

Special Educational Needs and Disabilities (SEND) Information Report

St Laurence-in-Thanel CE Junior Academy



Inclusion Team

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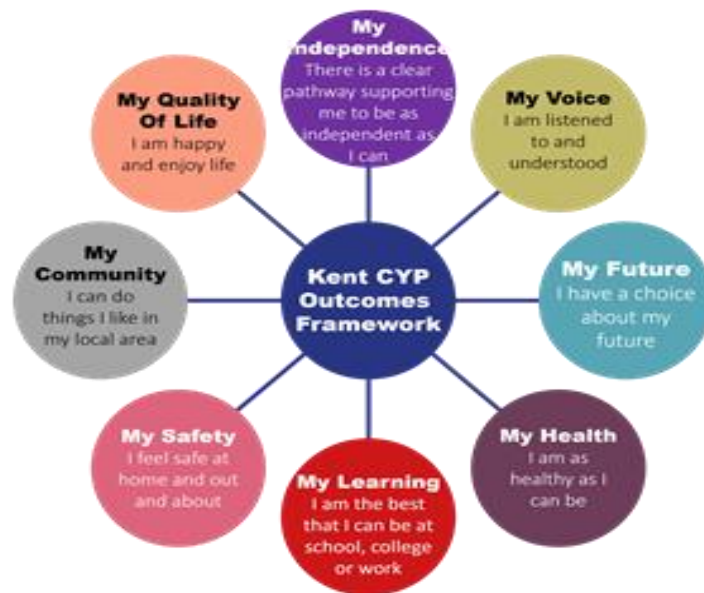
Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

At St Laurence-in-Thamet CE Junior Academy, our vision is guided by the promise that 'With God, all things are possible' (Matthew 19:26). We firmly believe that every member of our community should be nurtured to thrive both now and in the future. Much like the parable of The Lost Sheep in the Bible, we are dedicated to caring for each individual in our ever-changing world. This timeless story serves as our guiding principle for how we should conduct ourselves, treat one another, and always remember that each of us is known, valued, and loved.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:

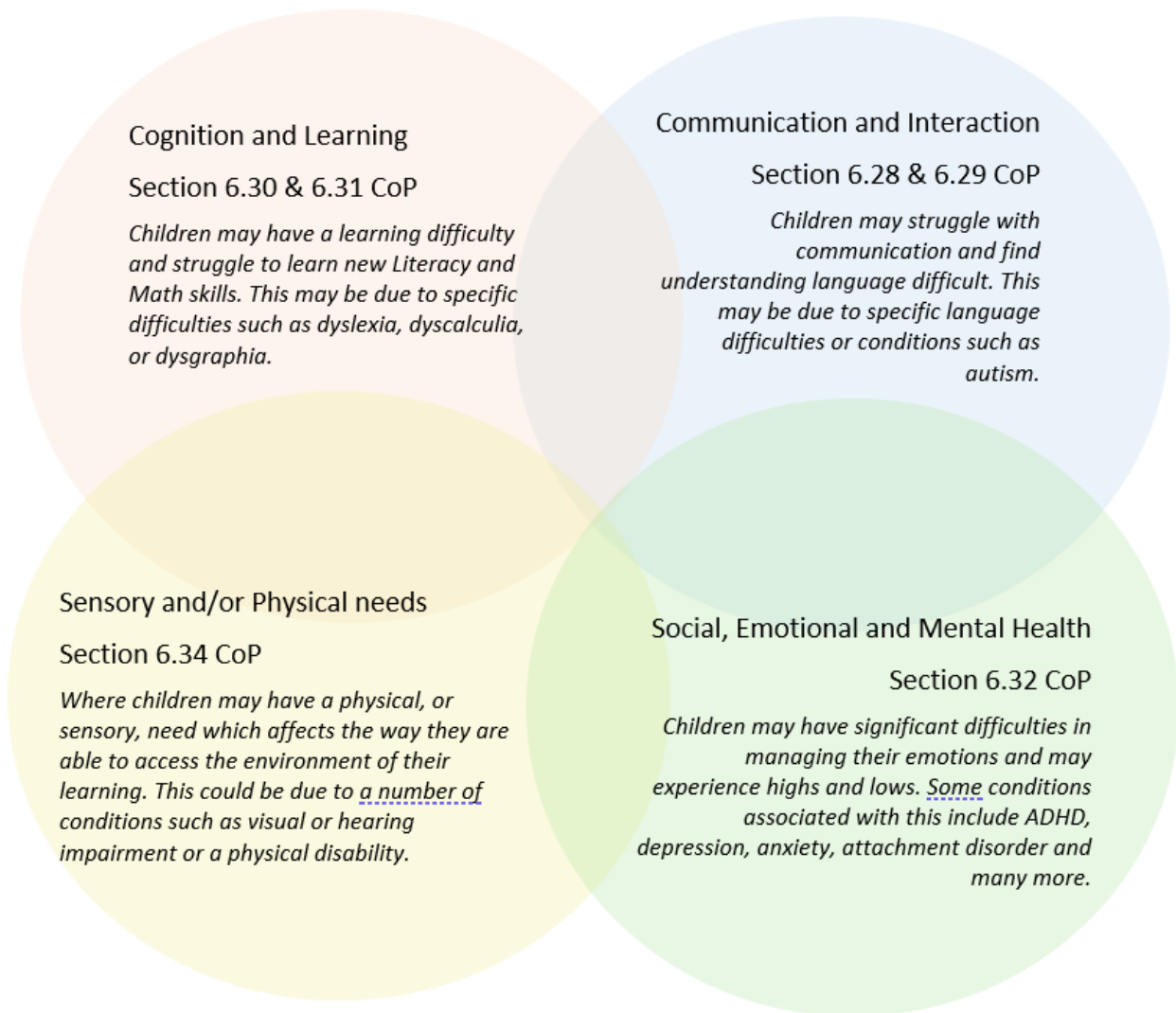


If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report. You can find our SEND policy on our website - [here](#)

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

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

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

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



At St Laurence-in-Thamet CE Junior Academy all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

- Sarah Graham - Head teacher - Oversees the support for students with Special Educational Needs and Disabilities (SEND)
- Sarah Mountjoy - SENCo - Leading the coordination of services for children with SEND and the formulation of the school's SEND policy. Collaborating with external organisations to access specialised guidance. You can contact Mrs Mountjoy, by ringing the school office on 01843 592257 or emailing smountjoy@stlaurencejuniors.co.uk.
- Michelle Kiting - SEND Governor - Assists the school in assessing and enhancing the calibre and effectiveness of support provided to students with SEND.
- Tracey Duffy and Hayley Hawkes – Pastoral TAs – Both trained in various therapeutic interventions such as ELSA, Drawing and Talking and THRIVE. Mrs Duffy and Mrs Hawkes run The Ark (our nurture provision).

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Sarah Mountjoy.

She has 2 years experience in this role and she has worked at the school for eight years, currently serves as the Special Educational Needs Coordinator (SENCO). Her experience has provided her with a deep understanding of the school, the community they serve, and the specific needs they have. She is a qualified teacher.

She is working towards achieving the National Award in Special Educational Needs Co-ordination.

Class/subject teachers

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

Some examples of external training completed:

- AET (Autism Education Trust) training

- De-escalation techniques
- Team teach
- THRIVE training
- Positive relationships

Teaching assistants (TAs)

We have a team of 9 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our teaching assistants who are trained to deliver interventions such as:

- Sensory circuits
- Drawing and Talking
- Lego therapy
- RWI (Phonics)

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

- BRP
- Language Link
- Fizzy
- Numberstacks
- De-escalation techniques
- AET (Autism Education Trust) training
- Precision Teaching

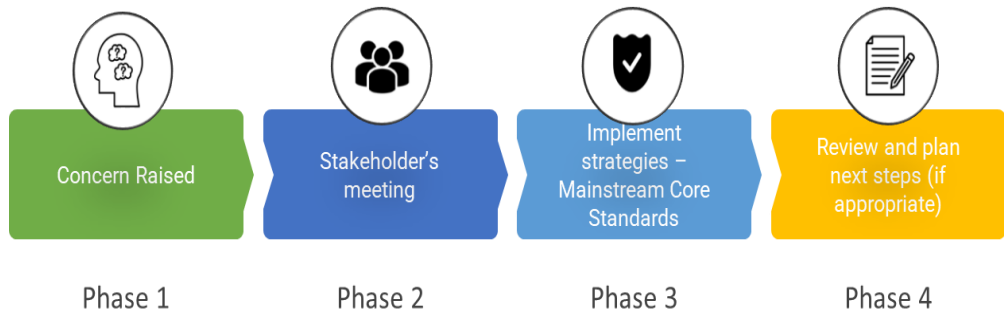
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

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



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



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>Parents can get in touch with their teacher of the SEND by using Class Dojo or calling via the school office.</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

At St Laurence, we maintain a vigilant watch over the progress and development of each child. We employ a system of assessment to identify any potential Special Educational Needs. This process is initiated if a child exhibits slower progress, behavioural challenges, or emotional difficulties relative to their peers. Our dedicated Teachers and Teaching Assistants actively participate in pupil progress meetings, and concerns may arise at any point where it's deemed necessary, often through discussions with our SENCo.

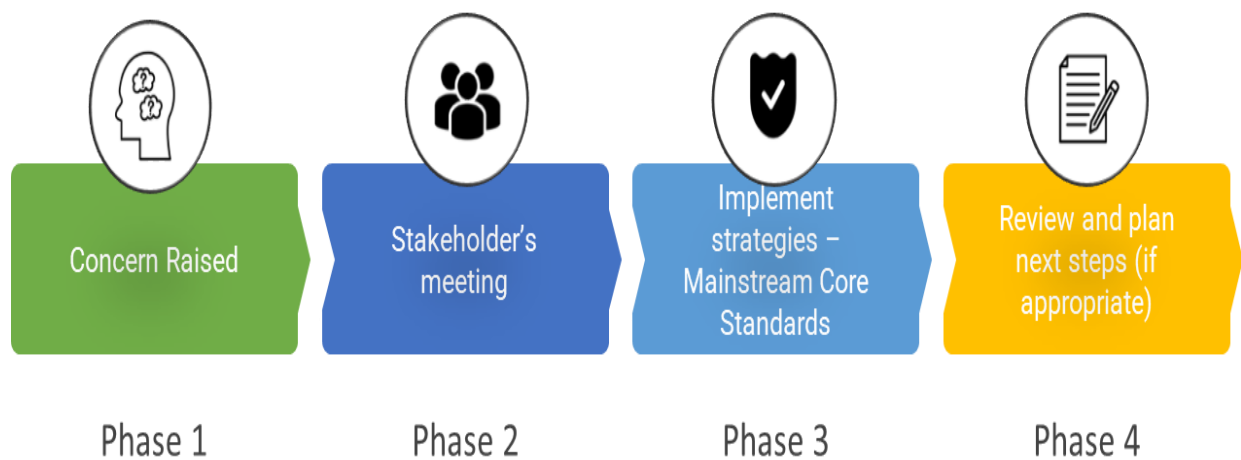
We value the input of parents and encourage them to communicate any concerns they may have about their child's academic journey. In some instances, with the consent of parents, we may engage external agencies to provide specialised support and guidance.

Recognising that each child is a unique individual with their own developmental timeline, we employ diverse teaching strategies in our classrooms to cater to individual learning styles. This approach is also adaptable to accommodate medical conditions or disabilities that may impact a child's educational experience. While most children benefit from these varied teaching approaches, some may require additional support for their special educational needs, encompassing learning difficulties, medical conditions, or disabilities.

Our commitment to progress monitoring extends to ongoing assessments by class teachers. If the need arises, and following discussions with key staff and parents, we implement targeted support measures, such as resource allocation, small-group sessions or individualised assistance, to address specific learning or behavioral challenges.

In select cases, we allocate additional teaching assistant support to ensure that students can actively engage in lessons and participate in various school activities, thereby promoting independent learning. Our overarching aim is to provide a supportive and inclusive educational environment that fosters the growth and development of every child.

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



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include using system such as Accelerated Reading to track reading progress or using RWI to assess for phonological weaknesses.

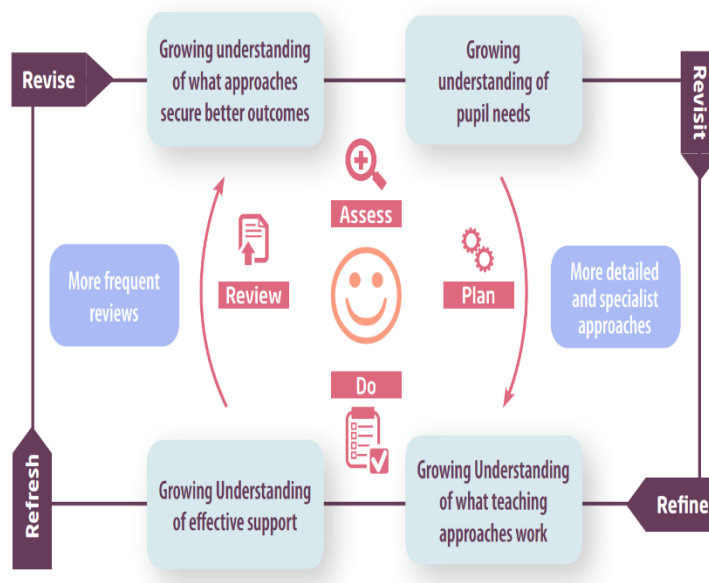
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

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

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



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Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

We will provide termly reports on your child's progress. The first 2 reports will be given at parents evening with the third being shared with parents alongside the end of year report.

A member of staff who knows your child well will meet at the above times, 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.

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

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

If you have concerns that arise between these meetings, please contact Mrs Mountjoy or your class teacher via the school office or using Class Dojo.

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

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

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

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



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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our accessibility policy is aimed at achieving the following objectives:

- increasing the extent to which disabled pupils can participate in the school's curriculum,
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Please find our accessibility plan on our website.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance. These adaptations may include:

Curriculum Access:

- Provide staff with training to support the needs of disabled students.
- Adapt lessons and activities for diverse learning styles and abilities.
- Ensure equal participation opportunities in arts, sports, and extracurricular activities.
- Accommodate students' pace and challenges while maintaining high achievement expectations.
- Incorporate alternative experiences when specific curriculum activities are inaccessible.
- Plan school visits considering each student's requirements.
- Promote the use of appropriate technology, such as ICT, for learning.
- Develop care plans with parents and students to address medical needs.
- Strive to remove all barriers to learning and participation.
- Plan for withdrawal areas in new building plans to provide quiet workspaces.

Physical Accessibility:

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- Provide accessible toilet facilities.
- Clearly label signage for easy wayfinding.
- Maintain well-lit and hazard-free environments.
- Implement inclusive emergency and evacuation procedures.
- Ensure flexibility in classroom allocation to accommodate all students.
- Improve flooring and wall contrasts during redecoration.
- Foster social inclusion through a Buddy/Playground Helper system and lunchtime club.

Information Accessibility:

- Review and update the school website for accessibility.
- Provide information in alternative formats and languages.
- Ensure all communication promotes non-discrimination, accessibility, and equality.

We may also provide the following interventions:

- | | |
|--|---------------------------------------|
| • Makaton symbols and resources | • Reading Plus |
| • Specific iPad apps for individual pupils/needs | • IDL literacy and numeracy screeners |
| • ELSA resources | • BRP |
| • Drawing and Talking | • Sensory circuits |
| • Differentiated RWI (Phonics program) | • Fizzy |
| • Numberstacks | • Language Link |

These interventions are part of our contribution to Kent County Council's local offer.

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

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

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



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning

- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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



The school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs. We prioritise the inclusion of all children in every aspect of the school curriculum, and our goal is to ensure that all students can participate in our PE curriculum, including swimming, in our outdoor play activities provided through our engagement in OPAL and in school trips.

We are committed to providing the required support to make this inclusion successful and may engage in discussions with parents in advance. Depending on a child's specific needs, it could be appropriate and necessary for a parent or caregiver to accompany them on a school trip. Furthermore, several after-school clubs, voluntarily led by staff, including sporting clubs including football and netball are available, and our aspiration is to make these clubs as inclusive as possible to accommodate the interests and abilities of all our students. We are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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

1. Admission of Prospective Pupils with a Disability or SEN:

Each school in the Aquila Academy Trust has a specified Published Admissions Number (PAN). The admissions process ensures that all applications are treated equally and fairly. When applications exceed the PAN, the schools use specific oversubscription criteria to rank applications. In compliance with the DfE School Admissions Code, children with an Education, Health and Care (EHC) plan that names a school within this policy are given priority and allocated a place before the oversubscription criteria are applied. This ensures that pupils with SEN or a disability are not disadvantaged in the admissions process.

2. Ensuring Priority for Pupils with an EHC Plan:

The schools ensure that all prospective pupils whose EHC plan names the school are admitted before any other places are allocated. This is explicitly stated in the admissions policy, ensuring compliance with the law and prioritising the needs of pupils with SEN or disabilities. Consequently, the published admissions number (PAN) is adjusted to reflect these admissions, ensuring these pupils are given precedence.

3. Oversubscription Criteria and Fairness:

The oversubscription criteria are designed to avoid unfairly disadvantaging prospective pupils with a disability or special educational needs. The criteria are as follows:

- **Looked After Children and Previously Looked After Children:** These children are given the highest priority.
- **Siblings:** Priority is given to siblings of current pupils.
- **Children of Staff:** Children of staff employed at the school are given priority under specific conditions.
- **Social and Medical Need:** This criterion considers children with exceptional circumstances that necessitate attendance at a particular school. This ensures that children with significant medical or social needs are not disadvantaged.
- **Distance from School:** Proximity to the school is considered, using a precise method to measure distance fairly.

The criteria ensure that no prospective pupil is unfairly disadvantaged based on their disability or SEN status. The policy includes measures to handle situations where multiple applications have the same priority level, ensuring transparency and fairness.

13. How does the school support pupils with disabilities?

The school supports pupils with disabilities through a comprehensive approach to physical accessibility and inclusivity. The school ensures accessibility and inclusivity through various measures: it provides accessible toilets, parking, and wheelchair-friendly classrooms. Clear signage

aids navigation, while well-lit, hazard-free environments enhance safety. Emergency procedures are inclusive of wheelchair access, and flexible classroom allocation supports all students' needs. Social inclusion is promoted through systems like the Buddy/Playground Helper scheme, and staff are dedicated to accommodating disabled pupils with tailored support. Accessibility considerations extend to all school activities, with a single-level building eliminating the need for stairs. Security is managed via restricted access systems, and recent refurbishments have improved lighting with LED fixtures and blinds. Future Plans (2024-2027) include key internal corridor doors with sensor access, improved access to the car park and drop-off zones for parents, and upgraded external doors.

These measures ensure that pupils with disabilities can fully participate in school activities and access all facilities with ease and safety. You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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

At St Laurence, we prioritise students' well-being and mental health. Our two ELSA-trained Teaching Assistants (TAs) play a crucial role in offering emotional support. We provide individual and group interventions, mentoring, and social skills sessions. For personalised needs, we create individual support plans. Students also have access to "The Ark," our nurture provision, and enjoy enriching experiences such as Forest School. Our commitment extends to collaborating with external agencies like the Early Help team to ensure the holistic development of our students.

St Laurence benefits from a dedicated Pastoral Team, readily available to support children during challenging times. Some students may receive mentoring from key staff members as needed. We offer additional assistance to those finding lunchtimes challenging, ensuring manageable outdoor time and skill-building activities. Our caring staff supervise playtimes and lunchtimes, providing access to play equipment. We take any reports of unkindness or bullying seriously, conducting thorough investigations and when appropriate, using Restorative Justice questioning. Our focus is on preventing situations from escalating and providing support to both those affected and those involved. The Pastoral Team is always there to offer children a safe space to talk or find calm.

- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

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

Mrs Mountjoy, our SENCO, is our designated teacher for our looked-after and previously looked-after children. She will work with and make sure that all teachers understand how a looked-after or

previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.



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

Children entering Year 3 are warmly welcomed to visit our school for a full day. Those who require extra transition support may visit accompanied by their Infant school staff or a parent. Transition meetings occur involving class teachers, the SENCO, and the FLO from the feeder infant schools and St Laurence. If necessary, we provide a transition booklet with photos and information to reassure the child before their start.

When moving between year groups, some children may have additional transition activities like meeting their new teacher, exploring their new classroom, or receiving a transition booklet. For those moving to secondary school, we can arrange additional transition support with the receiving school. We share information about any Special Educational Needs between SENCOs. Many secondary schools offer their own transition programs, and parents are encouraged to contact them directly for details.

Between years

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



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

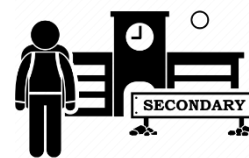
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will have a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Attending extra transition sessions if needed
- Learning how to get organised independently
- Plugging any gaps in knowledge



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

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

For a comprehensive overview of services available for children and young people with Special Educational Needs, please visit Kent County Council's Local Offer at: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

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

- <https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/kent>

National charities that offer information and support to families of pupils with SEND are:

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

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

Complaints about SEND provision in our school should be made to the SENCO in the first instance. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Local Education Authority. Please see the complaints policy on the school website.

If you are not satisfied with the school's response, you can escalate the complaint. 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 [SEND Code of Practice](#).

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

You can make a claim about alleged discrimination regarding:

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

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

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages