

Special Educational Needs (SEND) Information Report

Cavendish Church of England Primary School



Headteacher Introduction

At Cavendish, we actively create a welcoming school community for everybody. Staff, pupils, governors, parents and volunteers work together to make our school a happy and enriching environment. For this to be achieved, equality of opportunity must be available for all and it is through the attention we pay to individuals and the 'whole child' which enables us to do this. Our learning environment empowers all pupils to make progress and achieve their full potential in a safe, supported and fully inclusive environment.

As a school, our learners and their needs are the central focus when we plan any learning opportunity. We are dedicated to narrowing any gaps between SEND and non-SEND pupils. All children that are identified as 'vulnerable' or not making at least expected progress are supported through their Pupil Passports which identify needs and targets. Pupil Passports identify the measures that the school have in place to help children achieve targets and successfully move forward. Our guiding principle is one of inclusion. We actively recognise possible barriers to learning and then identify ways to reduce and break down those barriers.

The school's ethos: **Challenge, Creativity, and Compassion** – "Create a pure heart in me": **Psalm 51:10**, alongside the dedicated programme of values, underpins all that we do at Cavendish. It enables all of our pupils not only to be highly effective learners but to be successful, resourceful and empathetic individuals.

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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 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 [Cavendish Church of England Primary School - Special Educational Needs & Disabilities](#)

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

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Neuro diversity
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	These may be as a response to external factors or through neurologically diverse needs
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 SENDCO

Miss Cheryl Wass is the Special Needs Co-ordinator (SENDCo) and holds the NaSenCo award. She has 12 years experience in this role, is a qualified teacher and holds a postgraduate diploma in trauma support (TISUK).

If you have any concerns or for advice, an appointment can be made through the School Office (01787 280279).

SENDCo Miss Wass" responsibilities include:

- Co-ordinating provision for pupils with special educational needs (SEN)
- Liaising, advising and supporting all members of school staff
- Directing learning support assistants
- Engaging with parents/carers of pupils with SEND or who have been identified as 'vulnerable'
- Making referrals and liaising with additional professionals such as; school nurses, speech and language therapists, health and special educational outreach services, Educational Psychologists
- Co-ordinating the school Language Link Early Screening programme.

The SENDCo meets regularly with SENDCos from other settings. This ensures continued updating with initiatives, both locally and nationally, and to seek and share best practice.

She is allocated one day a week to manage SEND provision.

Class Teachers

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

Learning Support Assistants (LSAs)

We have a team of 5 LSAs, as well as an experienced Focus Support Group Teacher, Mrs Bev King, who also holds the National Award in Special Educational Needs Co-ordination.

All teachers are trained to provide Quality First Teaching and to differentiate appropriately and effectively for all children in their class. LSAs are regularly part of training in classroom management and environment, good teaching practice and learning support strategies.

Inset training is delivered by the SENDCo as required and to update staff on SEND information, and support strategies. All LSAs attend staff meetings at the start of every half-term for training and development purposes. Staff may also receive specialist training from external partner agencies such as Speech and Language Therapy Service, the School Nursing Team, Specialist Education Support (SES) and the Educational Psychology Service. The SENDCo attends cluster, county and regional network meetings.

External agencies and experts

At Cavendish, teaching and learning opportunities are adapted and continually evaluated, working with the support of external agencies when required, to ensure the needs of all of our learners are met.

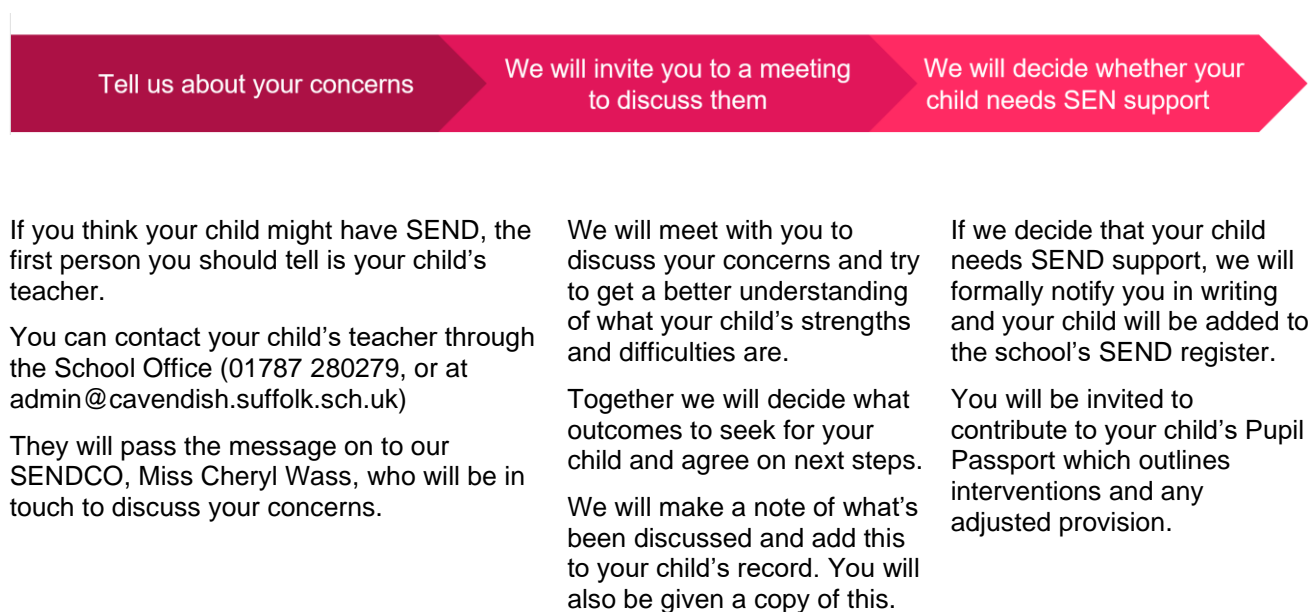
Parents/carers should not feel anxious about such additional support, which at our school allows all learners to receive the specific help they need to make the next steps in their learning. We regularly work with professionals such as:

- Speech and language Therapist
- Educational Psychologist
- County Inclusive Support Service (CISS)
- SENDAT

- Outreach support services such as: Dyslexia Outreach Team (DOT)
- Paediatricians
- GP, School Nurse and Health Visitors
- Occupational therapists
- Additional trained SENDCos
- Family Support Practitioner, Social worker
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Voluntary sector organisations
- External Agencies linked to pupil need

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

We recognise that SEND additional needs may change over time. We encourage staff to adopt a 'scale-up, scale-down' model, reviewed at least termly.



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

All pupils at school have access to a broad and balanced curriculum. This ensures teaching and whole school strategies are fully inclusive. The majority of pupils have their needs met through everyday classroom practices, well considered differentiation – this may include access to short-term intervention programmes.

The SEND Code of Practice identifies four broad areas of needs:

- * Communication and Interaction * Cognition and Learning
- * Social, Emotional and Mental Health * Physical and/or Sensory

At Cavendish we identify the needs of the whole child, focusing not solely on an identified category

or special educational need. We use a range of ways to identify and assess the needs of a pupil:

- Shared information from previous educational setting, parents, class teachers, LSAs,
- support services
- Half termly assessments which are tracked at pupil progress meetings
- Standardised assessments (phonological and vocabulary assessments, early number tests,
- PIRA, PUMA and GAPS (Progress in reading, maths and grammar assessments)
- Observations by teachers / LSAs / SENDCO
- Discussions with external agencies / professionals
- Health diagnosis
- Developmental history with carers such as; speech and language and developmental
- milestones
- Pupil perception and views gained through, activities, discussions, termly questionnaires and
- Pupil Passports
- Specialised assessments conducted by external professional
- Use of Language Link Early Screening programme.

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 SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO 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 SENDCO 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.

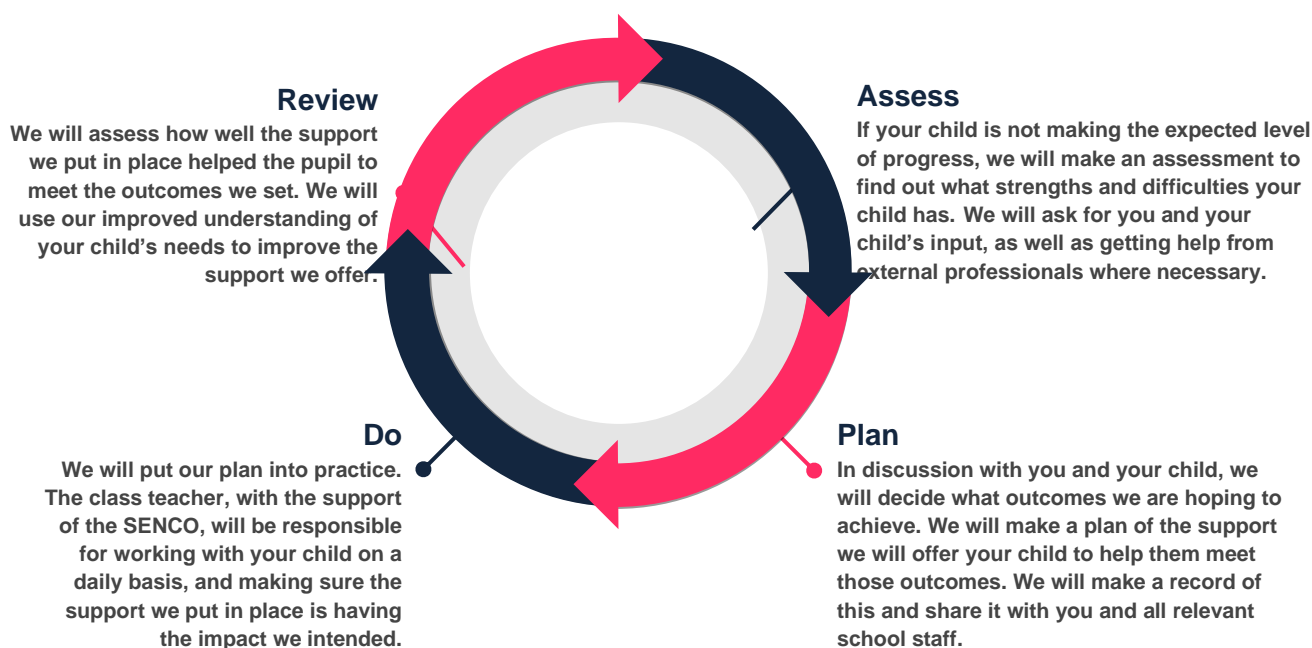
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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

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

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

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



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

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

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

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

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

Partnership with parents/carers is vital in enabling children with SEND to achieve to their full potential. We understand that parents/carers can hold key information, knowledge and experience to contribute to the successful support provided to a pupil with SEND. Parents/Carers of pupils with SEND are supported and encouraged to play an active and valued role in their child's education. The school provides an annual report for parents/carers during the summer term. Parents/carers are invited into school to look at their child's work half termly and prior to autumn and spring consultations. During these consultations progress is shared and discussed. Parents/carers are informed of their child's current attainment and next step targets.

Parents may be asked to meet with their child's class teacher at any time to discuss progress, or may request a meeting themselves.

For pupils with SEND, your child's class teacher will meet you 3 times a year, to:

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

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

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 via the School Office.

The school guides parents towards the Local Authority and school Local Offers (Regulation 53)

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

Pupils with SEND have the unique knowledge and experience of their own needs and circumstances. Alongside this come their own views about how they would like to be helped to make the most of their education and time at school. Pupil Passports are undertaken with the pupil where they identify how best to support and what is important to them. They are encouraged to take part in some of the decision making process. All children undertake a termly self-evaluation review of their learning where all children are supported to think critically and reflectively.

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

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

Removal of barriers to learning is central to success; hence we continually monitor and assess the needs of all pupils. Needs are identified and where necessary equipment purchased. The school accessibility plan is reviewed to ensure all children can access all areas of school life. We are committed to making practical and efficient adjustments to support all of our pupils.

At Cavendish we ensure that the curriculum is fully inclusive as are all our extracurricular activities, school clubs, visits and residential visits.

Our school is wholly accessible at ground floor level and has appropriate ramps and handrails at entry and exit areas. We have two disabled toilets with space for additional changing needs.

All classes have interactive i-boards, i-pads and laptops to enable resources to be visual. Visual prompts and timetables are available in each classroom. Displays and classrooms are clear and uncluttered, visually stimulating but not overloading.

Seating arrangements are considered for children with additional needs and are regularly reviewed so that all peers have the opportunity to sit with class members.

Tactile resources are readily accessible throughout the school day and there are many spaces for outdoor learning.

The school is an accredited Dyslexia friendly school, and staff receive regular training in print and accessing the teaching of reading.

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

These adaptations include:

- Adjusting 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 if this is specified in their individual plan

We may also provide the following interventions:

Area of Need	Whole School Approach Quality First Teaching	Targeted and/or small group intervention	Specialist 1:1 Interventions
Communication and Interaction Attention Understanding Language Speech Autistic Spectrum Disorders	Access to a varied and enriching curriculum. Individualised teaching approach. Good use of visual and practical learning resources. Use of technology. Small guided groups. Clear verbal instructions/explanations which can be simplified. Appropriate, quality resources. Learning Support Assistants (LSAs) in class.	Social Skills groups. Elklan speech and language therapy. Lego therapy. IPads and Apps. Forest Schools. Language Link.	Speech and Language Therapy assessed by a specialist and delivered by class based staff. Referral and support from SES Support Service. Referral to an Educational Psychologist (EP). EHCP Referral if appropriate (as with all areas of need).
Cognition and Learning Memory Reasoning Problem Solving Development Skills Proception Specific Learning Difficulties	As above and including well considered activity differentiated in order to include both sensory and physical disabilities.	Literacy Support. Maths Support. Test Base. Writing for stamina / handwriting fluency. Talk for Writing. IPads and Apps	1:1 Literacy / Numeracy using personalised programmes. RM Maths and Numbots. Precision Teaching. Referrals to Outreach for Dyslexia /Learning Advisor. Personalised curriculum within resource limits. Keyworkers.

			Referral to EP / EHCP Referral.
Social Emotional and Mental Health Anxiety Depression Attachment Self-Image	As above and including access to additional pastoral support. Use of positive praise in all areas, acknowledging all achievements and successes.	Identified Key Worker. Common Assessment Framework (CAF). Lego therapy. iPads and Apps. Forest Schools.	Support form Primary Mental Health Worker. Referral to Wellbeing Hub. SES. 1:1 or small group emotional literacy programmes.
Physical and/or Sensory Hearing Visual Physical Medical Motor Skills	As above and including audit of environment to consider adaptations (as required). Modification of organisation, routine and environment within establishment limits.	Gross/fine motor: (Gym Trail / Fizzy programme). Writing Slopes, wobble cushions, overlays, alternative writing equipment.	Keyworkers (with appropriate training). 1:1 or personal care support if required. Referrals to specialist outreach services. Physical aids advised by specialists.

These interventions are part of our contribution to Suffolk'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 following the period specified in your child's individual plan
- Using pupil questionnaires
- Monitoring by the SENCO
- Using outcomes against baselines 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?

Support is allocated to children by the SENDCo in discussion with class teachers and LSAs. Various factors are considered prior to the allocation of support:

- The child's progress and predicted attainment in relation to age related expectation
- Current level of additional support given
- Identified gaps and barriers to learning
- External advisor advice

The SENDCo meets with all class teachers at least once each half term, tracking and discussing the progress made by all children. Additional support and specific interventions are adjusted as required. Class teachers refer to the SENDCo for advice at any time. Staff members have the opportunity to raise concerns at the weekly staff meeting.

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

- Extra equipment or facilities

- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that 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 it from our local authority. Suffolk County Council assessments are completed, evidence of children's needs collected and Higher Tariff Funding is applied for following Suffolk County Council criteria.

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

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

All pupils are encouraged to go on our school trips, including our residential trips, and to take part in theme days such as Sports Days, School Plays and Special Workshops.

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

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

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

As such we are an inclusive educational setting and pride ourselves on our relationship with each family to ensure that every child's needs are met.

We admit up to 15 children per year group and children are educated in mixed year classes of two year groups after Foundation Stage. We believe in working closely with families and local Pre-Schools and Nursery Settings to ensure a robust transition to school life. We are able to offer a flexible approach to full or part time entry in September of Foundation Stage to reflect your child's needs and each individual decision is reached following consultation with families wishes being paramount.

We welcome visits and discussion with families to support the information gathering process to ensure families choose the best setting for their child. We prefer to meet families individually and appointments can be made by telephoning the school office or through email - contact details available on the school website. Should a year group be oversubscribed, we follow County Maintained Guidance for determining criteria and any subsequent appeals.

As a Suffolk County Council Maintained School, we follow County Admissions Procedures including Appeals. More information and the online application process is available at -

www.suffolk.gov.uk/admissions

13. How does the school support pupils with disabilities?

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to include education. The school recognises its duty under Part 4 of the DDA and its duty of care under the Equality Act to promote inclusion.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus, we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

At Cavendish we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Our school Christian vision is reflected in our accessibility plan in that we encourage children to actively challenge prejudice and discrimination, to show consideration and compassion for all, and to respond creatively to reduce barriers.

We are dedicated to challenging negative attitudes towards all people, regardless of disability, sexuality, race and gender orientation, spiritual beliefs or worldviews. Our Christian values have established a strong, whole school ethos of awareness, reflection, acceptance and inclusion. We will not discriminate against pupils with disabilities or any of the protected characteristics (Equality Act 2010) in admissions, exclusions, provision of education and associated services.

The school's accessibility plan can be accessed here –

[Accessibility Plan 2022-2023 \(2\).pdf](#)

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

The emotional health and well-being of every child at Cavendish is at the heart of our school values and ethos. We ensure that we support this with the use of:

- Forest school sessions for all age groups from Year 1 to Year 6; Fresh Air Friday in EYFS.
- Peer mentoring from older pupils while eating lunch
- Circle time activities
- Small group or 1:1 well-being sessions run for identified children by trained SENDCo's
- SES support
- Lunch time clubs
- Playtime buddies
- A robust delivery of PSHE, including ways to keep safe and healthy
- Tai Chi is delivered across the school
- House Activity Days to build on our sense of inclusion, being part of a team
- Art is used as a medium for creative expression
- Each child in school identifies an adult that they would talk to in school

- One Life sessions / Mini-Medics, Year 5/6 Children's First Aid
- Opportunities for children's voices to be heard in the running and strategic development of the school through our pupil lead councils
- Physical activities to support health and wellbeing
- PACE approved for mental health and emotional support
- TISUK materials including pathways of the mind

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

Transition is widely recognised as an exciting time for all children and families, but can also be the cause of some anxieties. Cavendish is experienced at receiving and saying goodbye to children. Our aim is always to mitigate the effects of mobility and make the transition as smooth as possible.

Beginning the Learning Journey at Cavendish

We are fully committed to ensuring each child starts their time in Foundation Stage with confidence. In the summer term prior to children joining us, the foundation stage teacher visits each child in their nursery setting and views their learning journal information with nursery leaders. In addition, each child is invited to attend onsite visits to meet their future classmates and respective parents. Other pages on our website deal with the admissions process.

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

Children leave us to attend a variety of different secondary settings and we are committed to strong working relationships with all secondary feeders.

Advanced planning for transition to their new school is essential to allow appropriate options to be considered. The SENDCo will liaise with the SENDCos of receiving schools to ensure effective arrangements are in place to support pupils at time of transfer.

The SENDCo will arrange additional transition visits for pupils with SEND so that they get to know their new school environment, routines and key staff before transfer. A meeting will also take place with our SENDCo and the SENDCo of the receiving school to discuss a child's pastoral and academic needs as well as their strengths.

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

Miss Cheryl Wass is the Designated Teacher for Looked After and Previously Looked After Children and will work with all staff to make sure that they 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.

Rev Mark Woodrow is the named governor for Children Looked After.

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

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

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 [SEN 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.

Local Authority Mediation is provided in Suffolk through SENDIASS, and further details can be found here – [Mediation - Suffolk SENDIASS](#)

18. 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.

To see what support is available to you locally, have a look at Suffolk's Local Offer. Information about this is published here –

[Suffolk InfoLink | Suffolk SEND Local Offer](#)

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

[Home - Suffolk SENDIASS](#)

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)

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

19. 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 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

