

Special Educational Needs and Disabilities (SEND) Information Report

Senacre Wood Primary School



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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

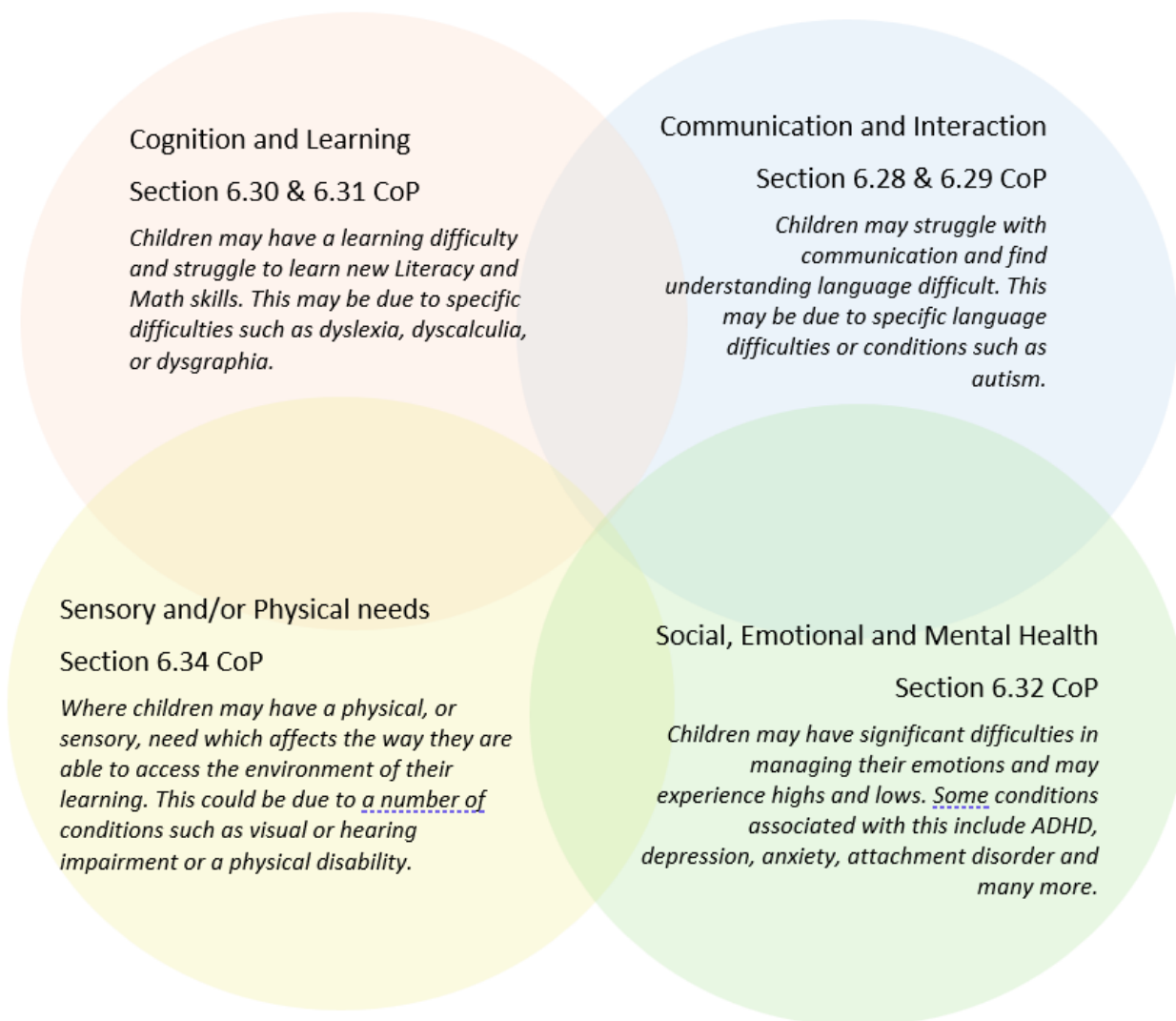
You can find our SEND policy on our website <https://www.senacre-wood.kent.sch.uk/about-us/policies/>

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

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

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Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

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



At Senacre Wood Primary School, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child.

Please note that this list is not exhaustive.

Emily Baksh – SENCO

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Emily Baksh.

Emily Baksh has 11 years of experience in this role at Senacre Wood Primary School. Emily has been a qualified teacher for 24 years and has taught in every primary school year group.

Emily Baksh achieved the National Award in Special Educational Needs Co-ordinations with the University of Wolverhampton.

Emily Baksh has completed Senior Mental Health Leadership with Reading University.

Emily Baksh has also received training in the following SEND related areas;

Positive Handling (Team Teach), Individual health care plans and risk assessments for children with physical disability or complex medical needs, Colourful Semantics, Speech Link, ASC and Sensory Awareness, Making Memories, ADHD, Diabetes, Child anxiety, music therapy introduction, Phonics and SEND, Precision Teaching, Dyslexia and Reading Difficulties, Trauma informed practice, Epilepsy

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Awareness, Sensory Circuits, Introduction to Makaton, Asthma Awareness Level 1, Allergy Awareness, This Is Me.

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. All teaching staff have been trained in adaptive teaching techniques and using the Kent Mainstream Core Standards to promote inclusive learning for students with SEND as well as Autism Education Training.

The following teachers have received the following training;

Emily Austin: Semantics, Selective Mutism, Using Widget, Using Augmentative and Alternative Communication Boards in the classroom, Epilepsy Awareness, Introduction to Makaton, Selective Mutism, Allergy Awareness, Autism Education Training

Sarah Norris: Colourful Semantics, Using Widget, Phonics and SEND, Unlocking Reading, Low Level Behaviour Management, ASD in the classroom, Epilepsy Awareness, Introduction to Makaton, Selective Mutism, Allergy Awareness, Autism Education Training

Brogan Luck: Colourful Semantics, Using Widget, Epilepsy Awareness, Introduction to Makaton, Selective Mutism, Autism Education Training

Charlotte Spicer: Colourful Semantics, Introduction to Makaton, Allergy Awareness, Autism Education Training

Hannah Sibborn: Adaptive teaching, Mainstream Core Standards, Colourful Semantics, Selective Mutism, Using Widget, Epilepsy Awareness, Introduction to Makaton, Allergy Awareness, Autism Education Training

Jess Gallagher: De-escalation and Positive Approaches, Colourful Semantics, Autism Education Training

Dee McKenzie: Colourful Semantics, Using Widget, Number Stacks, Epilepsy Awareness, Introduction to Makaton, Selective Mutism, Introduction to Makaton, Asthma Awareness Level 1, Autism Education Training

Kirstin Wright: Colourful Semantics, Using Widget, Epilepsy Awareness, Introduction to Makaton, Selective Mutism, Allergy Awareness, Autism Education Training

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Helen Clarkson: Colourful Semantics, Using Widget, Epilepsy Awareness, Introduction to Makaton, Allergy Awareness, Autism Education Training

Joanne Cripps: Colourful Semantics, Using Widget, Epilepsy Awareness, Introduction to Makaton, Allergy Awareness, Autism Education Training

Emily Reeves: Getting Ready for LIFT (observations and assessments), Epilepsy Awareness, SENcO accreditation, Allergy Awareness, Autism Education Training

Sue Benfield: ADHD Training, Nurture Training, Epilepsy Awareness, Selective Mutism, Allergy Awareness, Autism Education Training

Support staff: Teaching assistants (TAs) Keyworkers and Family Liaison Officer (FLO)

We have a team of 8 TAs, including 3 higher-level teaching assistants (HLTA): 2 of which are completing teacher training and 7 keyworkers who are trained to deliver SEN provision. All staff have been trained in adaptive teaching techniques and using the Kent Mainstream Core Standards to promote inclusive learning for students with SEND. All TAs and Keyworkers have completed Epilepsy Awareness training and Allergy Awareness training.

Teaching assistants and key workers are trained to deliver interventions such as Memory Magic, precision teaching, speech and language link, Lego Therapy, Intensive Interaction, Fresh Start and Number Stacks.

We have a full time Family Liaison Officer, Clare Palmer, who is trained in a number of therapeutic interventions, such as Drawing and Talking Therapy and This Is Me. Clare Palmer is also trained to support Emotionally-Based School Absence.

Specifically, staff have been trained in the following areas;

Samantha Bannister: Supporting ASC at unstructured times, Positive Handling (Team Teach), Epilepsy Awareness, Speech Link, Social Stories, Introduction to Makaton, Asthma Awareness Level 1, Allergy Awareness, Autism Education Training

Alison Eversfield: Supporting ASC at unstructured times, Epilepsy Awareness, Introduction to Makaton, Asthma Awareness Level 1, Allergy Awareness, Autism Education Training

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Nertila Lecini: Early Years Emotional Regulation, Positive Handling (Team Teach), Social Stories, Epilepsy Awareness, Now and Next training, Introduction to Makaton, Asthma Awareness Level 1, Allergy Awareness, Autism Education Training

Molly Munday (HLTA): Speech Link, Precision Teaching, Epilepsy Awareness, Introduction to Makaton, Asthma Awareness Level 1, Selective Mutism, Allergy Awareness, Autism Education Training

Cathie Loubser: Interactive Intervention, Keyworker Training, Epilepsy Awareness, Now and Next training, Early Years Emotional Regulation, Selective Mutism, Allergy Awareness, Autism Education Training, Introduction to Makaton,

Holly Porter: Social Stories, Now and Next training, Early Years Emotional Regulation, Introduction to Makaton, Asthma Awareness Level 1, Allergy Awareness, Gestalt Language Processing, Bespoke SALT training, Autism Education Training

Kirsty Hughes: Colourful Semantics, Snap Type, Epilepsy Awareness, Autism Education Training, Introduction to Makaton,

Christine Herd (HLTA): Epilepsy Awareness, Introduction to Makaton, Allergy Awareness, Autism Education Training

Tina Collins: Sensory Circuits training, Epilepsy Awareness, Allergy Awareness, Autism Education Training

Georgia Lee: Colourful Semantics, Allergy Awareness, Gestalt Language Processing, Asthma Awareness, Autism Education Training, Introduction to Makaton,

Mel Barden: Bespoke training from specialist teacher, Epilepsy Awareness, Selective Mutism, Asthma Awareness Level 1, Sue Benfield: ADHD Training, Nurture Training, Epilepsy Awareness, Selective Mutism, Allergy Awareness, Autism Education Training, Introduction to Makaton,

Gwen Avila (HLTA): ADHD Training, AV1 Robot Training, Bespoke keyworker training, Epilepsy Awareness, Selective Mutism, Autism Education Training, Introduction to Makaton,

Sophie Staddon (keyworker): Allergy Awareness training, Epilepsy Awareness Training, Autism Awareness training.

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Clare Palmer: SEMH and mental health support approaches, Positive Handling (Team Teach), Lego Therapy, Bereavement and Loss, Sue Benfield: ADHD Training, Nurture Training, Epilepsy Awareness, Selective Mutism, Allergy Awareness, EBSA support, This Is Me, Drawing and Talking, Introduction to Makaton

External agencies

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

➤ Child and adolescent mental health services (CAMHS)

➤ Education welfare officers

➤ Educational psychologists

➤ GPs and Children's Well-being Navigators

➤ Paediatricians and support based at Community Paediatrics

➤ NELFT practitioners

➤ Occupational therapists and Physiotherapists

➤ Therapeutic practitioners

➤ Behaviour coaches

➤ Safeguarding and Early Help services

➤ School Liaison Officer

➤ School nurses

➤ SEND Inclusion

➤ Specialist Teachers

➤ Speech and Language

➤ Voluntary sector organisations

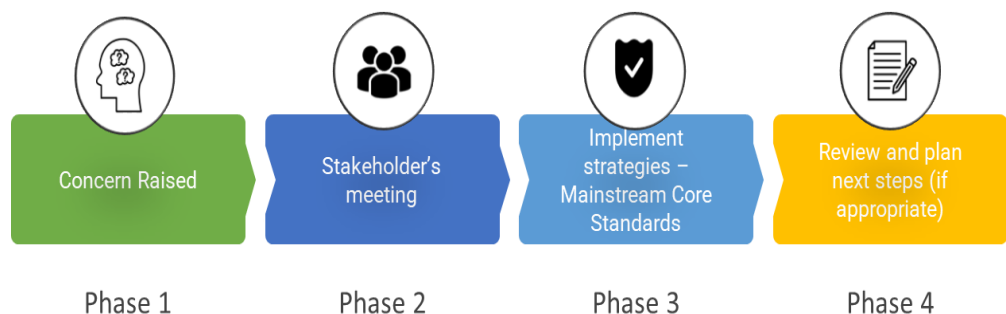
➤ Virtual School Kent

➤ KENT PACT

➤ IASK



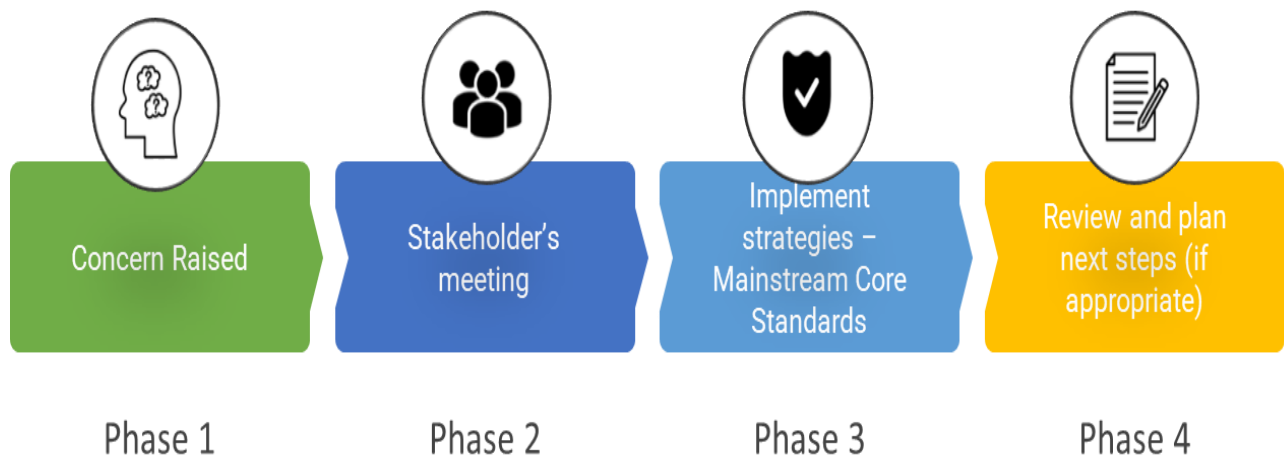
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. You can do this by discussing with class teacher, alerting a gate staff member, phoning to speak to the Senco or using the 'contact us' box on the school website. You may email the Senco, Emily Baksh, by using senco@senacre-wood.kent.sch.uk
Phase 2	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.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

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



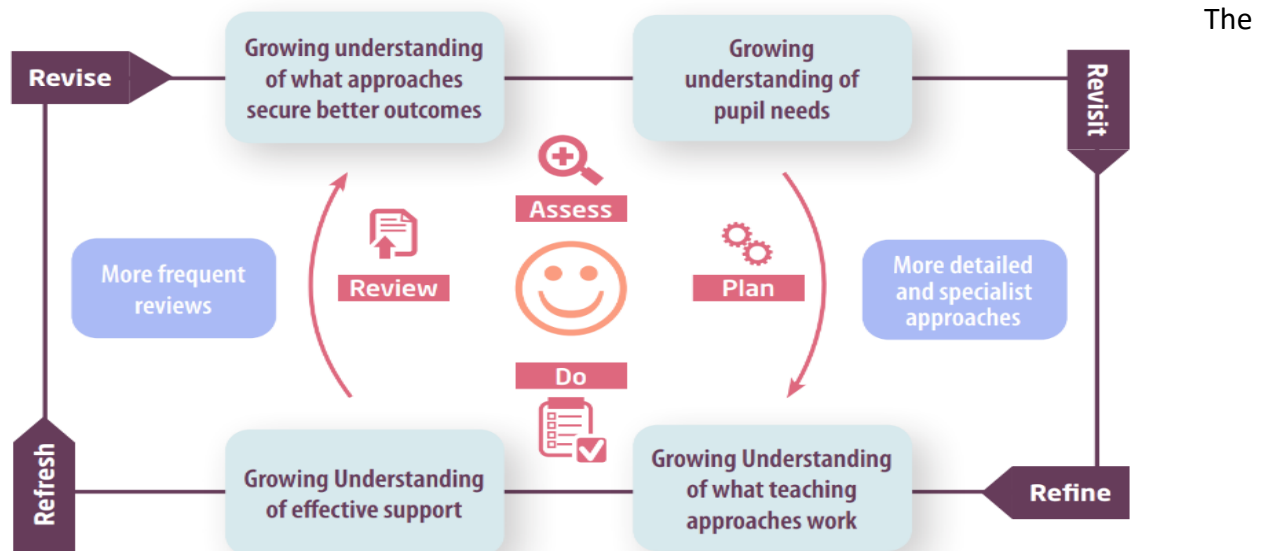
All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include through observations and marking, phonics termly assessments, arithmetic tests and number work.

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

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

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

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



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

Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, 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.
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.
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 needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

We will provide annual reports on your child's progress in addition to two learning conferences.

If your child has a personalised plan, a member of staff who knows your child well will be available to meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

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

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher or Senco Emily Baksh - 03000 658430 or Senco@senacre-wood.kent.sch.uk

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

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

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

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



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

Your child's 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 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 adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

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These adaptations may include:

-  > Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
-  > Adapting our resources and staffing
-  > Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
-  > Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- > Scaffolding lesson materials

We may also provide the following interventions:

Attention and focus interventions such as Attention Autism, Inspire My Curiosity/Bucket Time

Speech and Language interventions such as Speech and Language Link, Colourful Semantics, Direct work with volunteer speech and language therapist

Reading interventions such as phonic interventions including Phonological Awareness and Fresh Start, Comprehension intervention groups

Writing interventions such as Stareway to Spelling and Fresh Start



Maths interventions such as Number Stacks

Learning and Retention Interventions such as Memory Magic and Precision Teaching

Gross and Fine Motor Skills interventions such as BEAM and Clever Fingers

Therapeutic and social interventions such as Play Therapy, Lego Therapy, Emotional Literacy

These interventions are part of our contribution to Kent County Council's local offer.

Please also see school accessibility policy

<https://www.senacre-wood.kent.sch.uk/media/si3np52s/senacre-wood-primary-school-accessibility-plan-2024-27.pdf>

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 long term
- Reviewing the impact of interventions after 6 weeks (at the end of each short term that is six weeks or longer)
- Using pupil and teacher questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

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 trip to Kingswood, Ashford.

All pupils are encouraged to take part in sports day, school plays and special workshops.

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

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



When parent/carers of a child with an EHCP name our school as their preference, they will be admitted via KCC as part of our Year R admissions. Prospective pupils with SEN or a disability without an EHCP are admitted in line with our normal admissions ranking. Within this, health and special access requirements are taken into consideration.

13. How does the school support pupils with disabilities?

The term 'disabled' is used under the Equality Act 2010 for a person that has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.



Disabled students are carefully considered, and adaptations are made, to ensure they are able to participate equally in all areas of school life, including having equal access to the curriculum. Indoor and outdoor areas are fully accessible. A ramp has been built to enable ease of access to and from the higher level Key Stage One playground. Slopes have been installed to support mobility. Grab rails

have been installed to support safe access to the outdoor classroom. School trips are risk assessed for children with disabilities and measures put in place to ensure equal access to activities.

Please see our Accessibility Plan for more information:

<https://www.senacre-wood.kent.sch.uk/media/si3np52s/senacre-wood-primary-school-accessibility-plan-2024-27.pdf>

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 SEND are also encouraged to join extra curricular clubs to promote building friendships and fostering positive interests.
- We provide extra pastoral support for listening to the views of pupils with SEND by using visuals to help students to communicate. Regular wellbeing discussions are instigated by keyworkers and class staff and FLO and other DSLs are alerted with a record of any concern added to CPOMs safeguarding system.
- FLO runs alternative playtime provision at lunchtimes to support social development and to allow children to manage sensory overwhelm.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring coverage in the PSHE curriculum. Here, children can explore scenarios. Anti-bullying week is marked with assemblies and workshops. On playgrounds, we have anti-bullying ambassadors who have been specially trained via The Diana Award. They wear coloured bibs at playtimes so they are easily identifiable and are proactive with their support. We conduct a bullying survey across the whole student body. Parents are also frequently asked for their views regarding bullying in parent surveys. If a concern is raised, it is dealt with on the same day and actions are shared with parent/carers.

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



Emily Baksh is the school's Designated Teacher for Looked After Children. She ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP) that is discussed termly with foster carers, social workers, virtual school and any representative from a fostering agency. This includes monitoring of additional funding used to support achievement of targets and outcomes. We make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another. It may be helpful to complete an Education Plan for Previously Looked After Children (dependent on circumstances).

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

Before starting EYFS

- Parents complete paperwork indicating if their child has additional educational needs or a disability. Class teacher meets all new children and their parent/carers. During initial parent welcome meetings, Senco is available for parent/carers.
- Children have a number of taster days in their new class. Child-friendly information sheets with photographs of the setting and staff are sent home.

- Senco and new class teacher attend Maidstone transition event and are available to meet with previous settings to discuss strategies and provision required. Visits to the previous setting may be arranged.
- For children with Specialist Teaching Service in place, a transition meeting takes place attended by parent/carers, the previous setting, Specialist Teacher and new class teacher and Senco. Information, plans and outcomes are shared.
- Medical plans, intimate care plans, risk assessments and personal emergency evacuation plans are written and agreed with parents prior to the student starting.

Between years groups



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

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed. Provision maps and personalised plans are evaluated and new targets set where appropriate.
- Schedule lessons with the incoming teacher towards the end of the summer term and provide visual information sheets for all with pictures of new staff and classroom.

Between primary schools

When your child is moving on from our school, we will share SEND information with the new setting.

Between phases (primary to secondary)

The school SENCO will meet with the secondary school SENCO at the Maidstone transition event. They will discuss the needs of all the pupils who are receiving SEND support.

We follow the Maidstone Schools Transition Programme which prepares for the transition by:

- Practising reading and using secondary school style timetables
- Learning how to get organised independently
- Plugging any gaps in knowledge



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

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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 Kent County Council's local offer. KCC publishes information about the local offer on their website: <https://www.kelsi.org.uk/special-education-needs/send-information-hub>

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

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

Kent PACT: <https://www.kent.gov.uk/education-and-children/special-educational-needs/listeningto-your-voice-and-taking-action/kent-pact>

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

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

Please find our school's complaint procedure here:

<https://www.senacre-wood.kent.sch.uk/media/yrcdyyqi/complaints-policy-2024-25.pdf>

In the first instance, complaints about SEND provision in our school should be made to the class teacher, SENCO or Head teacher and will then be directed towards the staff member most likely to be able to address your complaint and resolve any issues. They will then be referred to the school's complaints policy.

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 [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 the Kelsi website for more information: <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

19. Supporting documents



- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Family Liaison Officer** – supports families to access support from school and other agencies.
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **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 pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND

➤ **Transition** – when a pupil moves between years, phases, schools or institutions or life stages