

Special educational needs (SEN) information report

St. Andrew's CE Infants' School



DCAT
DIOCESE OF CHICHESTER
ACADEMY TRUST

Approved by:	Jackie Whitlock	Date:21.01.2026
Last reviewed on:	17.01.2025	
Next review due by:	21.01.2027	

Contents

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

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 special educational needs support works in our school.

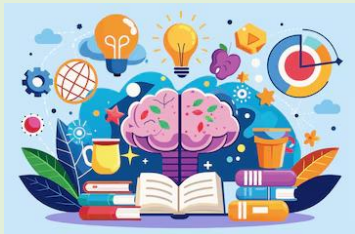
If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.st-andrews-inf.e-sussex.sch.uk/esussex/primary/st-andrews-inf/site/pages/policies>

Note: A Glossary of term has been included at the end of this report.

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction 	Autism spectrum disorder (ASD)
	Autism Spectrum disorder with PDA traits.
	Speech and language difficulties
	Non-verbal learning disabilities
Cognition and learning 	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties - auditory processing disorder, - language processing disorder - visual perceptual disabilities
	Severe learning difficulties such as - Global Development delay - ASD entwined with multiple other diagnosed needs
Social, emotional and mental health 	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment disorder
Sensory and/or physical 	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Jackie Whitlock

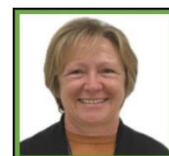
Jackie began her role as a SENCO in September 2023 and has worked with children aged 3+ for 24 years in various roles, including nursery practitioner, nursery manager, TA, PPA class cover teacher and as a qualified teacher for the past 9 years. I am working towards achieving the National Award in Special Educational Needs Co-ordination, which is due to be completed by July 2026. I am allocated 3 days a week to manage SEN provision (Monday-Wednesday) and am a class Teacher for the remaining two days (Thursday and Friday).



Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. We are extremely lucky to boast a committed and experienced teacher staff group, many of whom have taught at St. Andrew's school for 20+ years.

We are reflective of the current trend in need for our children. Emotional Regulation Training for all staff was highlighted as a recent CPD need and opportunity for our staff, accessing training from CLASS as well as valuable information from our extraordinary Inhouse, Certified Mental Health and Well-being Lead, Mrs. Jacqueline Stephen. Jacqueline completed her Senior Mental Health Lead training through Creative Education in December 2024 and continues to be a valuable source of information and support for our families as well as for our team. Jacqueline supports our team in accessing and updating their knowledge on all things related to Social, Emotional and Mental Health needs.



Teaching assistants (TAs)

We have a team of 19 TAs, including 1 higher-level teaching assistant (HLTAs) who work in a range of ways to support all children within the class, adapting teaching and learning where necessary.

Our TA's have recently been trained in Makaton and those providing intervention groups have also accessed training appropriate for their role, such as Lego therapy.

We are extremely lucky to have an Emotional Literacy Support Assistant (ELSA) working at our school, completing the accredited training in June 2024, with ongoing continuous CPD across the network of external support. Mrs. Victoria Booth develops a secure and warm relationship with the children, providing the time, space and support children need to open up about their concerns, supporting them in a way that is bespoke to their individual needs.



Five of our TA's support children in the form of Alternative Provision.

Learning Support Assistants (LSAs)

All of our Learning support assistants have up to date training on courses specifically linked to the children they are working with, such as Makaton and working with children on the Autistic spectrum. This is in addition to the whole staff training around Emotional Regulation Training, supporting Anxious learners, Literacy support and Safeguarding training. Many of our LSAs have also completed training in their own time, to develop their knowledge further within childcare and education.

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
- CLASS
- 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 such as Assessment and Planning Officers, SEND Placement Support Service and INCAP to name but a few.
- Voluntary sector organisations

Therapy Dogs: Maia and Beau

We are extremely lucky to offer a therapy dog service at St. Andrew's. Theresa Scotcher brings her trained therapy dogs named Beau and Maia into school once a week. The children love to stroke them, talk to them, read stories to them and even encourage the dogs to join in with games in the playground. The research surrounding this is extensive and is a wonderful way to reduce anxiety (hidden or externally shown) in children, in order to maximise their inner happiness, ability to thrive and learn.



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

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

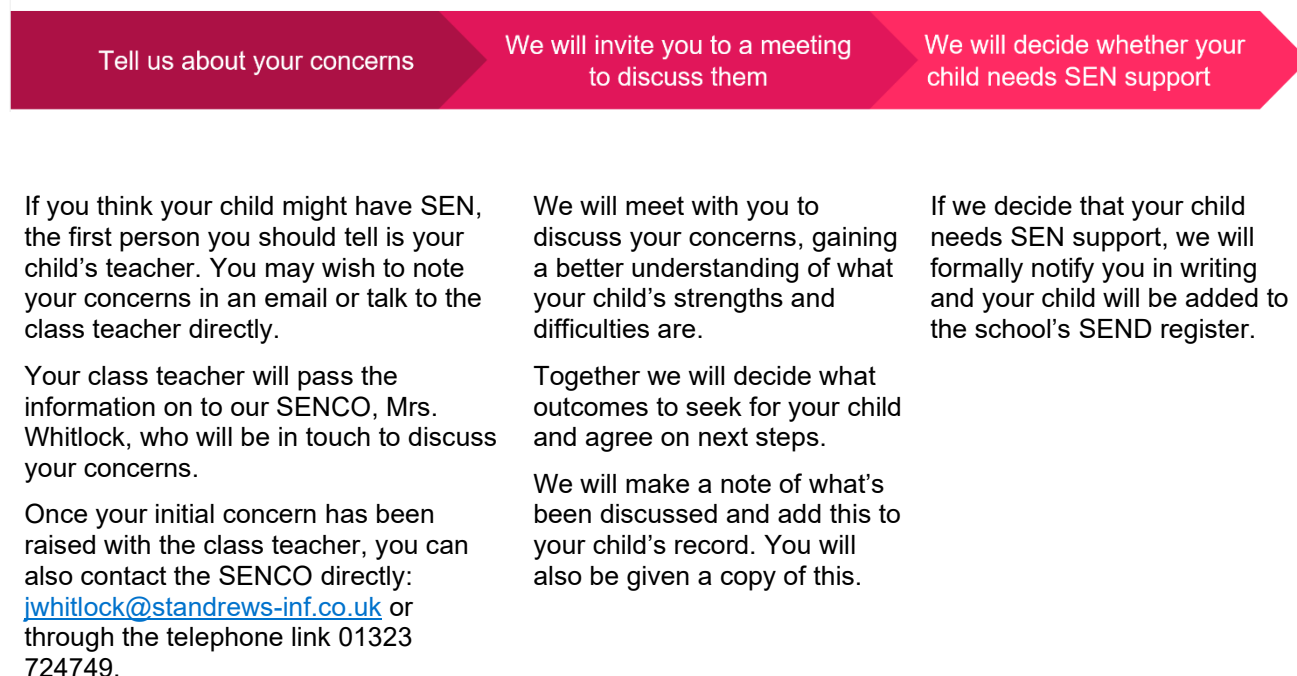
We will assess each pupil's current skills and level of attainment on entry to the school

We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

If you suspect your child has SEND, please talk to your child's class teacher in the first instance. The below flowchart outlines the process we will follow once a concern has been initiated.



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.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still 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. They will also compare your child's progress and development with their peers and available national data.

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 in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

In identifying a child as needing SEND support, the *class/subject teacher*, working with the SENCO, will

carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND.

Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. (6.15, 6.17, 6.23, 6.45)

Difficulties related solely to limitations in English as an additional language are not SEND.

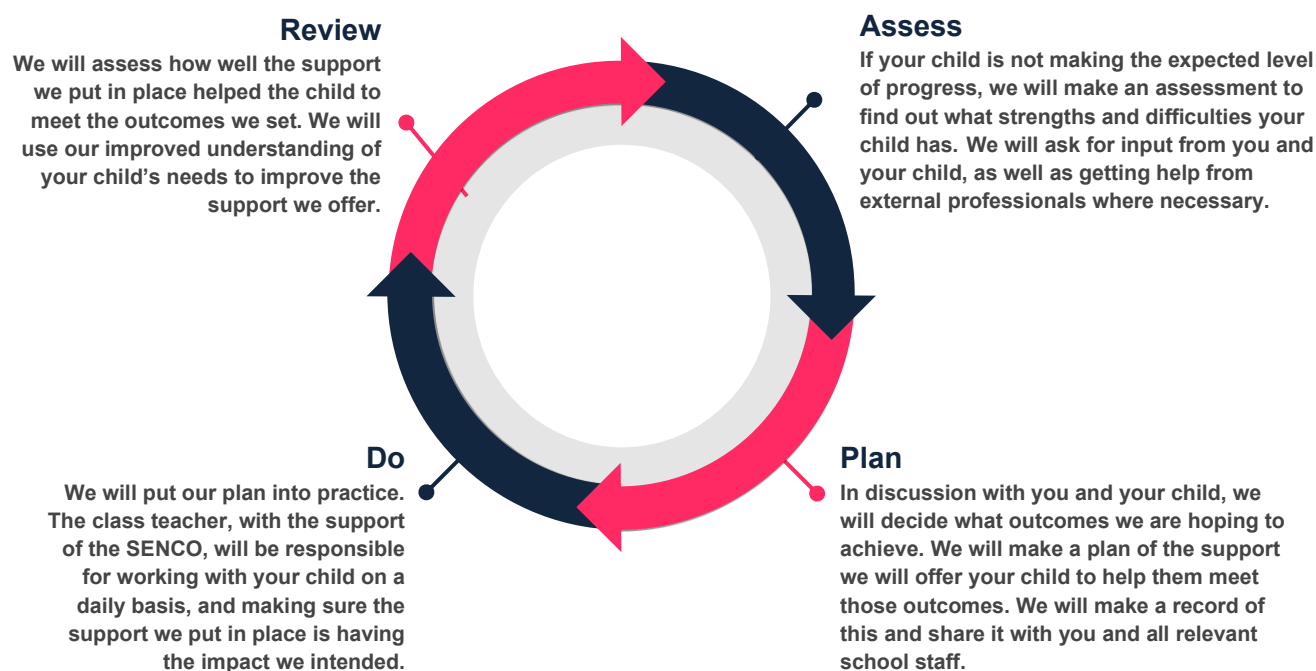
Persistent disruptive or withdrawn behaviours do not necessarily mean that a *child/young person* has SEND. (6.21, 6.24)

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. (6.20)

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

To measure your child's progress and to ensure we are meeting your child's SEND needs, we follow the 'Graduated Approach'. The diagram below outlines this process, which is a continuous cycle of assessing, planning, implementing strategies with reviews, making adaptations where necessary.

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?

Your child's class teacher will meet you twice a year during our whole school parents evening event. In addition to this, your child's specific targets and outcomes, detailed on your child's Additional Needs Plan, will be discussed with you within three separated meetings held in Terms 2, 4 and 6. These meetings last up to 30 minutes, (which are longer than the usual 10-minute parents' evening meetings) and provide a valuable opportunity, working collaboratively to:

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

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

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

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

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

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 your child's class teacher. Teachers are always available to talk to during morning entry to school or at home time. Alternatively, you can email the school office who will forward your email to your child's teacher for a response, at which time a telephone call or face to face meeting can be arranged.

Each child at St. Andrew's will also have a school report, outlining the progress against the national curriculum expectations, which reflect the progress made at the end of the academic year.

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

We will take every opportunity to gain your child's view about all aspect of their care. We recognise that no 2 children are the same and some children may find it more difficult to communicate their views than others. Support to do this will therefore be considered on an individual basis.

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

- Verbalise their thoughts, ideas and feelings.
- Through drawing/paintings etc. This may or may not be accompanied by annotations of what the child said during the activity.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Activities such as matching pictures of activities to the Zones of Regulation colours, which can often prompt discussions around feelings.
- Observations of what the children likes to do or is less inclined to participate in.

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 use an adaptive teaching approach to learning, whereby all children work towards the same learning intention, with adaptations put in place to help them achieve this shared goal. This might be through task planners to break a task down into smaller chunks, visuals, concrete and abstract manipulative, or a visit to our Busy Bees work room/ sensory room for learners who need a movement break or a quieter environment in which to work and regulate their emotions. 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 or in small groups.
- We have at least one classroom per year group on the ground floor level, making access to the curriculum for every child achievable. In the playground, we also ensure padding and brightly coloured paint is used, to highlight and protect children with visual impairments from potential hazards and ensuring safe access to the outdoor learning environment.

At St Andrew's, we recognise that some children require regular movement breaks and access to flexible learning spaces in order to engage successfully with learning. As such, we have carefully considered our physical environment and workspaces to ensure they support regulation, focus and wellbeing.

All classrooms are designed to be welcoming and calm, with clearly defined book corners, Zones of Regulation displays, and readily available sensory resources to support emotional regulation. In addition, a number of breakout spaces and alternative work areas are available throughout the school to meet a range of sensory and learning needs.

Upstairs, the school benefits from a dark den and a worktable area located within the cloakroom area outside Raccoons and Lions classes, providing quiet, low stimulus spaces for regulation or focused work. Downstairs, pupils have access to a conservatory space, two playgrounds, and a dedicated sensory room. The sensory room is designed for relaxation, yoga and sensory circuits, and includes access to smaller outdoor areas for activities such as throwing, sand play, water play and creative art.

In addition, the school has a dedicated Busy Bees workroom, fully resourced with practical learning materials including Numicon, number cards, Multilink cubes, phonics visuals and regulation support visuals such as breathing strategies. These environments enable children to access learning in ways that are responsive to their individual sensory and regulation needs.

These approaches reflect our commitment to inclusive practice and align with the SEND Code of Practice (2015), which emphasises the importance of reasonable adjustments, high-quality teaching and environments that remove barriers to learning for pupils with special educational needs and disabilities

- We may also provide the following interventions and key strategies shown over page:

AREA OF NEED	HOW WE SUPPORT THESE PUPILS
<u>Communication and interaction</u> Autism spectrum disorder (ASD) Speech and language difficulties Other identified need 	Visual timetables Communication boards around classroom/ school Social stories Speech Link and Language Link Mable Therapy Now and next board PECS Makaton Objects of reference
<u>Cognition and learning</u> Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties Severe learning difficulties 	Writing slope Sparkle group Language Link Number Crunchers (maths intervention) Dyslexia Support Task planners Colourful semantics Widget created resources Adaptive teaching writing aids
<u>Social, emotional and mental health</u> ADHD, ADD Adverse childhood experiences and/or mental health issues 	Therapy dog. ELSA Busy Bees (lunch time club) Sensory room/Busy bees work room. INA support Safe spaces identified by the child & Quiet workstation
<u>Sensory and/or physical</u> Hearing impairment Visual impairment Multi-sensory impairment Physical impairment 	Limiting classroom displays Busy Box (Fine Motor) Early Years motor screening program (Gross Motor) Ear defenders Sensory circuits Chew toy Sensory room/ Busy Bee work room – alternative workspaces Ipad mirroring board to support learners with Vision impairments. Electronic voice transmitter and receiver for learners with Hearing impairments Weighted blankets/ weighted plush toys Movement breaks Lego Therapy

These interventions are part of our contribution to East Sussex's local offer
<https://localoffer.eastsussex.gov.uk/>

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school 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 this is 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 further funding from our local authority.

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 trip. Risk assessments will be conducted prior to the trip. We encourage parent participation where possible in school trips however this is not mandatory. A risk assessment will be conducted prior to any school trip and the ratios we deem safe for your child will be considered and planned for.

All pupils are encouraged to take part in sports day/school plays/ special workshops etc. Some children have found it difficult to perform in the church with so many adults watching

them. We encourage the children to join in with the rehearsals and invite the parents to the dress rehearsal, just in case the child finds the main event overwhelming on the day. No child will be forced to take part in such activities and the child's voice will be listened to as a paramount factor when ensuring their well-being and emotional security.

Children are never excluded from taking part in these activities because of their SEN or disability. Reasonable adjustments are made wherever needed to ensure every child can be included.

12. How does the school support pupils with disabilities?

Children with disabilities are welcome at St. Andrew's. We have ground floor access to all year group classrooms, a care suite with disabled access/ wall supports in the toilet. We also make reasonable adjustments to our premises and school routines to meet the identified needs of the child. Equity is extremely important here because the scaffolded support that will work for one child will not be appropriate for another child. We therefore work closely with our parents and external agencies, to facilitate a provision that meets a specific need and seek training for our staff so that we know how best to help the children in our care.

The school's accessibility plan can be read here: https://www.st-andrews-inf.e-sussex.sch.uk/esussex/primary/st-andrews-inf/arenas/websitecontent/web/Accessibility%20Policy%20Sept%202024-13016_20240930103147167.pdf

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

We support the emotional, mental and social development of children/young people with SEND and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. The school council provide excellent feedback about things children might be worried about or feel they need to discuss to make school life a happy experience. We pride ourselves on the nurturing and caring atmosphere we have created at St. Andrew's School, which is often commented on by visitors as something that permeates through our daily school life.

We are extremely fortunate to have an ELSA (Emotional Literacy Support Assistant, Mrs. Booth) and a certified Mental Health First Aid Lead (Mrs. Stephen), working as part of our school team. This means that we have two trained practitioners in the field of Social,

Emotional and Mental Health needs and are available to support the children and families within a quick/ timely manner.

In addition to these two practitioners, we also have Mrs. Weston, who leads the PSHE curriculum for our school. Mrs. Weston ensures a broad but relevant curriculum is planned for within each year group and maintains a close eye on the current trends emerging from daily life in society as well as around the school, so that the children's education is current and reflective of the children's emerging needs.

We have a worry box located in the library. The children can write a message on the slips provided and place it in the box. Mrs. Stephen checks the box regularly throughout the week and informs the teachers of anything they might need to be aware of/ anything that needs to be followed up with the child.

Children with or without a diagnosed SEND may benefit from using our alternative provision groups from time to time. We have the Explorers located downstairs throughout the day, Stepping Stones upstairs (3 afternoons a week) and a lunch time 'Busy Bees' group which can be accessed every lunchtime. These smaller groups can help the children's self-esteem and emotional regulation, ready to be successful learners.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having clear and consistent behaviour expectations as well as fostering a nurturing respect for everyone within the school. The children are extremely supportive of each other and understand that some children need a little more support than others, which is ok.

14. What support will be available for my child as they transition between classes or settings?

Between years

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

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- The children are offered communication/social stories to aid the transition. A copy is also taken home.
- The children enjoy visiting their next class, completing a 'job' for their teacher which could be as simple as delivering a message.
- Parents are invited in to meet their child's next teacher in their new classroom, with their child.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We use Provision Map to record the children's Additional Needs Plan and is also where we store the information relevant to your child. Many of our local schools are also using Provision Map and therefore all the information regarding each child can be sent securely to the next school for a smooth transition.

Our feeder junior school is Tollgate. The whole county organise a two-day transition event each year, where the children can spend two mornings with their new teacher in their new school. Some children require more than the two transition mornings to Tollgate and therefore we arrange an additional two settling sessions for these children to visit the school during school time. In addition to this, St. Andrew's and Tollgate also work closely together to arrange visits to our school from the Year 3 teachers. Social story booklets are created for the children to tell them about their new school, their new teacher and the classroom.

For children who are not moving onto Tollgate, we will establish close working practices with the allocated school and arrange transition events that are suitable to the child/situation.

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

Carol Meakins, Head Teacher and Designated Safeguarding Lead (DSL) will work with Jackie Whitlock, 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 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.

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

We pride ourselves on being able to communicate well with our families and therefore would appreciate the opportunity to discuss any concerns you have in the first instance with either your child's Class Teacher, the SENCO or the Head Teacher.

St. Andrew's CE Infants' School is part of the DCAT academy. We have a school's complaints policy which we welcome you to follow and can be accessed here as well as on our school website. <https://www.st-andrews-inf.e-sussex.sch.uk/esussex/primary/st-andrews->

inf/arenas/websitecontent/web/DCAT%20Complaints%20Policy%20&%20Procedures-30607_20231002132703552.pdf

We will take each complaint extremely seriously and work with you to come to an amicable solution. If you are not satisfied with the school's response, you can escalate the complaint.

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

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

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. 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.

For support at home from outside agencies, families can access the **East Sussex Local Offer**, which provides clear information about services, resources and local support agencies available to children and young people aged 0–25 with Special Educational Needs and Disabilities, with or without a formal diagnosis. The Local Offer includes guidance, advice, activities and support available to families across East Sussex.

<https://localoffer.eastsussex.gov.uk/>

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

- [CLASS+](#)
- [AMAZE](#)

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

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

18. 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