member of staff to send you a copy of the school the policy.

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

1. What types of SEND do CtKCC schools provide for?

Our schools currently provide additional and/or different provision for a range of needs including those listed in the table.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	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)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Please see the relevant School SEND Information Report for specific school information.

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

More detailed information can be found in the relevant School SEND Information Report.

2.1 Our special educational needs co-ordinators, or SENCOs

The SENCo's in Christ the King Catholic Collegiate are:

School	Name	Contact details
Our Lady & St Werburgh's Catholic Primary School	S Durkin	01782 973 888 office.olsw@ctkcc.co.uk
St Mary's Catholic Primary School	J Ellerton	01782 619 685 inclusion.stm@ctkcc.co.uk
St Teresa's Catholic Primary School	G Dyke	01782 307 550 stteresa@ctkcc.co.uk
St Thomas Aquinas Catholic Primary School	K Hellawell	01782 307 530 office.sta@ctkcc.co.uk
St Wulstan's Catholic Primary School	J Wood	01782 973 722 office.wul@ctkcc.co.uk
St John Fisher Catholic College	H Hodges	01782 307 551 office-sjfcc@ctkcc.co.uk

All our SENCOs have completed the National Award in Special Educational Need Co-ordination q ualification (NASENCo). They are all qualified teachers.

2.2 Class/subject teachers

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

2.3 Learning Support Assistants (LSAs)

Our schools have a team of (Insert number) LSAs including (insert number) Higher Level LSAs (HLSAs), who are trained to deliver SEND provision.

Our schools also have designated LSAs who are trained to deliver interventions.

2.4 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 psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEND support
If you think your child might have SEN, the first person you should tell is your child's teacher. They will pass the message on to the schools SENCO, who will be in touch to discuss your concerns. You can also contact the SENCO directly.	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. You will also be given a copy of this.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

All our 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 in reading, writing or number work.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than academic attainment, for example, social needs or physical development.

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 extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND and listed on the school's SEND register.

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

The SENCO 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 SENCO 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 SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEND support plan for them.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/guardians
- The pupil's own views
- Advice from external support services, if relevant

Review

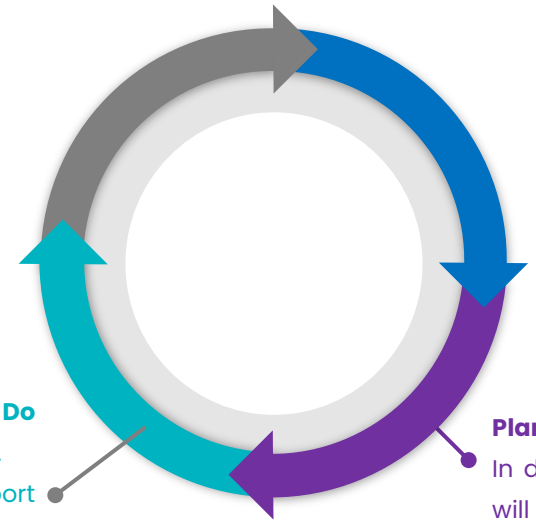
We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's





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



Do

We will put our plan into practice. The class teacher, with the support of the SENCO, 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.

Plan

In discussion with you and your child, we 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.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

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

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

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

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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

We will provide at least termly reports on your child's progress

The member of staff nominated by the school to be the main point of contact for your child will meet you at least once a 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 SENCo may also attend these meetings to provide additional extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

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

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 the member of staff nominated by the school to be the main point of contact for your child, or the SENCo

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 2 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

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

Class teachers 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 pupils who have SEN. This will be differentiated for individual pupils.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 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.

We will also provide a range of interventions appropriate to the type and level of need following diagnostic testing and recommendations from professionals including external agencies.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, by type of support required etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, concentration and processing resources.
- Differentiating our teaching, for example, giving longer processing times, pre- teaching of key vocabulary, reading instructions aloud, etc.
- LSAs will support pupils on a 1-to-1 basis when such support is required
- LSAs will support pupils in small groups when such support is required

We **may** also provide some of the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Oracy support
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	Small group support
	Severe learning difficulties	One to one support
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
	Hearing impairment	Using a radio aid

Sensory and/or physical	Visual impairment	Limiting Classroom Displays Text to speech technology Magnification Aids
	Multi-sensory impairment	Support based on specific requirements
	Physical impairment	Support based on specific requirements

These interventions are part of our contribution to Staffordshire and Stoke'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 after 6 weeks
- Using pupil questionnaires (where age appropriate)
- Monitoring by the SENCo
- Using provision maps to measure progress
- Using EduKey
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

- Extra equipment or 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.

School	Process for securing additional equipment and facilities
St John Fisher Catholic College	Where it is reasonable to do so any equipment necessary for the children to engage fully with the curriculum is obtained from recommended sources.

St Mary's Catholic Primary School	Where it is reasonable to do so any equipment necessary for the children to engage fully with the curriculum is obtained from recommended sources.
St Teresa's Catholic Primary School	Where required staff order any equipment recommended by external agencies or those recommended by the SENCO to the class Teacher or LSA (e.g. pencil grips, coloured overlay, sensory wobble cushion, fidget helpers)
St Thomas Aquinas Catholic Primary School	Where it is reasonable to do so any equipment necessary for the children to engage fully with the curriculum is obtained from recommended sources and/or following advice recommended by external agencies.
St Wulstan's Catholic Primary School	School liaises with Health to secure physical aids/access to additional facilities/services. Where required staff order any equipment recommended by external agencies (e.g. writing slope), or those recommended by SENCo to class teacher/LSAs (e.g. pencil grips/reading ruler). Finance team liaise with county regarding any required adaptions to the physical environment to seek funding.
Our Lady & St Werburgh's Catholic Primary School	Where it is reasonable to do so, any equipment necessary for children to engage fully with the curriculum is obtained from recommended sources and in consultation with specialist practitioners and external agencies such as occupational health, educational psychology, etc.

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 residential trips.

All pupils are encouraged to take part in sports day, school plays and performances, special workshops and other extracurricular clubs and activities.

No pupil is ever excluded from taking part in these activities because of their SEND 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?

Detailed admissions information can be found on the relevant school websites.

Admission for the normal age of entry: children with an Education, Health and Care Plan (EHCP) that names the school, WILL be admitted first.

In the case of in year admissions: children with an EHCP which names the school will be admitted where there is space to do so.

13. How does the school support pupils with disabilities?

Each school has an accessibility plan which can be found on the school website which details:

- The steps taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities provided to help disabled pupils access your school, including the provision of auxiliary aids and services

The accessibility plan covers how the school will:

- 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 you 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 be part of the school council
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND
- We run nurture clubs for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

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(S) and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will pass on all the information to the new school that will help support the transition.

Between phases (for primary schools)

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.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

Between phases (for secondary schools)

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Onto adulthood (for secondary schools)

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for children in care (CIC) and previously looked-after (PLAC) children with SEND?

School	Designated staff member for CIC and PLAC	
St John Fisher Catholic College	Mrs E Stanley	estanley@ctkcc.co.uk
St Mary's Catholic Primary School	Mrs J Ellerton	inclusion.stm@ctkcc.co.uk
St Teresa's Catholic Primary School	Mr N Price	nprice.ter@ctkcc.co.uk
St Thomas Aquinas Catholic Primary School	Mrs K Hellawell	Khellawell.sta@ctkcc.co.uk

St Wulstan's Catholic Primary School	Mrs C Long	clong.wul@ctkcc.co.uk
Our Lady & St Werburgh's Catholic Primary School	Mrs S Durkin	sdurkin.olsw@ctkcc.co.uk

CIC or PLAC children will be supported 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 SEN support?

Complaints about SEN support in CtKCC should be made to the following in the first instance:

School	Name	Contact details
St John Fisher Catholic College	Mr G Murray	01782 307551
St Mary's Catholic Primary School	Mrs D Mellor	01782 619685
St Teresa's Catholic Primary School	Mr N Price	01782 307550
St Thomas Aquinas Catholic Primary School	Mrs S Moorhouse	01782 307530
St Wulstan's Catholic Primary School	Mr B Grove	01782 973722
Our Lady & St Werburgh's Catholic Primary School	Mrs R Wilson	01782 973 888

If the complaint is not resolved informally the parents/guardians will be referred to the CtKCC complaints policy.

School contact details for raising concerns

Academy	Name	Contact details
St John Fisher Catholic College	Mrs H Hodges (SENCo) Mr G Murray (Headteacher)	01782 307551 office-sjfcc@ctkcc.co.uk
St Mary's Catholic Primary School	Mrs J Ellerton (SENCo) Mrs D Mellor(Headteacher)	01782 619685 office.stm@ctkcc.co.uk
St Teresa's Catholic Primary School	Miss G Dyke (SENCo) Mr N Price (Headteacher)	01782 307550 stteresa@ctkcc.co.uk
St Thomas Aquinas Catholic Primary School	Mrs K. Hellawell (SENCo) Mrs S Moorhouse (Headteacher)	01782 307530 office.sta@ctkcc.co.uk
St Wulstan's Catholic Primary School	Ms H Wood (SENCo) Mr B Grove (Headteacher)	01782 973722 office.wul@ctkcc.co.uk
Our Lady & St Werburgh's Catholic Primary School	Mrs S Durkin(SENCo) Mrs R Wilson (Headteacher)	01782 973888 office.olsw@ctkcc.co.uk

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. In the first instance the complaint should be escalated to the CEO via ctkcc@ctkcc.co.uk

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.

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.

Contact details of support services for parents/guardians of pupils with SEND

School	Agency	Contact details
Our Lady & St Werburgh's Catholic Primary School	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Staffordshire	Staffordshire Family Partnership Staffordshire Place 2 Stafford ST16 2DH 01785356921 E-mail: sfps@staffordshire.gov.uk https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM&localofferchannel=9-5
	Advice and monitoring of Safeguarding Concerns Staffordshire Children's Advice and Support Service	0300 111 8007/ 0345 604 2886.(Out of hours) Staffordshire Safeguarding Children Board (staffsscb.org.uk) Email:sscb.admin@staffordshire.gov.uk
St Mary's Catholic Primary School	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Staffordshire	Staffordshire Family Partnership Staffordshire Place 2 Stafford ST16 2DH 01785356921 E-mail: sfps@staffordshire.gov.uk https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM&localofferchannel=9-5

School	Agency	Contact details
	Advice and monitoring of Safeguarding Concerns Staffordshire Children's Advice and Support Service	0300 111 8007/ 0345 604 2886.(Out of hours) Staffordshire Safeguarding Children Board (staffsscb.org.uk) Email:sscb.admin@staffordshire.gov.uk
St Teresa's Catholic Primary School	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Stoke **Advice and monitoring of Safeguarding Concerns** Stoke-on-Trent Safeguarding Children's Partnership Children's advice and Duty Team(CHAD)	The Crescent Children's Centre, Pinewood Crescent, Meir, Stoke-on-Trent ST3 6HZ 01782 234701 E-mail: iass@stoke.gov.uk https://sendiass-stoke.co.uk/ 0300 111 8007 0345 604 2886.(Out of hours) 01782 235100 01782 234234.(Out of hours) https://safeguardingchildren.stoke.gov.uk/
St Thomas Aquinas Catholic Primary School	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Stoke **Advice and monitoring of Safeguarding Concerns** Stoke-on-Trent Safeguarding Children's Partnership Children's advice and Duty Team(CHAD)	The Crescent Children's Centre, Pinewood Crescent, Meir, Stoke-on-Trent ST3 6HZ 01782 234701 E-mail: iass@stoke.gov.uk https://sendiass-stoke.co.uk/ 0300 111 8007 0345 604 2886.(Out of hours) 01782 235100 01782 234234.(Out of hours) https://safeguardingchildren.stoke.gov.uk/
St Wulstan's Catholic Primary School	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Staffordshire **Advice and monitoring of Safeguarding Concerns** Staffordshire Children's Advice and Support Service	Staffordshire Family Partnership Staffordshire Place 2 Stafford ST16 2DH 01785356921 E-mail: sfps@staffordshire.gov.uk https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM&localofferchannel=9-5 0300 111 8007/ 0345 604 2886.(Out of hours) Staffordshire Safeguarding Children Board (staffsscb.org.uk) Email:sscb.admin@staffordshire.gov.uk

School	Agency	Contact details
St John Fisher Catholic College	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Staffordshire	Staffordshire Family Partnership Staffordshire Place 2, Stafford ST16 2DH 01785356921 E-mail: sfps@staffordshire.gov.uk https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM&localofferchannel=9-5
	SENDIASS Stoke	The Crescent Children's Centre, Pinewood Crescent, Meir, Stoke-on-Trent ST3 6HZ 01782 234701 E-mail: iass@stoke.gov.uk https://sendiass-stoke.co.uk/
	Advice and monitoring of Safeguarding Concerns Staffordshire Children's Advice and Support Service Stoke-on-Trent Safeguarding Children's Partnership Children's advice and Duty Team(CHAD)	0300 111 8007 0345 604 2886.(Out of hours) Staffordshire Safeguarding Children Board (staffsscb.org.uk) Email:sscb.admin@staffordshire.gov.uk 01782 235100 01782 234234.(Out of hours) https://safeguardingchildren.stoke.gov.uk/

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

- Action for Children
- Cauldwell Children
- Dyslexia Association of Noth Staffordshire
- North Staffs Carers
- NSAAA
- Our Space
- PEGiS
- Staffordshire Sight Loss

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

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

The local authority local offer

The schools in Christ the King Catholic Collegiate are part of two local authorities, Stoke-on-Trent and Staffordshire.

The local offer for the Local Authority associated with each school can be found by clicking on the relevant links in the take below.

Academy	Local Offer Link
St John Fisher Catholic College	SEND Local Offer Staffordshire SEND Local Offer Stoke
St Mary's Catholic Primary School	SEND Local Offer Staffordshire
St Teresa's Catholic Primary School	SEND Local Offer Stoke
St Thomas Aquinas Catholic Primary School	SEND Local Offer Stoke
St Wulstan's Catholic Primary School	SEND Local Offer Staffordshire
Our Lady & St Werburgh's Catholic Primary School	SEND Local Offer Staffordshire

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