

## Special Educational Needs and Disabilities (SEND) Information Report

Lydden Primary School



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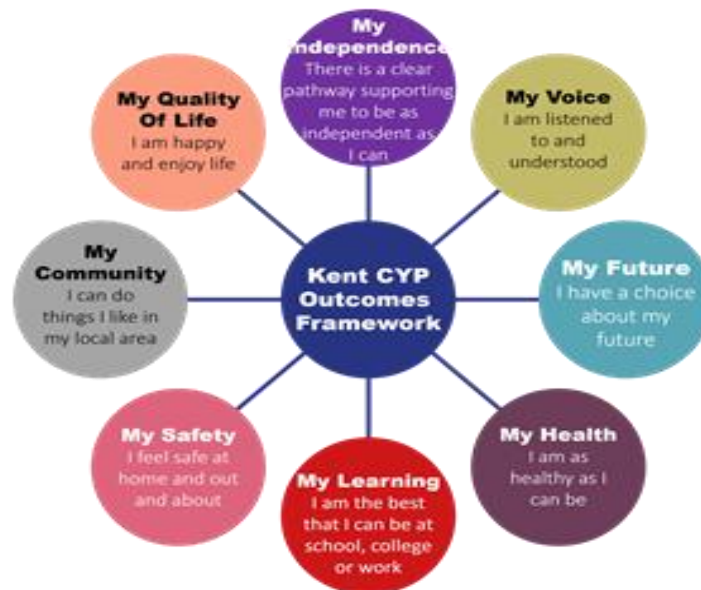
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# Kent SEND Information Report

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:



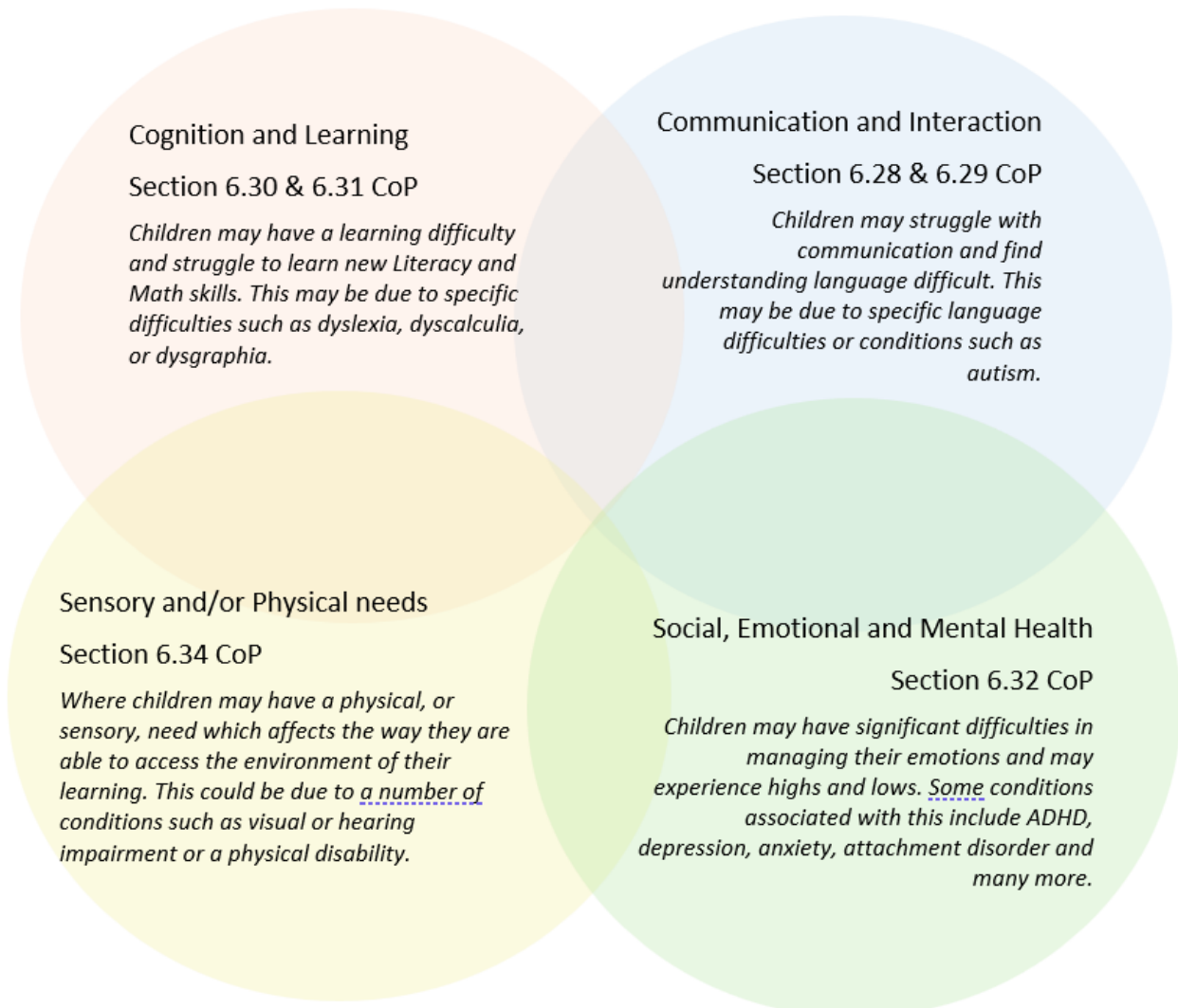
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [SEND | Lydden Primary School](#)

**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?

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 \(publishing.service.gov.uk\)](#)

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



At Lydden 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.*

### Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Katie Gibbs

She has 25 years experience working with children with a wide variety of needs but specialises in supporting children with Autism, ADHD and SEMH needs. She is a qualified teacher with BA hons with QTS.

She achieved the National Award in Special Educational Needs Co-ordination in 2012, and has worked in a variety of both mainstream and special educational settings.

### Class/subject teachers

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

All teachers have awareness training for the four areas of need as part of a rolling programme of Continued Professional Development, based on materials such as from the Kent Mainstream Core Standards and the Department for Education's Inclusion Development Programme. Teachers also access training under the Language for Learning programme to support children with Speech and Language Difficulties.

All staff have received Autism education Trust training and PROACT SCiP.

### Teaching assistants (TAs)

We have a team of 3 TAs who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as Fizzy, clever hands, precision teaching, monster phonics, language link, sensory circuits and many more interventions.

All teaching assistants have awareness training for the four areas of need as part of a rolling programme of Continued Professional Development, based on materials such as from the Kent

Mainstream Core Standards and the Department for Education's Inclusion Development Programme. Teaching assistants also access training under the Language for Learning programme to support children with Speech and Language Difficulties.

All staff have received Autism education Trust training and PROACT SCiP.

## External agencies

Sometimes, in order to meet the needs of individual children with SEN, additional or specialised training for staff may be required. Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include Educational Psychologists, Speech and Language Therapists, Specialist Teachers, school nurses, Occupational Therapists and Physiotherapists

Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families.

These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation



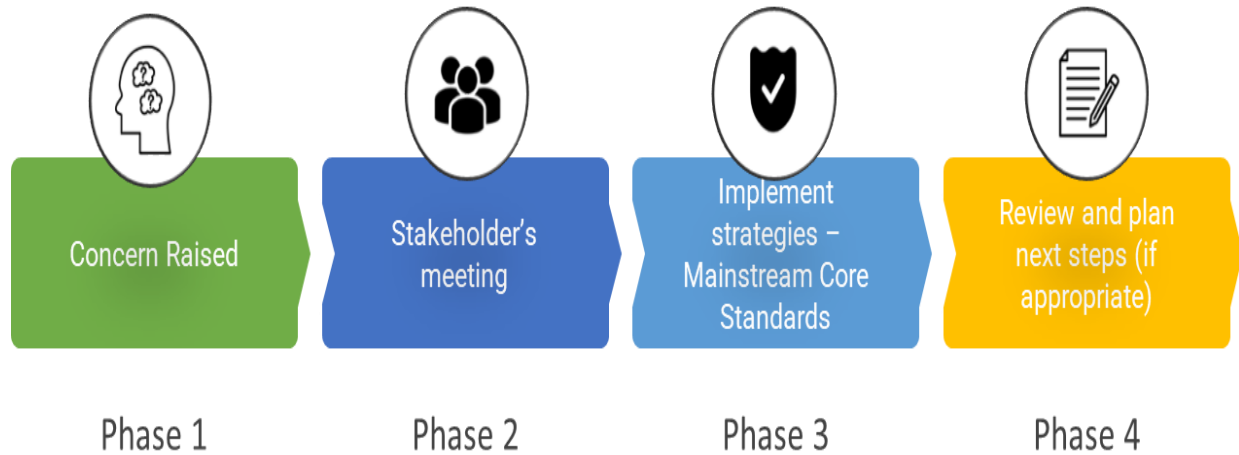
## 3. What should I do if I think my child has SEND?



<p><b>Phase 1</b></p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>You can talk to your child's class teacher and the SENCO about any concerns you may have about your child's SEN, either in person or via email initially.</p>
<p><b>Phase 2</b></p>	<p>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.</p>
<p><b>Phase 3</b></p>	<p>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: <a href="https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a>. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p><b>Phase 4</b></p>	<p>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.</p>

## 4. What happens if the school identifies a need?

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



All teachers at Lydden Primary School are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will aim to ensure that those pupils requiring different or additional support are identified at an early stage. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include assessments in reading, writing maths as well as observational assessments during less structured times.

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?

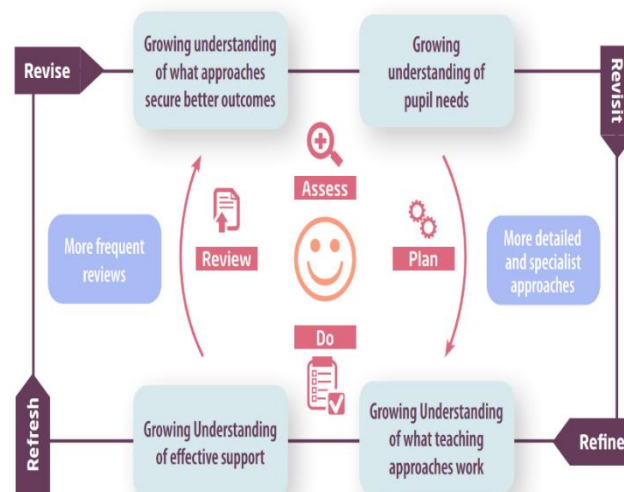
At Lydden Primary School we monitor the progress of all pupils at least three times a year to review their academic progress. Assessment is the process by which many pupils with SEN can be identified; whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

At Lydden Primary school we assess in the following ways:

- Targets for interventions reviewed termly on Edukent
- Pupil progress meetings 3 times per year
- NFER assessments from year 3-6 2 x yearly
- End of unit assessments using Insight
- EYFS and year 1 phonic assessments
- EYFS – baseline and speech link

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

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



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<b>Assess</b>	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.
<b>Plan</b>	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.
<b>Do</b>	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.
<b>Review</b>	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 mid-year written reports in February and end of year reports in July on your child's progress.

You will also be invited to attend twice yearly parent's evenings in Autumn and spring during which teachers will:

- 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 the class teacher or SENCO via the school office on 01304 822887. Parents are welcome to make an appointment any time that is convenient to both parties. At Lydden primary school we like to have an open-door policy whenever possible to enable concerns and discussions about pupils to take place as timely as possible.

## 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?

At Lydden Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans. As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have made the following improvements as part of the school's accessibility planning:

- Sustain the focus on stringently tracking pupil progress to identify and support those vulnerable to underachievement
- Investment in IT so that technology is more readily available in the classroom to support learning
- Ensured the hall build project demonstrated compliance with Disability Discrimination Act (DDA) regulations
- Ensured opportunities for professional development allowing teachers to remain up to date with the Core Standards and their responsibilities to meet these where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, High Needs Funding, or seek it by loan.
- For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.





Your child's teacher is 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.

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 e.g work spaces, seating or other physical resources
-  ➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
-  ➤ Scaffolding lesson materials
-  ➤ Strategies such as sensory or movement breaks

## **We may also provide the following interventions:**

Clever hands, Fizzy, Monster phonics, Language Link, Precision teaching, Sensory circuits and more. These interventions are part of our contribution to Kent County Council's local offer.

## **9. How will the school evaluate whether the support in place is helping my child?**

Reviews of the SEN support will be informed by assessment information from teachers which will show whether adequate progress is being made, in addition to the views of the pupil, parents and other adults supporting the child's learning.

In addition to this, pupils with special educational needs may have additional assessments undertaken by school staff or external professionals in order to evaluate the effectiveness of the provision. The effectiveness of provision may be evaluated from a review of records and tracking systems other than those based on attainment, such as behaviour logs and wellbeing scales. If these assessments do not show adequate progress is being made, the SEN support will be reviewed and adjusted. Additional external advice may be sought through the communities group arrangement with parental consent. For pupils with an Education, Health and Care Plan there will also be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all evaluations of effectiveness will be reported to the governing body on an annual basis.

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 6-8 weeks or as the intervention programme is completed
- Using pupil 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 curriculum, clubs, trips and activities offered to pupils at Lydden Primary School are available to pupils with SEND either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support or access specialised resources to enable the safe participation of the pupil in the activity. On the basis of health and safety, school may seek support from parents/carers to assist individual pupils to enable them to access trips/visits, in line with risk assessments.

The expectation is that all schools provide 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. All pupils are encouraged to take part in sports day, charity or special days, activities provided by external providers such as clubs and specialist music lessons, as well as forest school to name a few.

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?

**How parents can apply for their child to**

Our schools are both community schools, arrangements in agreement with the Authority for our school is therefore the every year. Parents can receive a copy of these regulations directly from the LA.



**be admitted to our schools**

and they determine the admission local authority (LA). The Admissions LA, which publishes its entry regulations

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The LA's annual admissions prospectus informs parents how to apply for a place at the school of their choice. Parents have a right to express their preference, but this does not, in itself, guarantee a place at that particular school. Application should be made online <http://www.kent.gov.uk/education-and-children/schools/school-places> or a form can be obtained from the local Education Department, and should be returned by the date stipulated on that form. The LA will notify parents of the decision as soon as all the applications have been considered.

Children enter school at the start of the academic year in which they become five. Therefore, parents who would like their child to be admitted to this school during the 3 year their child is five should ensure that they return the necessary application form by the date given on the form.

## **The over-subscription criteria is as follows for both schools:**

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly. If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

**Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act. Current

**Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below). Where a child is transferring from Year 2 and would not be attending the infant school from the start of the next academic year, but applied for the linked junior school, the sibling link would not be broken for a child applying for the infant school. In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

**Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will

be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

**Nearness of children's homes to school** – the Local Authority use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When the Local Authority apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

## 13. How does the school support pupils with disabilities?



Lydden Primary School assess the needs of all children at point of access and will make adaptations and adjustments as required. The main school building is accessible for all and in line with the Equality Act 2010.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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

At Lydden Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching such as PSHE lessons and indirectly through conversations that adults have with pupils throughout the day.

For some pupils with social, emotional and mental health needs, we also can provide access to 'time to talk' or emotional literacy sessions with a Teaching Assistant; time out with a member of the senior leadership team; time out spaces for pupils to use when upset or agitated; direct 1:1 work to address social skills; an external referral to School Health to access counselling (when available); or referrals to other external agencies through the Early Help route or Children and Young People's Mental Health Service (CYPMHS).

Pupils who are in the early stages of emotional and social development as a result of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond those required by pupils who do not need this support.

At Lydden Primary School all staff are trained in PROACT SCiP which focuses on positive support for children with SEMH.

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 be part of forest school club and additional termly extra-curricular clubs to promote teamwork/building friendships
- Zones of regulation are used throughout the school by all classes.
- We provide extra pastoral support for listening to the views of pupils with SEND by enabling children to have access to a therapy dog.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by using the Jigsaw PSHE programme, running whole school assemblies and by staffing playtimes and lunchtimes with our TAs who know the children and their SEN and focus on playing games to build relationships with all children across the school.
- The anti-bullying and behaviour policies can be found here: [Policies | Lydden Primary School](#)

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



Mrs Carla Lintott is the designated teacher for looked-after children and previously looked-after children here.

Mrs Carla Lintott will work with Katie Gibbs, our SENCO, to make sure 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). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

At Lydden Primary school we have the benefit of being a small school where all our teachers know all of the children. Our teacher's work with children across the school either through clubs, through switching classes to teach lessons that they specialise in, or by delivering assemblies. Our school has a close sense of community and family.

### 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 hold a handover meeting towards the end of the year when the pupil's SEND is discussed

### 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.

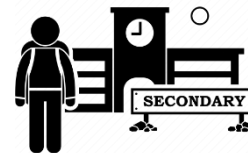
All school records and additional information is passed on to the new school and where appropriate or possible the SENCo will meet the SENCo of the new school.

## 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 pupils who are receiving SEND 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
- Practising transitions and working with a variety of adults.



## 17. 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.

The Children and Families Act 2015 requires the Local Authority (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25.

The Kent Local Authority refer to this as the 'Local Offer'. The local authority's local offer is published at <http://www.kent.gov.uk/education-and-children/specialeducational-needs> and parents without internet access are able to make an appointment with the SENCO for support to gain the information they require.

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

IASK (Information And Support Kent) and their website is:

<https://local.kent.gov.uk/kb5/kent/directory/service.page?id=q8eJOMCAQOI&localofferchannel=2>

Dover district council also offer support via a range of services and more information can be found here:

<https://www.dover.gov.uk/Community/Cost-of-Living-Webpages/Wellbeing.aspx>

Kent Family Hub offer support and activities for families with a range of needs. Your local family hub can be found here: <https://www.kent.gov.uk/education-and-children/kent-family-hub/your-local-family-hub>

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?

If you have a complaint about the provision made for your child, the normal arrangements for the treatment of complaints at Lydden Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENCO or Head of School to resolve the issue before making the complaint formal to the Chair of the governing body.

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

The complaints Policy can be found on our website: <https://www.lydden.kent.sch.uk/policies>

There are some circumstances, usually for children who have an EHC Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. <https://www.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan>

## 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
- **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