



# Special Educational Needs and Disabilities Information Report

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**BARLEY LANE PRIMARY SCHOOL**  
**Special Educational Needs Information Report**

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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 at Barley Lane Primary School. If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our [website](#).

Parent(s) throughout this document refers to parents, parent, carer or those with parental responsibility.

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. Aims of our provision in regards to pupils with special educational needs and/or disability**

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by providing high quality teaching across the school.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the adaptations to the curriculum, to better respond to the four broad areas of need:
  - Communication and interaction,
  - Cognition and learning,
  - Social emotional and mental health,
  - Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To support all staff in meeting pupil needs by providing well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **2. What is SEND?**

At our school we use the definition for SEND and for disability from [The SEND Code of Practice \(January 2015\)](#):

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

- Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

### **3. For which kinds of special educational needs (SEND) provision is made at the school?**

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - It would be unsuitable for the age, ability, aptitude or SEND 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 our school in a child’s EHCP, the local authority will send the headteacher a copy of the EHCP and then consider their comments carefully before a final decision on placement is made.
  - Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.

If progress is limited despite the delivery of high quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services – including Educational Psychologists, Physiotherapists, Occupational therapists and Speech and Language therapists
- Specialists such as SEATSS outreach support services
- Social Care Services – as discussed with parents
- Health partners such as School Nurse and Child & Adolescent Mental Health Service or EWMHS

### **4. How does the school know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

All or of the above may apply and are carefully considered through systems set out in the school policies including SEND and Assessment Policies.

## **5. What should a parent do if it thinks their child may have special educational needs?**

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENCO whose name is Sabrina Pierson and whose contact details are Tel: 0208 590 8474.
- Parents may also contact the SENCO or the Headteacher directly if they feel this is more appropriate.
- We value the opportunity to work closely with parents whose views and aspirations for their child will be central to the assessment and provision that is provided by the school.

## **6. How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the Senior leadership team, the SENCO, external verifiers,
  2. Ongoing assessment of progress made by pupils with SEND,
  3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
  4. Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND,
  5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
  6. Attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
  - All pupils have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
  - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
  - Additional action to increase the rate of progress will be then identified and recorded this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
  - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

## **7. How will the school measure a child's progress?**

- We will follow the 'graduated approach' to meeting a child's SEN needs.
- The graduated approach is a 4-part cycle of assess, plan, do, review. This is exemplified in the SEND Code of Practice 2015

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCO in order to make an accurate assessment of the pupil's needs. If a 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 the parent and pupil's input, as well as getting help from external professionals where necessary.
  2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO. We will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer the child to help them meet those outcomes. We will make a record of this and share it with parents and all relevant school staff.
  3. **Do:** We will put our plan into practice. SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
  4. **Review:** We will assess progress towards these outcomes. We will use our improved understanding of a child's needs to improve the support we offer. We will review this termly with the parents and the pupil.
- If progress is limited despite the delivery of high-quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
    - Local Authority Support Services – including Educational Psychologists, Physiotherapists, Occupational therapists and Speech and Language therapists
    - Specialists such as Specialist Education and Training Support Service (SEATSS) and Early Years SEND Support Services (EYSENDSS)
    - Social Care Services – as discussed with parents
    - Health partners such as School Nurse or Emotional Well Being and Mental Health Service (EWMHS) formerly CAMHS

For a small percentage of pupils whose needs are significant and complex, and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

#### **8. How will pupils be involved in decisions regarding provision that can better meet their needs?**

This school uses pupil centred profiles. These are completed by the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Information will be reviewed each term and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

## **9. How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the school will be recorded and shared with parents.

## **10. How will parents know how well their child is doing?**

- Attainment towards the identified outcomes will be shared with parents regularly through termly review meetings with the SENCO and Class teacher, also through the school reporting system and Parents' Evenings.
- A home-school diary is sometimes a useful tool to help communication with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCO, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will help arrange this appointment for you. The contact number is 0208 590 8474.

## **11. How will parents be helped to support their child's learning?**

- Please look at the [school website](#). Parents can link to websites and resources that we have found useful in supporting parents to help their child learn at home. [www.find.redbridge.gov.uk](http://www.find.redbridge.gov.uk)
- The class/subject teacher or SENCO may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to or school events you could contribute to in order to further support your child's learning, please contact the SENCO.

## **12. How will the school evaluate the effectiveness of the SEND provision made for pupils?**

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be may be scrutinised by external moderators such as Ofsted.

## **13. What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent views are sought through variety of means these include termly review meeting and annual pupil and parent questionnaires.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health.
- The school has a Pastoral Support Manager and two ELSAs (Emotional Literacy Support Assistants) to support children and parents with Social and Emotional needs.

#### **14. How does the school meet pupils with medical needs?**

- Pupils with medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. In some case this will be an integral part of a statutory Educational Health Care Plan.
- Staff who volunteer to administer and supervise medications, will complete training overseen by a relevant health care professional such as a school nurse. This training will be recorded in the Health Care Plan
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within [Supporting Pupils at School with Medical Conditions \(DfE 2015\)](#) and identified in the school Supporting Children with Medical Conditions Policy.

#### **15. What training do the staff supporting children and young people with SEND undertake?**

Specific training is provided to the relevant staff, which is related to a need of a child in their class or across the school. The SENCO will liaise with an external agency or provider to arrange the delivery of the training that will have the most impact across the school and for the child.

The SENCO holds qualified teacher status and joined the school in May 2016. She has and has obtained the Nationally Accredited Award for Special Educational Needs Coordination and MA in Special and Inclusive Education in November 2016. We have a part time SEN Teacher who has completed their NASENCO in 2021 to support children in EYFS.

- The school has regular visits from an LA Educational Psychologist, SEND specialist teachers, Occupational Therapists, Physiotherapists, Audiology Technicians, SEATSS Outreach who provide advice to staff to support the success and progress of individual pupils.
- The school receives visits from the Speech and Language Therapist who provides advice on assessing and planning for targeted children with EHCs. Programmes planned by the therapist are then delivered by a trained Teaching Assistant.
- The Governor with specific responsibility for SEND has participated in SEND Governor training.

#### **16. How will my child be included in activities outside the classroom including school trips?**



- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Separate rooms have been allocated for interventions and for small groups.

### **17. How accessible is the school environment?**

In recent years, the following adaptations have been made to the school environment and you can find further details in the Accessibility Policy which can be found on our school website.

- Disabled parking spot marked and located next to the school reception.
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- Five toilets have been adapted to ensure accessibility for pupils and visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A lift is available for wheel chair users and those with mobility difficulties to get to the library, classrooms and ICT suite on the first floor.
- Two classrooms (KS1 and KS2) has been provided to support children to run interventions.

### **18. How will the school prepare/support my child when joining or transferring to a new school?**

The SENCO attends Early Years Advisory & Support Service (EYASS) Transition event to liaise with pre-school settings. A number of strategies are in place to enable effective pupils' transition. These include on entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

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

#### **Between years**

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

Ensure a handover takes place between class teacher, current teacher and a member of the SEND Team.

Ask the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed

Schedule lessons or time in class with the incoming teacher towards the end of the summer term

#### **Between schools**

When a child is moving on from our school, we will ask the parent and child what information they want us to share with the new setting. We will then contact the SENCO from the new setting.

### **Between phases**

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Transition visits or remote calls are set up to support the children.

### **20. How are the school's resources allocated and matched to children's special educational needs?**

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
  - A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
  - The Notional SEND budget. This is a 'top-up' fund devolved to schools to support them to meet the needs of pupils with SEND.
  - Interim Funding or Early Years Inclusion Funding for a child with high needs to provide support until a request for statutory assessment can be made.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation. This funding is then used to provide the staff, equipment and facilities to support pupils with special educational needs and disabilities through support that might include: -Targeted differentiation to increase access to text (accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)

- In class, additional adult support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
- Out of class support (relationship building, social, emotional skill development,
- Small group tuition to encourage catch up (subject or targeted at additional needs)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Specialist room led by a SEND teacher to support children with complex SEND needs
- Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school and outreach teams to improve inclusion)
- Use of specific environments in school such as work stations, intervention rooms.

- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. Specialist teachers or LTAs or from outside agencies.
- Development of specialised support in school – the school has two ELSAs who have attended ELSA training (responding to mental health and wellbeing ) and members of staff who are Mental Health First Aiders

In addition, Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority, or have been adopted from local authority care or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCO or a member of the Senior Leadership Team. Please contact the school office on 0208 590 8474.

### **21. How are decisions made about how much support each child will receive?**

- For pupils with SEND but without an EHCP, planning the support provided is led by the Senior Management of the school and the SENCO advising the class teacher/subject teacher. Parents are involved in this through parent meetings as outlined in the SEND policy. Deployment of funds is overseen by the Governing Body
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHC Plan is being produced or at an annual review of an EHC Plan. The Local Authority administers and delegates the High Needs Funding which resources the EHC Plan.

### **22. How will I be involved in discussions about and planning for my child's education?**

This will be through:

- discussions with the class teacher, SENCO or Senior leadership team member,
- during parent's evenings,
- meetings with support and external agencies

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

Mrs Victoria Ballantyne, Deputy Headteacher with responsibility for looked-after children, will work with Mrs Pierson, our SENCO, to 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 SEND. 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.

## **24. What should parents do if they have a complaint about their child's SEN support?**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. The issue will be discussed and where appropriate, parents will then be referred to the school's complaints policy. This policy is available on our website. We always attempt to resolve concerns and complaints informally. If parents are not satisfied with the school's response, they can escalate the complaint as per policy. In some circumstances, this right also applies to the pupil themselves.

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

If parents disagree with the Local Authorities' decision about a child's special needs, or feel that our school discriminated against your child because of their SEND, they have the right to make a discrimination claim to the first-tier [SEND tribunal](#). To find out how to make such a claim, parents should visit [this website](#).

Parents 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, parents can go through processes called disagreement resolution or mediation, where all parties try to resolve the disagreement before it reaches the tribunal.

## **25. What support services are available for families of pupils with SEND?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENCO
- The Headteacher
- For complaints, please see the school Complaints Policy on the school website.

To see what support is available to you locally, have a look at the [Redbridge Local Offer](#).

- Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations is: Redbridge Information and Advice Support Service (RIASS). RIASS offers impartial advice and support to parents and carers of all children and young people with SEND: [FiND Redbridge](#)
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, may wish to contact the Local Authority SEND Mediation Service. Parents may also seek mediation from the regional mediation services.
- National charities that offer information and support to families of children with SEND are:
  - [IPSEA](#)
  - [SEND family support](#)
  - [NSPCC](#)

- [Family Action](#)
- [Special Needs Jungle](#)

## 26. References

- Schedule 1 of [The Special Educational Needs and Disability Regulations 2014](#)
- [The SEND Code of Practice \(January 2015\)](#). The Code of Practice provides statutory guidance on duties, policies and procedures relating to [Part 3 of the Children and Families Act 2014](#) and associated regulations.
- [Supporting Pupils at School with Medical Conditions \(DfE 2015\)](#)

## Appendix 1: 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.
- **EHCP** – 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.
- **ELSA** – Emotional Literacy Support Assistant
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages