

The aim of this SEND (Special Educational Needs and Disability) Information Report is to explain how we implement our SEND policy - we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy on our school website. https://www.holytrinity-cuckfield.w-sussex.sch.uk/web/special_educational_needs_and_disabilities_send/55549

Who is our SENDCO?



Our SENDCO and Inclusion Manager is Mrs Lynne Howard.

If you would like to contact her, please email SEND@htprimary.co.uk or call via the school office on 01444 454295.

Which types of SEND does our school provide for?

Our school provides for pupils with the following SEND needs:

AREA OF NEED	CONDITION
Communication and interaction 	Speech and language difficulties
	Developmental Language Delay (DLD)
Cognition and learning 	Specific learning difficulties, including dyslexia, dyspraxia, dysgraphia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health 	Autism / Autism Spectrum Disorder (ASD) / Autism Spectrum Condition (ASC)
	Attention Deficit Hyperactivity Disorder (ADHD)
Sensory and/or physical 	Hearing impairments
	Visual impairments
	Multi-sensory impairments
	Physical impairments

How do we identify pupils with SEN and assess their needs?



Concerns regarding children's learning and development can be raised by parents or staff. This should be done in the first instance with the child's class teacher. They will then inform the SENDCO and behaviours seen will be discussed with her and/or the SEND teacher.

Progress and attainment data will be looked at using our data tracking system 'Insight' and children will be monitored by the SEND team. This data is also monitored by the Senior Leadership Team on a termly basis and children who are not making expected progress or attainment levels are highlighted, so additional support can be provided.

If appropriate, adaptations from 'Ordinarily Available Inclusive Practice' will be put in place in the classroom.

If neurodivergence is suspected a neurodiversity checklist may be completed by the class teacher and parents, or another suitable checklist.

If appropriate, assessments may be carried out e.g. working memory (from year 2), processing speed (from year 2), non-verbal reasoning (from year 2), dyslexia screener (from year 3) etc. The SEND team will inform the parents of any results and further steps will be decided, as to whether external agency advice will be required or additional intervention in school will be provided to support the child. Parents will be kept fully informed of any external assessments or referrals that the school intends to undertake and consent will be obtained.

What are our admission arrangements for disabled pupils?



The parents of pupils with SEND apply through the usual admission route with West Sussex County Council. Prior to application or starting school, parents are welcome to come and have a tour of Holy Trinity during school hours, so they can see the school in action and can have a discussion with the Headteacher, SLT and/or SENDCO.

If a pupil has an EHCP, West Sussex SENAT will consult with Holy Trinity School, to see whether we can meet the needs of the child as set out in their EHCP. The School will liaise with SENAT if further adaptations/resourcing would be required.

What training and expertise do our staff have to support pupils with SEND?

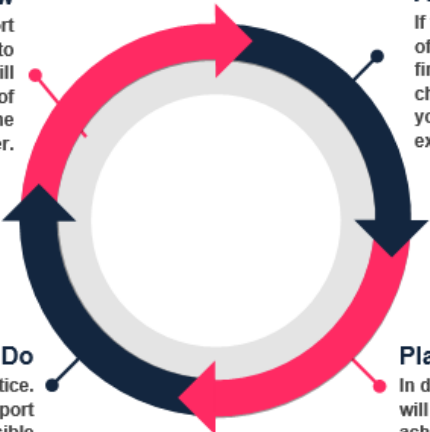


Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Lynne Howard. She has 6 years experience in this role and has previously worked as a key stage leader for EYFS, KS1 and KS2, as well as being an Assistant Headteacher and Acting Deputy Headteacher. She has been a qualified teacher for 21 years

Mrs Howard achieved the National Award in Special Educational Needs Co-ordination in 2020 and has a Master Degree in Education, through which she focussed on SEND.

	She works full time to manage SEND provision at Holy Trinity and is also the SENCO Lead for the Hurst Education Trust (HET).
SEND teacher	Our SEND teacher is Mrs Karen Fordham-Smith. She has been a teacher for 38 years and has 11 years of experience in this role at Holy Trinity. She has undergone a wide range of SEND training and specialises in supporting dyslexia, resilience and self-esteem for pupils with SEND.
Class teachers	All of our teachers receive in-house SEND training, as well as SEND training from the HET and outside agencies. Class teachers are supported by the SENDCO to meet the needs of pupils in their class, who have SEND. Recently class teachers have had training on: • Making adaptations in the classroom • Autism • Sensory needs • ADHD • Dyslexia • Working memory Training is planned for this year on demand avoidance, mental health needs and developing a sense of belonging.
Teaching Assistants (TAs) / Learning Support Assistants	We have a team of 22 Learning Support Assistants (LSAs), including 6 higher-level teaching assistants (HLTAs), who are all trained to deliver SEND support in the classroom. Most Learning Support Assistants are also trained to deliver specific interventions such as School Start, Lego Therapy, Jump Ahead, Funky Fingers, Touch Typing, Read, Write Inc. Phonics Tuition etc.
Learning Mentor / Emotional Literacy Support Assistant (ELSA)	Our Learning Mentor and ELSA, Mrs Bennett works at Holy Trinity two days per week. She supports children in removing emotional barriers to their learning, as well as managing anxiety, friendship issues and family situations, such as bereavement. Mrs Bennett has worked at Holy Trinity for 6 years and is also a trained HLTA.
Play Therapist	Our link Play Therapist from Bluebirds, Jane Divall, has worked at Holy Trinity for 14 years and provides 1:1 play therapy to children with more complex emotional and mental health needs.

	<table border="1"> <tr> <td data-bbox="403 219 794 571">Thought-full Educational Mental Health Practitioner (EMHP)</td><td data-bbox="802 219 1492 571">Our link EMHP, Kate Brushwood, works at Holy Trinity one day per week and supports children with mild to moderate mental health difficulties using a CBT approach. She works on areas such as managing emotions, anxiety, phobias etc. Kate works with children and their parents, as appropriate to the aim of the sessions, over a block of 6-10 weeks. Kate has worked with Holy Trinity for 2 years and prior to taking on this role, was a secondary school teacher.</td></tr> </table>	Thought-full Educational Mental Health Practitioner (EMHP)	Our link EMHP, Kate Brushwood, works at Holy Trinity one day per week and supports children with mild to moderate mental health difficulties using a CBT approach. She works on areas such as managing emotions, anxiety, phobias etc. Kate works with children and their parents, as appropriate to the aim of the sessions, over a block of 6-10 weeks. Kate has worked with Holy Trinity for 2 years and prior to taking on this role, was a secondary school teacher.
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What is our approach to teaching pupils with SEND? 	Children who have been identified as having additional SEND needs have yearly or termly targets which are reviewed with parents, teachers, support staff, and the SENDCO or SEND teacher. We follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.  Review We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer. 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 input from you and your child, 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. Children are monitored on a regular basis through ILP review meetings and pupil progress meetings between the class teacher and Senior Leadership Team (SLT). After discussion, provision is adapted if necessary and the impact of this is measured to ensure progress is being made.		
How is our broad and balanced curriculum for each year group adapted and made accessible	Adaptations are made in all subject areas for pupils with SEND. Subject leaders have worked with the SEND team to identify adaptations that can be made in their subject area and what that could look like. A guidance document has been created to be used by class teachers and LSAs to make the most effective adaptations across the curriculum.		

**for pupils with
SEND?**



Advice is sought from the SENDCO and SEND teacher, to make all lessons and experiences in school available and appropriate for all children.

**How do we adapt
the learning
environment for
pupils with
SEND?**



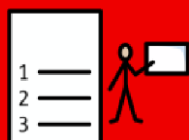
AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism / Autism Spectrum Condition/Disorder (ASC/ASD)	Visual timetables Low arousal areas De-cluttering around whiteboards Sensory bags in each classroom Sensory breaks in and outside the classroom Access to the sensory room
	Speech and language difficulties	Visuals alongside verbal information Key word mats Key vocabulary on topic displays Use of Widgit and AAC symbols
Cognition and learning	Specific learning differences/difficulties, including dyslexia and dyscalculia Moderate learning difficulties Severe learning difficulties	Writing slopes Reading stands Coloured paper / overlays Ipad whiteboard mirroring software Laptops and software
Social, emotional and mental health	ADHD	Quiet workstation Decluttering work spaces Task management boards Movement/brain breaks

		Adverse childhood experiences and/or mental health issues	Sensory bags and items Communication card Sensory breaks in and outside the classroom
	Sensory and/or physical	Hearing impairment	Positioning of the child in the classroom for the best hearing Visuals and written prompts alongside verbal
		Visual impairment	De-cluttering displays and worksheets Magnifiers Clearly labelled easy to access resources Peg at end of row for easy access Use of brightly coloured and noise emitting resources e.g. balls Steps marked with yellow edges
		Physical impairment	Layout of furniture for ease of access to seat and resources Wheelchair access to all classrooms Lift to the 1 st floor and lower ground floor
		Sensory processing differences	Low arousal environment. Sensory breaks/ sensory input/ sensory circuits
What additional support is available to children?	For children who are on the special needs/inclusion register, the SENDCO co-ordinates provision throughout the school, deploying support staff appropriately to deliver provision and interventions that have been planned on children's One-page Profiles or Individual Learning Plans (ILPs). As appropriate to the children's needs and often with the receipt of an EHCP, SEND LSA support is provided to some children, in addition to the support from the class		



LSA. This is usually provided to pairs or small groups of children. This will occasionally be one-to-one if the child's needs, as set out in an EHCP, are significant or there is a safety risk to the child or other children.

Which intervention programmes are provided for children who need them?



The interventions currently provided in school are:

- School Start
- Lego Therapy
- Jump Ahead
- Funky Fingers
- Disco Dough
- Touch Typing / Word processing
- Read, Write Inc. Phonics Tuition
- Lexplore - reading
- 1:1 Speech and Language Support
- Narrative Therapy
- Word Aware
- Black sheep – friendship
- Talkabout – friendship and self-esteem
- Hedgy Club
- All About Me
- BARKS

What facilities do we provide to help pupils with a disability access the school?



- Doorways wide enough/double to accommodate a wheelchair
- Lift to lower ground and first floor classrooms and intervention rooms.
- Ramp access into the hall and lower playground
- Flat access into most classrooms from outside.
- Flat access into all classrooms from inside the school building.
- Yellow edges marked on steps
- 3 fully-equipped disabled toilets
- Changing facilities (For children that may require toileting/intimate care we have members of support staff who are responsible for ensuring their needs are met. A Healthcare Plan will be created detailing what the nature of the care is and how often it needs to be carried out).
- Disabled parking bays reserved
- Appropriately sized furniture
- Classroom layouts to enable wheelchair and low-mobility access

	• A training toilet seat and step stool is provided in some children's toilets which can be used for children who have stability difficulties when on the toilet or have a small stature. • Low arousal environment • Sensory room Please see also our School Accessibility Plan on our school website https://www.holytrinity-cuckfield.w-sussex.sch.uk/web/general_policies/18631
How do we enable pupils with SEND to engage in activities (including physical activities) with pupils who don't have SEND? 	In lessons, all children are included. Adaptations are planned for and put in place by class teachers, across the curriculum, using guidance from Holy Trinity's adaptations and subject-specific adaptations document and the West Sussex 'Ordinarily Available Inclusive Practice' document. In PE and other physical activities advice is sought from outside professionals e.g. mobility officers, occupational therapists and physiotherapists to ensure children's needs are met. We strive to ensure that all children will be fully included with all activities outside of the classroom. We encourage outdoor learning and have vast school grounds, including some woodland and a pond. At break and lunch times, staff monitor all areas of the playgrounds and field, and provide support to children as required. Some children will receive paired or 1:1 support at breaks times to ensure they can safely navigate the outside environment and manage the social, emotional and sensory aspects of break and lunchtimes. For day and residential trips, arrangements are made for the transport and accessibility to the accommodation and activities with the trip provider or venue, in conjunction with the SENDCO and Educational Visits Coordinator (EVC). Risk assessments are undertaken by teachers and specific individual pupil plans are put in place as required and communicated to all staff on the trips. For children that would benefit from this, we give them additional preparation for a trip (visual timetable etc), as well as resources and extra adult support if necessary. Holy Trinity Staff work with after-school and breakfast club providers to help them provide the appropriate support to meet the needs of all children attending the clubs.
Which steps have we taken to prevent pupils with a disability from being	Pupils with disabilities are planned for carefully by class teachers with the support of the SENDCO and SEND teacher. Adaptations are made in all lessons and extra-curricular experiences, so that everyone is included in all aspects of school life.

treated less favourably than other pupils? 	Peer awareness sessions are run as part of our PSHE curriculum and during our assemblies/worship, so that children can understand and support each other at school. Neurodiversity and well-being champions are selected from each class in Key Stage 2 to support with peer awareness, development of the school learning environment and support of fellow pupils.
What access arrangements can we put in place for statutory assessments? 	All children with SEND or additional needs will be considered/assessed for access arrangements during statutory assessments. For the Yr1 and Yr2 Phonics Check, the test can be broken up into sections with breaks in between. Children can go at their own pace – there is no time limit. For the Yr4 multiplication check, the background colour can be changed to suit children's needs, breaks can be put between questions to enable children to stay calm and adults can type in the children's answers if appropriate. For the Yr6 End of Key Stage 2 SATs, pupils may be entitled to an adult prompter to keep them focussed, rest breaks within the test, extra time if children have a slow, reading, writing or processing speed, an adult scribe to record their answers or a transcript done of their finished paper, to ensure all answers can be read, if handwriting or spelling makes it difficult to read.
How are the school's resources and SEND budget allocated and matched to children's Special Educational Needs and Disabilities?	The Special Educational Needs budget is approved by the Headteacher and Governors. We are constantly looking to update resources and explore research into new resources and intervention programmes that are available. Staffing is allocated to year groups according to the children's needs in the year group. We have a purpose built SEND suite which is a resource room for SEND resources, as well as a teaching area for tailored intervention programmes. Resources are available for all support staff to use with their intervention groups and then return for other users. Resources are allocated according to needs, particularly if children require specialist equipment, additional adult support or intervention programmes. Liaison with parents and advisory teachers/healthcare professionals occurs to gain a deeper understanding of the child's needs to decide what resources are most appropriate.
How will we secure specialist expertise?	Sometimes we need extra help to offer our pupils the support 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 (SALT)



- Educational psychologists (EPs)
- Learning Behaviour Advisory Teachers (LBAT)
- Autism and Social Communication Advisory Teachers (ASCT)
- Early Years Transition Advisory Teachers (EYSAT)
- Occupational therapists (OTs)
- Physiotherapists
- GPs or paediatricians (via the Child Development Centre)
- School nurses
- Thought-full
- Single point of Access (SPOA)
- Community Mental Health Liaison (CMHL)
- Child and adolescent mental health services (CAMHS)
- Education welfare officers (EWOs)
- Social services and other local authority (LA)-provided support services

For children that have English as an Additional Language or are from traveller families, we can access support from the Ethnic Minority and Traveller Achievement Service (EMTAS) who will provide advice and support to ensure their needs are catered for.

For families that require family support, the Inclusion Manager/SENDSCO can support them by referring them for Enabling Families or Early Help support accessed through the West Sussex Children's Services Integrated Front Door. If a wider range of support is required to support the family, an Early Help Plan could be opened, which would enable a family to reach a variety of services that are offered within the locality. The SENDSCO would attend regular Team Around the Family (TAF) meetings for a family with an Early Help Plan (EHP). This is a multi-agency meeting to co-ordinate the various services involved with a family.

How will we secure equipment and facilities to support pupils with SEND?



We will work with external support services to secure equipment to meet the needs of our pupils. Services we work with include:

- Sensory Support team for visual, hearing or physical disabilities
- Mobility Officers
- Occupational therapists
- Physiotherapists
- ICT technicians

What support do we offer pupils with SEND for their emotional,

In school we have:

- LSAs
- A Learning Mentor/ELSA (Emotional Literacy Support Assistant)

mental and social development?

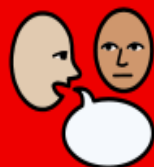


- A SEND Teacher
- A Play Therapist

We also work with external mental health support services to meet the needs of our pupils. Services we work with include:

- Thought-full
- Time 4 children (listening service)
- Single point of Access (SPOA)
- Community Mental Health Liaison (CMHL)
- Child and adolescent mental health services (CAMHS)

What anti-bullying measures do we have in place?



We take pride in celebrating our uniqueness through PSHE and RE lessons and whole-school worship.

Any incidents of bullying or unkind behaviour are dealt with swiftly by teaching staff and SLT.

Please see also our anti-bullying policy: https://www.holytrinity-cuckfield.w-sussex.sch.uk/web/general_policies/18631

How do we assess and review pupil progress towards outcomes?



Pupils are assessed termly across the curriculum. More in-depth assessments are carried out in phonics, reading, writing and maths – in these subjects children are assessed through teacher assessment of their independent work and through assessment booklets.

Assessment data is analysed termly for progress and attainment in relation to age-related expectations (ARE), and next steps are planned for children according to the results.

Children on the SEND register also have shorter term targets on one-page profiles and ILPs. These are reviewed termly and provision adapted accordingly.

Children with EHCPs have annual review meetings where their yearly and end of key stage targets are reviewed with parents and all professionals involved in supporting them. Targets are also set for the next year (and key stage) with the required changes to provision identified.

How do we consult pupils and involve them in their education?

Pupil views are collected using a range of methods throughout each school year including:

- Individual discussions with staff
- 3 houses
- Scale ratings on aspects of their lives
- Photo elicitation
- Ideal classroom

	• Mapping the landscape of fear • Blobs • Pupil wellbeing questionnaire • SEND questionnaire Pupils are also asked for their views in relation to one-page profile and ILP target-setting and reviewing.
How do we consult parents/carers and involve them in the education of their child? 	All class teachers hold parents' meetings in the Autumn term to inform parents about the year's learning and to provide parents with ideas and strategies for supporting their children with their learning at home. We hold parents' meetings for parents of children in Early Years to provide information on how they can support their children, particularly with reading, phonics and maths. We hold a programme of informative SEND and Mental Health support sessions for parents on how to support their children e.g. with spelling, managing emotions etc. We also hold termly informal coffee mornings for parents where the SEND team are available to talk to parents about any topics relevant to their child. We hold parents' consultation evenings in the Autumn and Spring terms to give parents an opportunity to discuss their child's progress. The SENDCO and SEND teacher are available to meet with parents at these consultations as well as the class teachers. We ask children and parents to contribute to SEND one-page profiles each year. Parents of children with more significant needs, who have an ILP, are invited to termly ILP review meetings to discuss progress against the previous term's targets and be involved in setting new targets for the next term. We provide parents with ideas of how to support their children on their ILP targets at these meetings too.
Which voluntary services can parents/carers access? 	Time 4 children https://www.time4children.org.uk/ Reaching Families https://www.reachingfamilies.org.uk/ West Sussex Parent and Carer forum https://www.wspcf.org.uk/ National Association for Special Educational Needs http://www.nasen.org.uk Whole School SEND http://www.sendgateway.org.uk Council for Disabled Children http://www.councilfordisabledchildren.org.uk Autism: www.autismlinks.co.uk www.autism.org.uk https://www.aspens.org.uk/ Dyslexia: www.bdadyslexia.org.uk www.dyslexiaaction.org.uk https://www.patoss-dyslexia.org/ Dyspraxia: www.dyspraxiafoundation.org.uk
How do we support pupils to transition between phases of education?	Starting Primary: The EYFS lead and SENCO attend the West Sussex EYFS transition event and speak to all the new children's nurseries to find out about the children's interests and needs. Following these the EYFS lead and SENDCO visit identified children, who have EHCPs, inclusion plans or may need extra transition support in their nurseries/pre-schools.



Parents are invited to a new parents meeting, followed by two stay and play visits with their child during the summer term. In addition, all children and parents have a 1:1 meeting with their class teacher in September before their staggered start small group induction sessions start.

Internal class transitions:

We hold a transition day at the end of June each year, so that children can visit their new classroom, meet their new teacher and LSA and ask any questions they may have.

Following these, transition booklets are provided for all children, which detail the classroom, key staff etc. for the next year. These are sent home to be looked at over the summer holiday for reference by the child and their parents.

Secondary:

We have a very structured transition programme in place and liaise closely with the Secondary Schools.

For some children additional visits to their new school/college, prior to the transition can be organised, if we feel it is appropriate.

We have visits from secondary school transition mentors/tutors, which start in January prior to the September transition. These visits happen throughout the summer term, providing children with opportunities to ask questions and begin to understand how their new school operates.

For children who have additional/special educational needs, the SENDCO of Holy Trinity meets with the SENDCO of the secondary school prior to the transition, to inform them of the provision the children may require. All files relating to children with additional special educational needs will be handed on to the next school, so they are fully aware of any external agency advice.

Transition programs are used for children who may be anxious about the move to Secondary School. These provide an opportunity to explore situations which may arise once they have moved and how these situations can be dealt with.

What arrangements do we have in place to support children that are looked after by the local authority (Children we care for), who also have SEND?



We have a designated teacher for 'Children we care for' (previously known as 'Looked after Children' LAC or 'Children Looked After' CLA). Our designated teacher is our Headteacher, Mrs Ann MacGregor.

These children have a Personal Education Plan (PEP), which is reviewed termly at PEP meetings. If pupils also have an identified SEND, a one-page profile or ILP will run alongside this and their progress and attainment will be monitored termly by the SENDCO as well as the designated teacher, and appropriate extra support/provision will be put in place.

Their education is overseen by 'The West Sussex Virtual School'. 'The West Sussex Virtual School' also provide school staff with training e.g. trauma informed approaches.

How do we evaluate the effectiveness of our provision for pupils with SEND?



The SENDCO holds termly meetings with the SEND Governor to report upon the impact of provision and any current issues within the school. The SENDCO also writes a report to the Governing Body detailing the number of children with SEND that are currently in the school, the type of provision they are receiving and the impact of this provision.

Provision is monitored regularly using assessment data to ensure impact on children's progress.

Who in the school should parents/carers or pupils contact if they have concerns?



If a parent has a concern about SEND provision or the policy they should, in the first instance, raise it with the SENDCO who will try to resolve the situation.

If the issue cannot be resolved, the parent can raise their concern with Headteacher.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is on the school's website.

How can parents/carers complain about the school's SEN provision and how will complaints be handled?



Please see our complaints policy: https://www.holytrinity-cuckfield.w-sussex.sch.uk/web/general_policies/18631

What is in the West Sussex local offer?



Please see the West Sussex Local Offer Website
<https://www.westsussex.gov.uk/local-offer/>

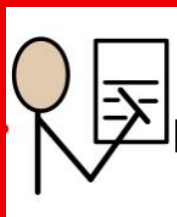
What does our school contribute to the local offer?



Please see school directory page

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/find-a-school-academy-or-college/holy-trinity-cofe-primary-school-cuckfield/>

What do these SEND terms and acronyms mean?



SEND Glossary:

Access arrangements – special arrangements to allow pupils with SEN 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 SEN 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

EHC needs assessment (EHCNA) – 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 (EHCP) – an education, health and care (EHC) 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 that 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/SENDCO – special educational needs and disabilities 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 that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions