

Special educational needs (SEN) information report



Chair of Governors: _____

Executive Headteacher: Dean Gordon

Date: September 2024

Date to be reviewed: September 2026

Contents

Contents	3
1. What types of SEN does the school provide for?.....	4
2. Which staff will support my child, and what training have they had?	4
3. What should I do if I think my child has SEN?	6
4. How will the school know if my child needs SEN support?	6
5. How will the school measure my child's progress?.....	7
6. How will I be involved in decisions made about my child's education?	7
7. How will my child be involved in decisions made about their education?	8
8. How will the school adapt its teaching for my child?	8
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?	10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?...	10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	10
13. How does the school support pupils with disabilities?	11
14. How will the school support my child's mental health and emotional and social development?	11
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	11
16. What support is in place for looked-after and previously looked-after children with SEN?	12
17. What should I do if I have a complaint about my child's SEN support?.....	12
18. What support is available for me and my family?.....	13
19. Glossary.....	13

Dear parents and carers,

At Phoenix Federation, we believe that every child is unique. We value individuality and we are committed to providing opportunities for all children to achieve their best. We promote children's strengths and challenge every child accordingly. Our curriculums are ambitious and are designed to give all learners, particularly those who have additional needs, the knowledge and skills they need to succeed in life.

We firmly believe that all children are entitled to an education that enables them to make progress so that they can:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into their next phase of education.

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for, SEND, read our SEND policy.

You can find it on our website:

Grinling Gibbons Primary School: <https://ggibbons.lewisham.sch.uk/>

Lucas Vale Primary School: <https://www.lucasvale.lewisham.sch.uk/>

You can also contact a member of the team via the school offices for more information :


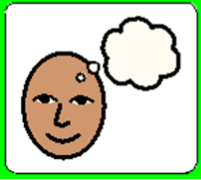
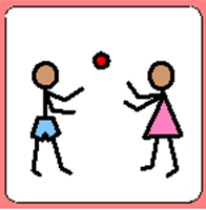

- Vanessa Bright (SENDCo)
- Dean Gordon (Executive Headteacher)
- Lydia Twyford (Deputy Headteacher at Lucas Vale)
- Kay-Ann Williamson-Smith (Deputy Head teacher at Grinling Gibbons)

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

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

A child is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

At Phoenix Federation, we provide support for children who have needs under each category outlined below. Here are some examples:

AREA OF NEED	CONDITION
<p>Communication and interaction</p> 	<p>Autism spectrum disorder (ASD)</p> <p>Speech and language difficulties</p>
<p>Cognition and learning</p> 	<p>Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia</p> <p>Moderate learning difficulties</p> <p>Severe learning difficulties</p>
<p>Social, emotional and mental health</p> 	<p>Attention deficit hyperactivity disorder (ADHD)</p> <p>Attention deficit disorder (ADD)</p>
<p>Sensory and/or physical</p> 	<p>Hearing impairments</p> <p>Visual impairment</p> <p>Multi-sensory impairment</p> <p>Physical impairment</p>

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



Inclusion Team

Special educational needs co-ordinator, or SENCO

Vanessa Bright is our SENDCo. She is a qualified teacher and has successfully undertaken the National Award for SEN Coordination. She manages SEND provision across the federation and is also a member of the senior leadership team.

Mental Health and Pastoral Officer

Rolna Kennedy supports students' emotional well-being, promoting mental health awareness, and providing pastoral care. They work closely with staff, parents, and external agencies to create a safe and supportive environment, addressing issues such as anxiety, stress, and behavioural challenges, while fostering a positive school culture through relationship building etc.

Inclusion Officer

Kamoya Allen supports the SENDCo with administration tasks, supports children who require specific interventions and coordinates medical registers across the federation.

The SEN Governor

Chasey Crawford meets with school SENDCo regularly and monitors the effectiveness of SEND provision in the school. She keeps the governing body informed about any SEND related issues or changes.

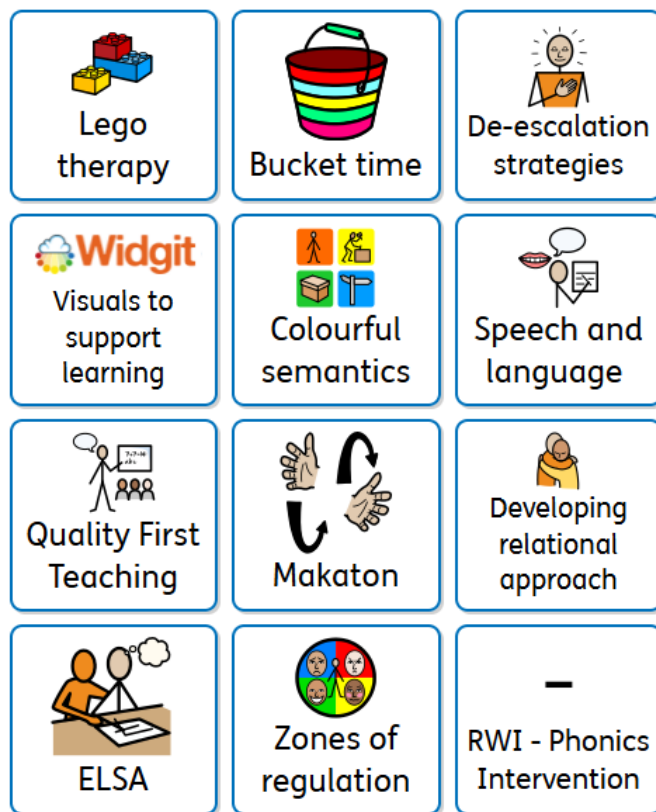


Teachers and Teaching assistants (TAs)

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

We also have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision regularly.

In the last academic year, several teachers and TAs have been trained in:



External agencies and experts

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 SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Play Therapy
- Voluntary sector organisations

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

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact them directly via the school office or class dojo.</p> <p>They will pass the message on to our SENCO, Vanessa Bright, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly via the school office or on: vanessa.bright@phoenix439.org</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.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. The SENCO and Headteacher meet with the class teacher to discuss all pupils at least 3 times per year during pupil progress meetings. These meetings give staff the opportunity to gather all the information about the whole pupil and consider all contributing factors to the child including the pupil's progress, alongside national data and expectations of progress.

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

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

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

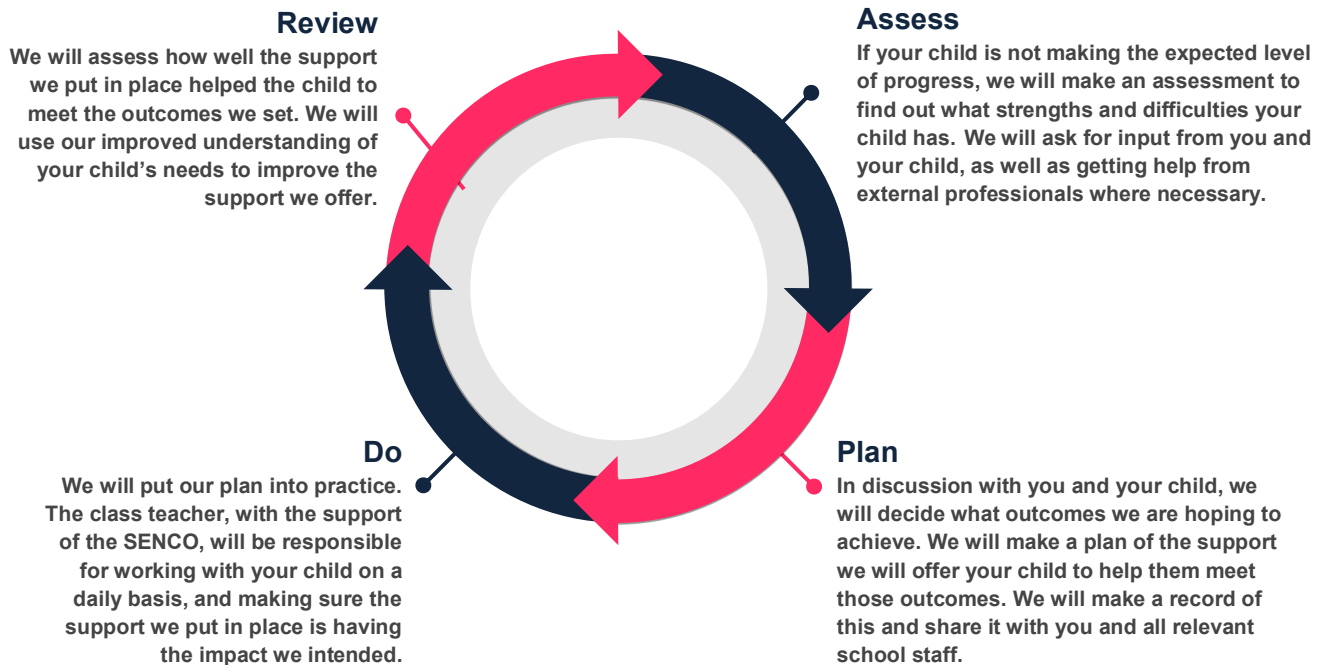
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, a provision map will then be created with you, your child and the class teacher and this will outline your child's targets and support. This is reviewed termly with you and the child. See below for more details.

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

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

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



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

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

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

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

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

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

Your child's class teacher will meet you at a minimum 3 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. As a federation, we welcome daily dialogue between parents/carers and TA's on how a child's day has been and we actively encourage this feedback.

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

If you have concerns that arise between these meetings, please contact the SENDCo via the school office.

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 understanding. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this level of support is identified through the processes mentioned above such as pupil progress meetings, assessments or during discussions from parent meetings.
- Teaching assistants will support pupils in small groups when this level of support is identified through the processes mentioned above such as pupil progress meetings, assessments or during discussions from parent meetings.

At Grinling Gibbons and Lucas Vale Primary School we make an effort to make all of our classrooms SEND friendly. Every classroom is inclusive and supports a wide range of needs:

- A wide range of visuals and working walls are displayed to support children's learning

- Visual timetables are used
- Children are positioned strategically in the classroom e.g. if they have a hearing or visual impairments they will be placed at or near to the front of the class
- The learning environment is also adapted to the needs of particular children e.g. a child with autism may need their own personalised work station and visuals to support them in class
- Teachers plan lessons according to the needs of the children in their class and will ensure that your child's needs are met
- Support staff under the direction of the SENCO and class teachers can adapt planning and support to meet the needs of your child
- Coloured paper is available for pupils and staff with dyslexia
- Learning with support from technology e.g. iPads, laptops etc
- Alternative recording methods can be used e.g. scribes, computers, voice recording, video recording, photographs etc
- The curriculum is scaffolded and differentiated to meet the needs of ALL the children in the class. This could also include additional support such as 1:1 support, peer or group work
- Writing grips, alternative scissors etc can all be accessed should the child need it

We also provide specific interventions based on needs. These can include targeted groups related to the four areas of needs: Communication and interaction, Sensory and physical, Cognition and learning and Social, emotional and mental health needs. These are carried out by either trained staff in school or the external agencies mentioned earlier.

These interventions are part of our contribution to Lewisham's local offer.

Sometimes a child will have needs that will benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from:

- Educational Psychology Team
- Speech and Language Service
- Specific Learning Difficulty Team
- Occupational therapy
- Attendance & Welfare
- Sensory Teachers Team
- Outreach Inclusion Service
- Social Care
- Health Visitors/Portage
- Physiotherapist
- Police Community Support
- Local Authority Children with Complex Needs
- CAMHS
- Mental Health School's Team
- Play Therapy
-

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

Your child's progress is continually monitored by their class teacher.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term during pupil progress meetings
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Observations and monitoring by the SENCO
- Using provision maps to measure progress on identified targets
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

Where a child has an EHCP, the school may use the funding to provide a higher staff-to-child ratio in that class. In some circumstances, the child may be supported by individual and personalised timetables and educational plans.

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

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

All pupils are encouraged to go on our school trips, including our residential trips to Kench Hill and Kingswood. We would always work with parents to ensure that necessary arrangements are made to ensure that any adaptations needed are in place to meet your child's needs.

All pupils are encouraged to take part in sports day/school plays/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 they can be included.

In the event that is considered unsafe for a child to take part in an activity alternative activity will be provided in school. Where appropriate, we try to prepare children in advance for any new environment.

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

The Phoenix Federation ensures that learners with SEND are admitted with other learners in accordance with its Admissions Policy and Lewisham School Admissions and Fair Access arrangements.

For learners with an EHCP, parents or carers have the right to request a particular setting and the local authority must comply with that preference and name the provision in the EHC plan unless: it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name a school in a learner's EHCP, the local authority/ child's send case worker will send the SENDCo a copy of the EHCP who will then consider their comments very carefully before a final decision on placement is made.

13. How does the school support pupils with disabilities?

Grinling Gibbons Site:

Grinling Gibbons is a 2-storey building set in the middle of a housing estate, behind the main roads of Deptford. The building comprises of a main building and 2 detached annexes that house the year 4 and key stage 1 class rooms. The building is accessed on the ground floor, however there are stairways that take you up to the classrooms on the second level. There are 3 exit points out to the main entrance and 4 exit points to the main recess area in the middle of the school. This makes it very difficult for us to make the school physically accessible for members of the community with mobility issues. We do have a disabled toilet at reception floor level and we do aim to make our physical environment as accessible as possible. We work closely with agencies including the Lewisham Physiotherapy, Occupational Therapy Services and Health and Safety who advise us on how to make reasonable adjustments to the environment in order to do this. We write personal emergency evacuation plans for all members of the community that may need additional assistance to exit the school in an emergency. Our aim is to make the Grinling Gibbons School building as safe and welcoming as possible.

We ensure we have high expectations of our pupils and aim to include them in all learning opportunities. We believe that to effectively provide for our pupils then all our staff need to understand the needs of all our pupils. We ensure relevant information is available to all teaching staff and are clear that some provision is simple non-negotiable and is about making reasonable adjustments to a child's day e.g. allowing a fidgety child sensory breaks, breaking instructions down into manageable chunks for a pupil with receptive language difficulties, reducing the need to copy words from the white board for a child with dyslexic tendencies or providing a calming workstation and visual time table for a pupil with sensory overload. We welcome visits to our school. **Please call the office on 0208 692 4907 to arrange to join a parent tour.**

Lucas Vale site:

Lucas Vale is a Victorian building that is three stories high, hosts a number of classrooms and has a range of, corridors, walkways and staircases in and around the building. Our Reception class is situated on the ground floor, the two Reception classrooms are a free flowing, vast open plan classroom structure which house a range of high window frames/sills.

There are 5 entry and exit points from the playground to access the classrooms 3 of which have or lead to stairs. This makes it very difficult for us to make the school physically accessible for members of the community with mobility issues. We do have a disabled toilet at Reception floor level and we do aim to make our physical environment as accessible as possible. We work closely with agencies including the Lewisham Health and Safety who advise us on how to make reasonable adjustments to the environment in order to do this. We write personal emergency evacuation plans for all members of the community that may need additional assistance to exist the school in an emergency. Our aim is to make the Lucas Vale School building as safe and welcoming as possible.

We ensure we have high expectations of our pupils and aim to include them in all learning opportunities. We believe that to effectively provide for our pupils then all our staff need to understand the needs of all our pupils. We ensure relevant information is available to all teaching staff and are clear that some provision is simple non-negotiable and is about making reasonable adjustments to a child's day e.g. allowing a child sensory breaks, a personalised timetable, breaking instructions down into manageable chunks for a pupil with receptive language difficulties, or providing a calming workstation and visual time table for a pupil with emotional or sensory overload. We actively encourage and welcome visits to our school. **Please call the office on 0208 692 4660 to arrange to join a parent tour.**

Please also see our **Accessibility Plan and Equality policy** on the school website for further information.

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

We recognise that some children have additional social and emotional needs that need to be understood, refined, developed and nurtured. These needs can manifest themselves in many ways i.e. behavioural issues, emotional, anxiety, withdrawn etc. It is important that we work with these children and support them in developing their social, emotional and mental wellbeing.

Staff at Lucas Vale and Grinling Gibbons school are caring and have the wellbeing of all the children as their top priority. Meaning - Every child is 'Everybody's business'. We foster an ethos within the federation that each member of staff has responsibility for the pastoral care of every child. The views of the children with SEND are recorded at review meetings and they also have opportunities throughout the day to share any concerns with their teacher/teaching assistant.

- Please see our SRE curriculum on our website for details on how we use teaching and learning time to foster positive relationships.
- We work with targeted family support and families first to support emotional well-being of the children
- We run social skills groups and Circle of Friends
- Staff are in the playground during playtimes to support relationships and the senior leadership at the school applies an open door policy for all children, especially in cases of suspected bullying
- Lunchtime and playtime staff support through engaging with children and fostering good relationships groups
- We will seek external professional help when needed from, Lewisham Outreach, CAMHS and our link Educational Psychologist

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

Transitions can be difficult for all children but particularly those with SEND.

We take steps to ensure that any transition phase is as smooth as possible. This includes transition from nursery to reception, Key Stage 1 to Key Stage 2, Year 6 to Year 7 and in-year transfers (Casual Admissions).

Early Years Foundation Stage (EYFS)

Home visits will be arranged for all children starting in our Nursery or Reception class. These visits will commence before or within the first 6 weeks of the child starting with us. If your child attends a different nursery, the SENDCo will contact that setting to share information and to discuss your child's needs so that transition can be as smooth as possible. Our SENDCo will recommend that your child comes to visit our school with a familiar adult to familiarise themselves with their new setting. We will also request reports from the school and external agencies and will ask for targets and support plans to be shared so that staff can continue working on outstanding targets.

Moving Classes

In July, your child's class teacher will meet the new teacher to hand over all relevant paperwork and information. All children will visit their new classroom and spend a morning with their new teacher. Some

pupils with SEND may benefit from additional visits to their new room. If your child requires a transition book with photographs and information about their class, one will be made for them.

In Year Transfer - If your child is moving to another school

We will contact the new school SENDCo and ensure that they know about any special arrangements or support which will have to be put in place for your child. We will ensure that all records about your child are passed on as soon as possible. If your child is joining us from another school - If your child requires a transition book with photographs and information about our school one will be made for them.

Casual Induction – If your child is joining our school

The SENDCo will contact your child's previous SENDCo to discuss your child's needs. Your child will be able to come for an Induction meeting and be invited to tour the school. Home Visits will be arranged for all casual admissions prior to starting the school – this will enable a seamless transition as possible.

Year 6 Secondary Transfer

We have good relationships with all of our local secondary schools. In the Summer term, the school SENDCos will meet with all secondary SENDCos to ensure that all children make a successful transition.

If your child has an EHCP (Education, Health and Care Plan) a Transition Review Meeting will be arranged in Year 5, which you will be invited to attend, at which appropriate choices of secondary school will be discussed. Once a secondary school has been allocated relevant staff members from that school will be invited to your child's Year 6 Annual Review so that their transition can be planned and prepared for well in advance of the September start date.

As with transition into Grinling Gibbons or Lucas Vale, we can arrange for your child to make extra visits to their new school, take photographs, ask questions and meet the staff before they start. Secondary school staff may also visit your child here in Year 6 so that they have a chance to get to know them in a familiar and comfortable environment.

If your child is transferring to a specialist provision key staff from that school will visit them and meet with the class teacher and SENCO to help plan the transition.

We also arrange for external companies and provision to come into school for the children to take part in transition workshops on a 1:1 basis or small groups.

Preparing for adulthood

As a federation, we recognise and strongly believe that the great majority of children and young people with SEND, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions from the start. Children with SEND in our schools are strongly encouraged to actively participate in all aspects of school life. We aim to ensure that they have full access to a broad and balanced curriculum whilst also being given opportunities to hold responsibilities within school.

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

Vanessa Bright (SENDCo) will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will

make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

We operate an open-door policy to receive feedback from parents. If a parent is unhappy about their child's provision, he/she should speak with the class teacher first. If the issue is not resolved then he/she can speak to Key Phase Leader or SENDCo, or another member of the Senior Leadership Team. It is hoped that a solution will be reached between the parents and the school but if the parent is still concerned after speaking to the Head of School, he/she may also contact the SEND governor: Chasey Crawford.

Further details can also be found in the Complaints Policy available on our school websites linked earlier in this document.

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://lewisham.gov.uk/myservices/children-and-young-people-service/services-for-children-with-complex-needs-and-disabilities/local-offer/education-and-learning/independent-advice-and-support>

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

<https://lewisham.gov.uk/myservices/children-and-families-information-service/family-hubs/lewisham-family-hubs>

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

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. 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

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 (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 SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

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