Special Educational Needs and Disabilities (SEND) Information Report

Park Way Primary School

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Contents

1. What types of SEND does the school provide for? 4
2. Which staff will support my child? 5
3. What should I do if I think my child has SEND? 9
4. What happens if the school identifies a need? 10
5. How will the school measure my child's progress? 12
6. How will I be involved in decisions made about my child's education? 13
7. How will my child be involved in decisions made about their education? 14
8. How will the school adapt its teaching for my child? 15
9. How will the school evaluate whether the support in place is helping my child? 16
10. How will the school ensure my child has appropriate resources? 16
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 17
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 18
13. How does the school support pupils with disabilities? 19
14. How will the school support my child's mental health and emotional and social development? 19
15. What support is in place for looked-after and previously looked-after children with SEN? 20
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 20
17. What support is available for me and my family? (Local Offer) 21
18. What should I do if I have a complaint about my child's SEND support? 22
19. Supporting Documents 22
20. Glossary 23

Dear parents and carers,

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

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:



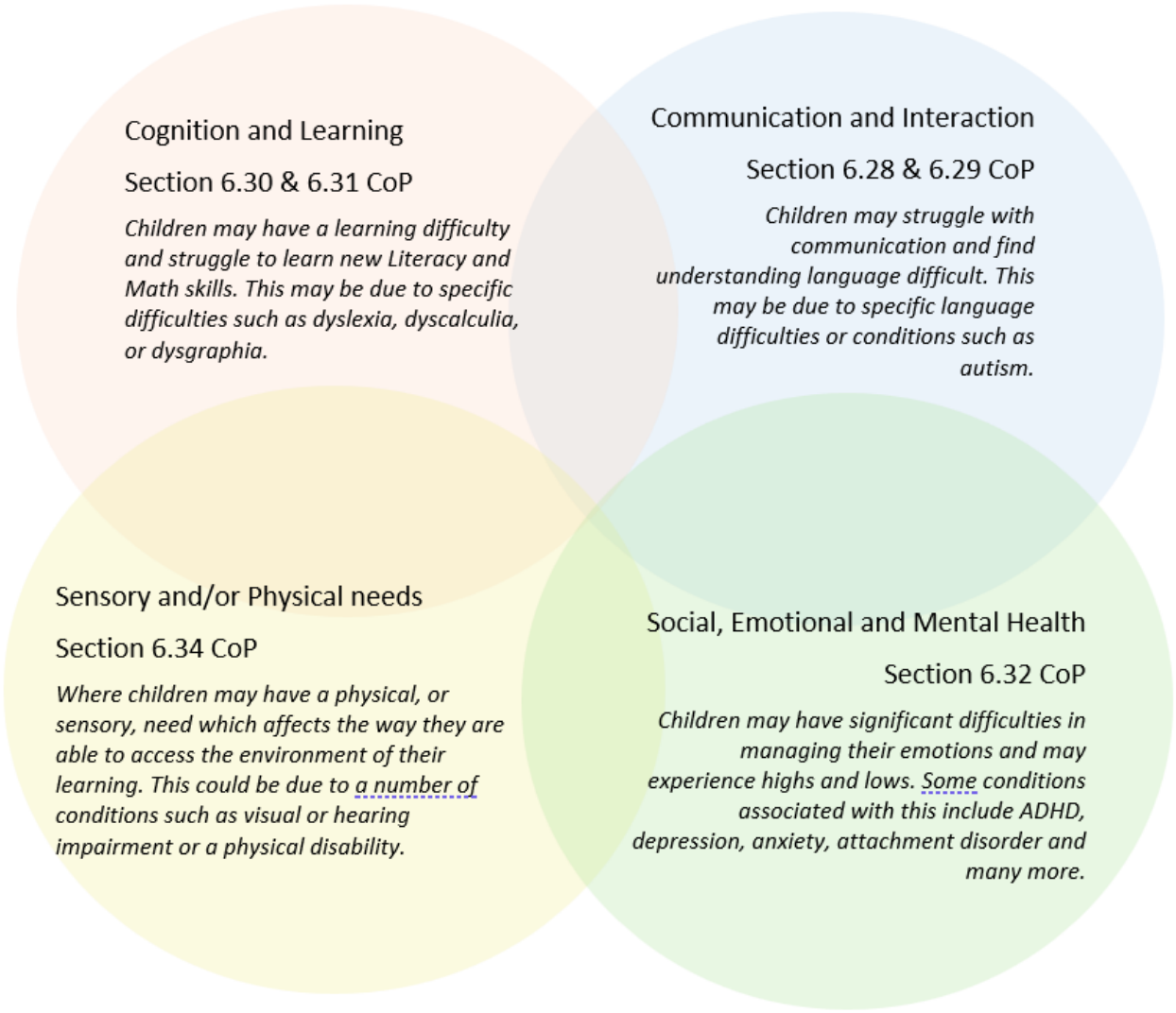
If you want to know more about our arrangements for SEND, read our Inclusion and Special Educational Needs policy alongside this Information Report.

You can find both documents on our website: http://www.park-way.kent.sch.uk/key-information/policies/

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 Park Way 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.*

Denise Hill – Deputy Headteacher & SENCo
Karen Abrahams – Attendance & Welfare Officer; Speech & Language support
Erona Pali – Family Liaison Officer

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Denise Hill.

She has over 10 years' experience in this role and has worked as a teacher across the school at Park Way as well as a senior leader and is currently the Deputy Headteacher as well as the SENCO. She is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2019.

Denise is a qualified teacher with a BEd (Hons) degree and is also a trained Attachment Lead teacher.

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.

Other external training:

- Miss Denise Hill – termly Countywide SENCO Forums to keep abreast of new policy, training, resources and expectations, transition (pre-school to school & primary to secondary), EHC (Education, Health and Care) plan training, Attachment and Trauma, Sensory Circuits, Wellbeing Toolkit, Pupil Anxiety, Designated Safeguarding Lead Person Refresher, Dyslexia, Clever Fingers, PDA (Pathological Demand Avoidance) awareness, Slideaway Bereavement Support, Self-Harm Awareness, Engagement Model training, Diabetes training, Resilience Hub webinar, Introduction to the Mainstream Core Standards, Attachment Lead training, Team Teach training, Mainstream Core Standards for Subject Leaders, Precision Teaching training, Epipen awareness, Therapeutic Play, Inclusive Curriculum for Pupils with SEND – What does this look like beyond English and

Maths, Retrieval Practice, SEN surgery for individuals, termly Communities of Schools meeting, Sensory Processing, Physical and Sensory Environment audits, Balanced System, Speech, Language and Communication Needs twilight, Foetal Alcohol Syndrome, Making Sense of Autism, PINS programme for Neurodiversity, This Is Me profile, RAFA (Reading Ambition For All) training, Gender Diversity, EHCP Appendix 2 webinar, Balanced System Accreditation, Circle of Adults, Emotional Coaching, Introception and Sensory Processing training, Communication Boards, RWI Phonics, Adaptive teaching

- Mrs Karen Dhanecha - The role of the Brain Function and How It Impacts Learning and Behaviour, Designated Safeguarding Lead Person Refresher, Mental Health Conference, Diabetes training, Team Teach training, Positive Handling training, Making Sense of Autism, Communication Boards, RWI Phonics, Adaptive teaching
- Mrs Sandra Rackley - Designated Safeguarding Lead Person Refresher, Year 6 Transition Project, Diabetes training, Team Teach training, Positive Handling training, Mainstream Core Standards for Subject Leaders, Making Sense of Autism, Communication Boards, RWI Phonics, Adaptive teaching
- Mr Matt Bowles – BEAM, Clever Fingers, Drawing and Talking Therapy, Supporting SEND in the Classroom, Towards Independence in Learning; covering social and communication skills, emotional resilience, SEN children planning, monitoring, understanding and managing their own learning, Forest School Lead, Precision Teaching training, Mainstream Core Standards for Subject Leaders, Making Sense of Autism, Communication Boards, RWI Phonics, Adaptive teaching
- Mr Josh Ramsden – Making Sense of Autism, Communication Boards, RWI Phonics, Adaptive teaching
- Miss Natasha Churchill – Dyslexia Awareness, Making Sense of Autism, Communication Boards, RWI Phonics, Adaptive teaching
- Mr Richard Saunders – Mental Health First Aid, Diabetes training, Team Teach training, Positive Handling training, Mainstream Core Standards for Subject Leaders, Making Sense of Autism, Oracy training, Communication Boards, RWI Phonics, Adaptive teaching
- Miss Dani Bird - Communication Boards, RWI Phonics
- Miss Ayesha Muddassir – Selective Mutism, Supporting Emotional Wellbeing, Creating a Nurture Friendly Classroom, Making Sense of Autism, RAFA (Reading Ambition For All) training
- Mrs Sarah Daniells - Communication Boards, RWI Phonics, Adaptive teaching
- Mrs Kate Ord – Making Sense of Autism, Communication Boards, RWI Phonics, Adaptive teaching
- Mrs Hannah Trusler - Getting it Right for SEND & Behaviour in EYFS, termly STLS Year R Network meeting, Year R STLS intensive support meeting, Making Sense of Autism, Communication Boards, RWI Phonics, Adaptive teaching
- Mrs Priya Green - Communication Boards, RWI Phonics, Adaptive teaching
- Mrs Karen Abrahams – Designated Safeguarding Lead Person Refresher, Balanced System, Foetal Alcohol Syndrome, Making Sense of Autism, Introception and Sensory Processing training, Communication Boards

Teaching assistants (TAs)

We have a team of 18 TAs who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as Drawing and Talking, Precision Teaching, Sensory Circuits, Therapeutic Play, Nuffield Early Language Support, Lego Therapy, Clever Fingers, Social Stories and Counselling.

In the last academic year, TAs have been trained in Positive Handling, Precision Teaching, Behaviour Management, Speech, Language and Communication Needs, Literacy Difficulties, Makaton, Autism, Communication Boards and Phonics.

ALL school staff have also undertaken training from both Hywel Roberts (Botheredness) and Kit Messenger (Empowerment Approach).

External agencies

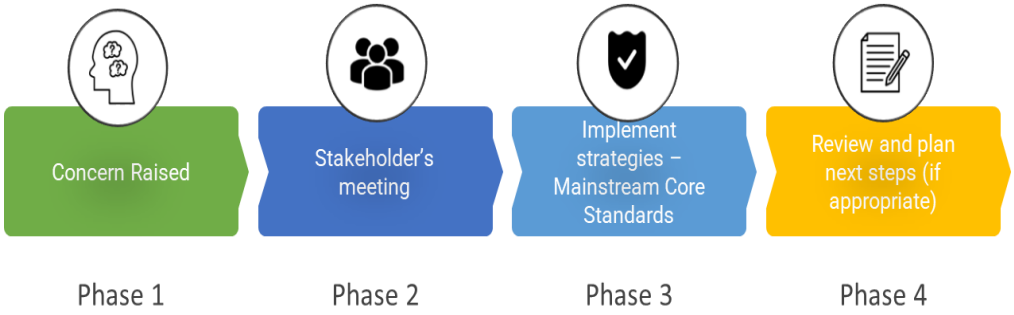
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Attendance Service
- Child and adolescent mental health services (CAMHS)
- Community Neurodiversity Service
- Educational psychologists
- GPs or paediatricians
- Kent PACT
- NELFT practitioners
- Occupational therapists
- Physiotherapists
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- SEND Case Workers

- Specialist Teaching and Learning Service (STLS)
- Speech and language therapists



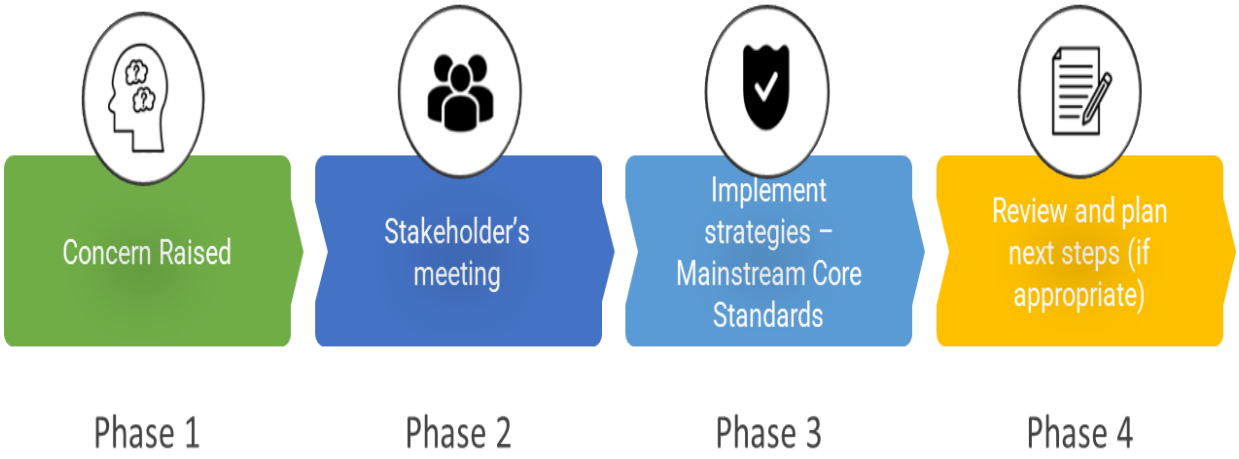
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. In the first instance, please speak to your child's class teacher either in person or via telephone (01622 753651) or email. If appropriate, the teacher will pass this concern on to the SENCO along with other relevant information.
Phase 2	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.
Phase 3	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 below for more details.
Phase 4	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.

4. What happens if the school identifies a need?

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



Phase 1	If a member of school staff notices that your child may need extra support, in the first instance, they will raise this with their Phase Leader or the SENCO.
Phase 2	The SENCO team will meet with the class teacher and teaching assistant to further discuss the needs and what has already been put in place within the classroom to support the need. The SENCO team will provide advice, strategies and next steps that may not have been considered to this point.
Phase 3	The class staff 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 below for more details.
Phase 4	If, despite these strategies being implemented, we decide that your child continues to need 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.

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 phonics intervention, reading intervention, Clever Fingers, times table intervention, Lego Therapy, Drawing and Talking or Precision Teaching amongst others.

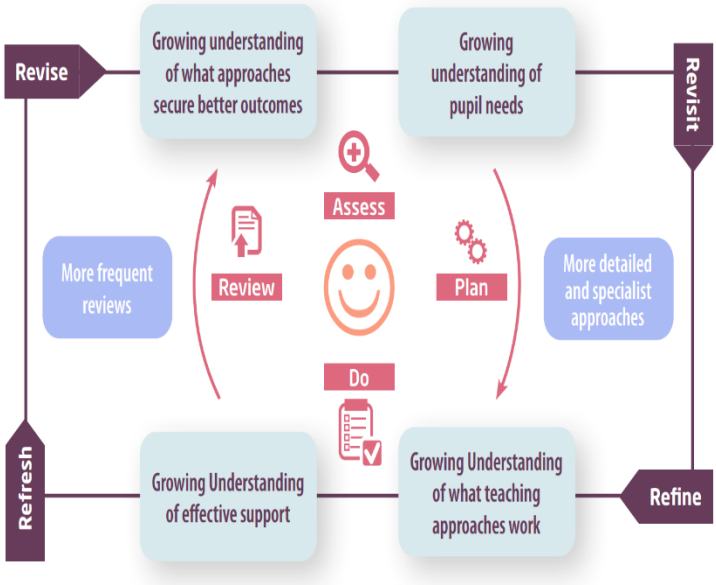
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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 (as above).

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**.



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 half-termly data and attendance snapshots for all children on the SEND register. In addition, we will provide annual reports on your child's progress as well as 2 parent consultation meetings with the class teacher each year. The SENCO may also attend these meetings to provide extra support.

If your child has a personalised plan, a member of staff who knows your child well, either a member of the SENCO team or the 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

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 your child's class teacher or the SENCO team either in person, via telephone (01622 753651) or email (sen@park-way.kent.sch.uk)

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?

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:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, repeating instructions, using visuals to support the spoken language, providing technology with accessible functionality etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

- Read, Write, Inc 1:1 tutoring
- Booster support in Literacy and Numeracy
- Volunteer Readers
- Pre-teaching
- Key Skills Booster e.g handwriting, times tables, spelling etc.
- Speech and Language Support
- Social Skills groups
- Pastoral support – Umbrella Room
- Clever Fingers
- Timetabled visits to the Sensory Room
- Personal laptops / iPads with accessibility functionality
- Drawing and Talking
- Memory Magic
- Precision Teaching
- Shoe Box Activities
- Intensive Interactions
- Bucket Time
- Visuals to support learning / independence
- Fidget and Fiddle toys
- Zones of Regulation

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

You can also find our Accessibility Plan on our website: http://www.park-way.kent.sch.uk/key-information/policies/

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 12 weeks (seasonal terms)
- Monitoring by the SENCO
- Using provision maps to measure progress
- Termly pupil progress meetings with the SMT
- Termly data snapshots
- 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 expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

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 to Lower Grange Farm in Year 5 and 6.

All pupils are encouraged to take part in sports day, school plays, special workshops, Festival of Fun and all other activities organised by and for the school.

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?



The arrangements for the admission of pupils with Special Needs or disabilities to gain admission as pupils to Park Way Primary fall within our duties under the Equality Act 2010 and are the same as those applied to all pupils.

For children entering the Early Years Foundation Stage, Kent County Council allocate places based on the criteria below.

- Children with an Educational Health Care Plan (EHCP);
- Children who are looked after or were previously looked after;
- Children who appear to have been in state care outside of England;
- Current Family Association (sibling);
- Health and special access reasons;
- Distance from home to school

The admission of pupils with an Education, Health, Care Plan (EHCP) is made by the Local Authority.

In Year Casual Admissions are admissions which take place outside of the normal entry to school. An IYAF (in year application form) needs to be completed online and will automatically be sent to the school, who should respond within 10-15 school days. If a place is not available a 'no space available' letter will be sent and the child's name will automatically be added to the school's waiting list unless we are informed otherwise by the parent or guardian. Access to the IYAF online form is via the KCC website: www.kent.gov.uk/education-and-children/schools/school-places. Where a newly admitted pupil has a special educational need or disability, the SENCO will work closely with the child's family to ensure that they are well supported.

Prospective pupils with SEN or a disability are admitted in line with our normal admission ranking. Within this, health and special access requirements are taken into consideration.

For further information please refer to our Admissions Policy.

13. How does the school support pupils with disabilities?



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.

Children with disabilities in our school are supported to access the curriculum and school environment in a number of ways, including through the use of physical aids, visual aids and the delivery of therapy programmes. Where required, we also support pupils with SEN and disabilities through individualised reasonable adjustments which are made to ensure that they are able to fully access and participate in the whole-school community.

For further information please refer to our Accessibility Plan.

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to join extra-curricular clubs to promote teamwork and build friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by providing children with a pastoral team (Karen Abrahams and Erona Pali) who will do wellbeing check ins upon request of a parent or teacher
- All staff at Park Way know the children and families well and use this knowledge to tailor bespoke wellbeing, mental health, social and emotional support when necessary
- We use the Drawing and Talking programme to support mental health and wellbeing
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring all children engage in regular PSHE sessions along with PSHE themed assemblies, providing books across the school on the themes of bullying and friendship and maintain a worry box, both physically in school and electronically online, so that children are able to share any concerns and support can be provided in a timely manner.

For further information please refer to our Anti-Bullying Policy.

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



Denise Hill is the designated teacher for looked-after children and previously looked-after children. She will work to 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?

Between years

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



- Ask the current teacher to liaise with the next teacher regarding presenting needs, successful strategies, interventions and resources, likes and dislikes
- Create Transition Social Stories for each class with photographs of the class based staff and a short bio about them. We also include photographs of other staff that the children may see around school. These are published on the school website for children and families to refer to before the start of the new school year
- Schedule 'Class Swap' sessions where the children spend several sessions with their new teacher towards the end of the summer term
- Provide opportunities for children who need additional time with their new teacher to spend regular short blocks of time with them

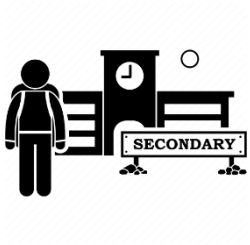
Between schools

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 come into our school for a meeting with our SENCO and Upper Key Stage 2 Phase Leader. They will discuss the needs of all the pupils who are receiving SEND support. Secondary school colleagues will also meet with the children.

Pupils will be prepared for the transition by:



- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Road and public transport safety discussions
- Additional visits to their secondary school as necessary

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.

To see what support is available to you locally, have a look at Kent County Council's local offer. Kent County Council publishes information about the local offer on their website:

https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is:

IASK: https://www.iask.org.uk/

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

- Kent PACT – a forum for parents and carers of children and young people who have SEND with the Kent local authority
- Space2beme – making a difference to the lives of disabled children and young people with additional needs aged from birth to 25 and their families
- Maidstone Mencap Support
- Kent Resilience Hub – additional advice and support

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?

Please find our school's complaints policy here: http://www.park-way.kent.sch.uk/key-information/policies/

Complaints about SEND provision in our school should be made to the class teacher, SENCO or 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 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. Please see the KCC website for more information:

19. Supporting documents

- *Equality and Diversity Policy*
- *Safeguarding and Child Protection Policy*
- *Pupil Behaviour and Discipline Policy*
- *Accessibility Plan*
- *Attendance Policy*
- *Inclusion and Special Educational Needs 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