

Special Educational Needs and Disabilities (SEND) Information Report

Hawkhurst CE Primary School



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.

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.

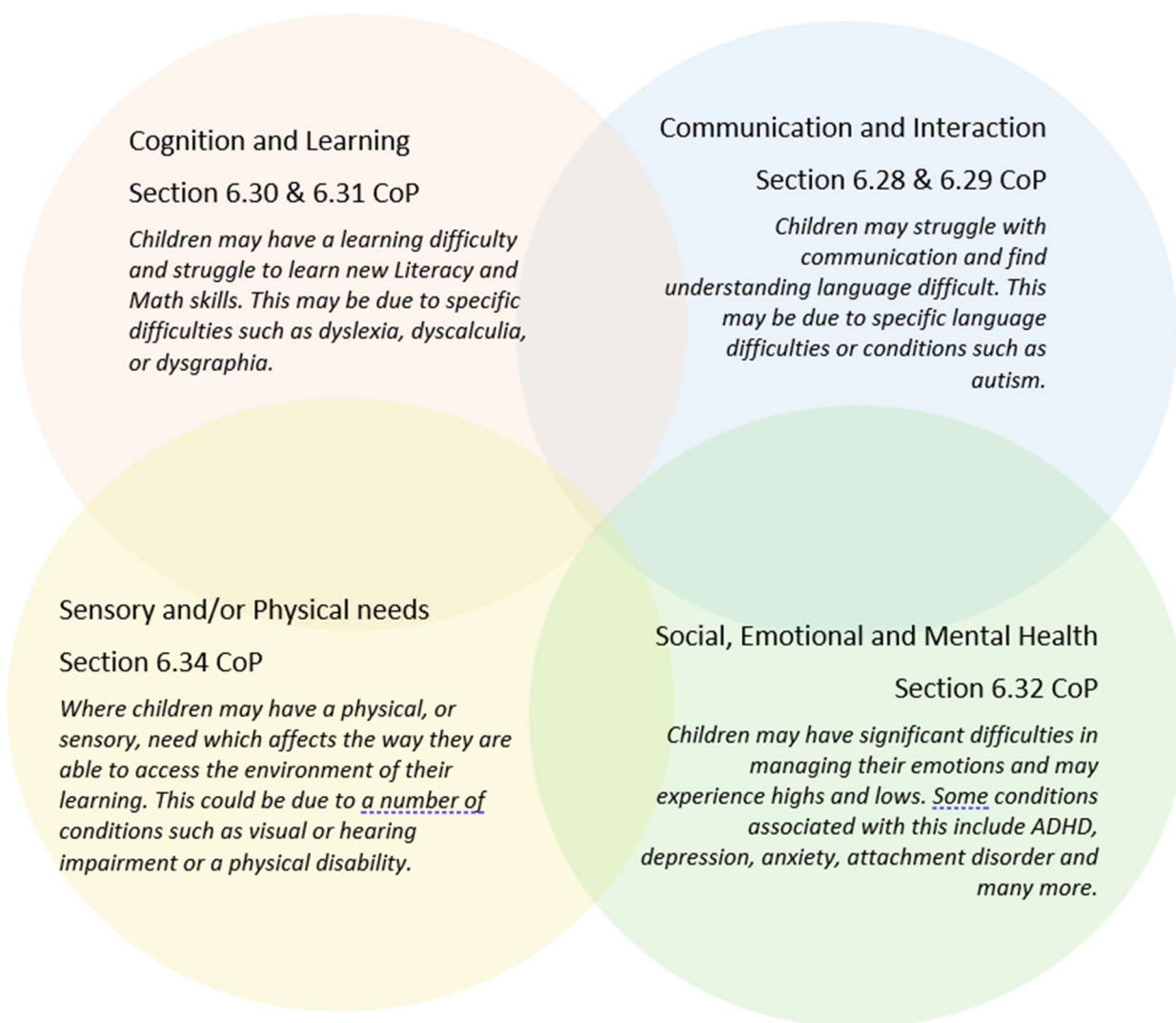
You can find our SEND policy on our website www.hawkhurst.kent.sch.uk

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):

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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 wholistic 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?



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At Hawkhurst CE Primary School 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.

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Mrs. Nicki Poland who is Assistant Headteacher and a qualified teacher.

She has 12 years experience in the role of SENCO and is also the Senior Mental Health Lead, is a trained ELSA (Emotional Literacy Support Assistant), a Youth Mental Health First Aider and Nurture Lead.

She achieved the National Award in Special Educational Needs Co-ordination in 2014 and completed her Senior Mental Health training with Place 2Be in 2022.

Professional Services

Alice Beales, our Specialist Teacher, is qualified to teach and assess Neurodiverse children.

Educational Psychotherapist – Hannah Carnell works in school one day a week to support children in 1:1 sessions.

Fegans – a qualified counsellor visits our school and provides 1:1 counselling sessions.

Class/subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Teachers also attend training relevant to their position and needs of their class.

All staff have been trained in the Mainstream Core Standards, AET Making Sense of Autism, Supporting primary aged children with SLCN, The Boxall Profile and Positive Handling training. This academic year teaching staff have received training in Adaptive teaching and Demand Avoidant Training from STLS (Specialist Teaching Service), Gestalt Language and Supporting children with PANS or PANDAs in educational settings.

Teaching assistants (TAs)

We have a team of 11 TAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Sensory Circuits, BEAM, Precision Teaching, Speech and Language Link, ELSA, Number Stacks, Nurture, RWI Phonics, Lego Therapy, Colourful Semantics, Clever Fingers, AET GAP training and DLD Awareness training.

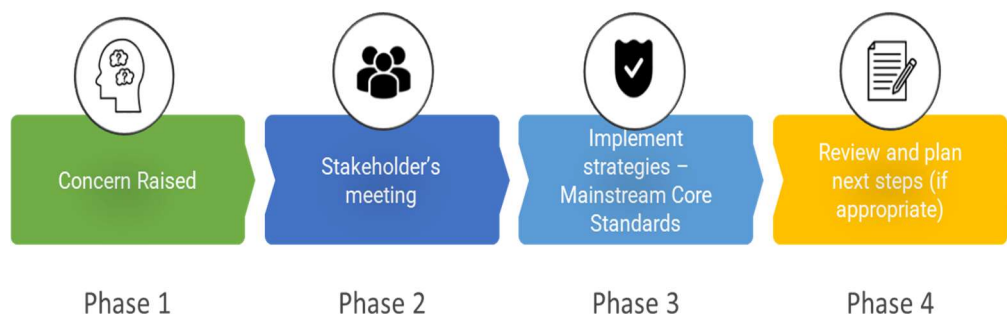
External agencies

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)
- Education welfare officers
- Educational Psychologists
- GPs or paediatricians
- NELFT practitioners
- NHS Neurodiversity team
- Occupational Therapists
- Therapeutic practitioners
- Safeguarding services
- School nurses or School Health Team
- SEN Inclusion Advisor (Zerina Slade)
- Specialist Teacher Service (STLS – KCC)
- Speech and Language therapists through the NHS Balanced System (Katherine Robertson is our link therapist)

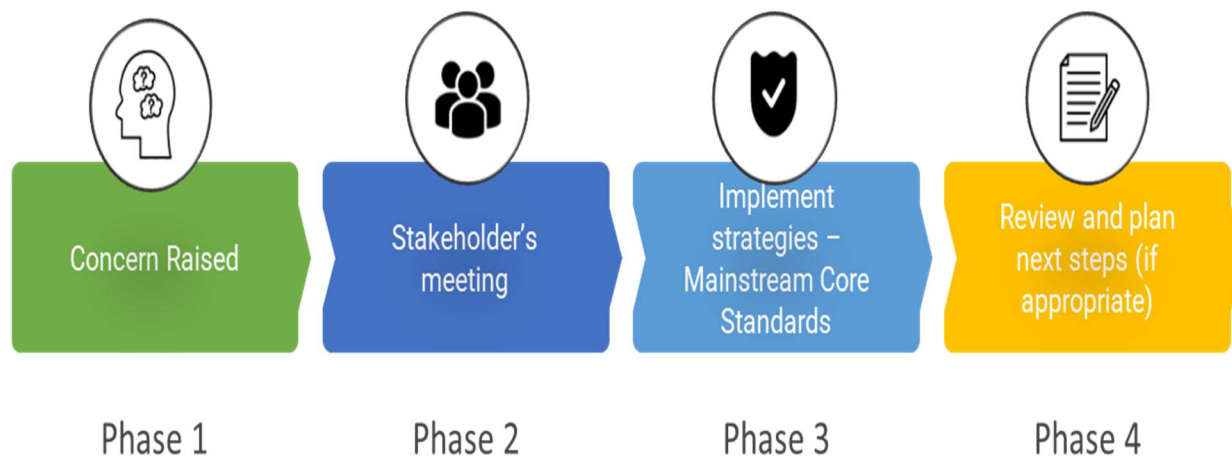


3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the class teacher who will liaise with the SENCO.
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 next page 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?



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.

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, despite high-quality targeted teaching, 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).

In some cases, and in consultation with parents, it may be necessary to use more specialist assessment tools to help us identify where the area of need lies. We have access to the following:

Comprehensive Test of Phonological Processing, 2nd Edition (CTOPP 2)

Detailed Assessment of Speed of Handwriting (DASH)

Raven's Progressive Matrices

Test of Memory and Learning, 2nd Edition (TOMAL 2)

Test of Word Reading Efficiency, 2nd Edition (TOWRE 2)

The British Picture Vocabulary Scale, 3rd Edition (BPVS III)

The Helen Arkell Spelling Test 2nd edition (HAST2)

York Assessment of Reading for Comprehension: Early Reading and Passage Reading – Primary 2nd Edition (YARC-Primary)

Wide Range Achievement Test, 5th Edition (WRAT5)

Wide Range Intelligence Test (WRIT)

Any information gathered from these assessments will help to inform the provision put in place for your child. Please click on the assessments below to find out more about what information these can provide:

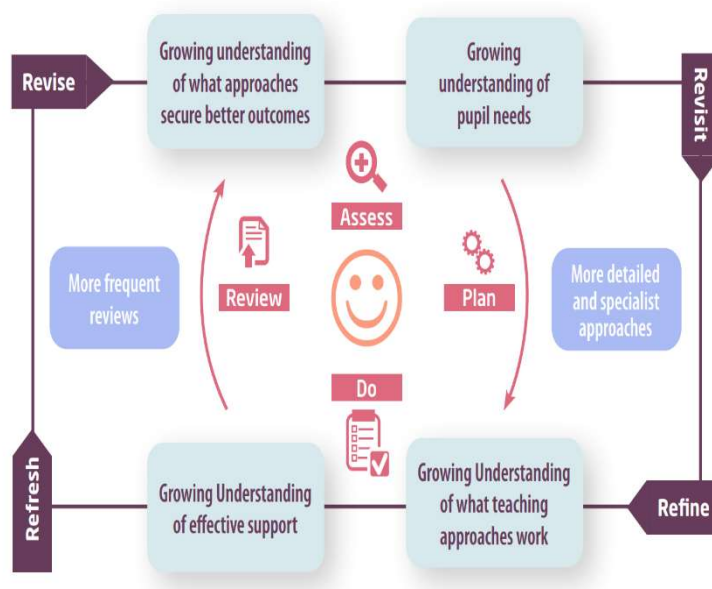
[LASS 8–11 - GL Assessment](#)

[Rapid - GL Assessment](#)

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 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.

All parents of pupils at Hawkhurst CE Primary are invited to discuss the progress of their child on at least 3 occasions a year, with a member of staff who knows your child well. The SENCO may also attend these meetings to provide extra support.

At these meetings we will;

- 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

In addition, we will provide termly reports on your child's progress

For some children on the SEND register, progress may be reviewed more regularly with parents. If you have concerns that arise between meetings, please contact your child's class teacher or the SENCO.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them keep-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a class provision map.

Where a child with SEN is receiving additional provision, this is recorded, tracked and evaluated on a document called a personalised plan. This plan also acts as a useful means by which to share this information with parents during parent consultation meetings.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

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.

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 drawing or complete a 'child's view' form 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. The Mainstream Core Standards have been developed by Kent County Council and help us to adapt the curriculum and learning environment to support those with SEND. A parent guide can be found here: [Mainstream Core Standards guide for parents](#)

These adaptations may include:

- Adapting our approaches, 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 or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

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We may also provide the following interventions:

Interventions in place to support pupils			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental	Physical/ Sensory
Maths support group RWI 1:1 Memory games Literacy support group Spelling support group Precision Teaching Dancing Bears Apples & Pears Write from the start Tailored Maths and English support groups.	Lego Group Black Sheep Resources Speech Intervention Link Language Link Colourful Semantics	1:1 support ELSA Counselling Lego Group FLO Social skills group Lunch Club	Sensory Circuits BEAM Clever Fingers Write Dance Fizzy Speed up

These interventions are part of our contribution to Kent County Council's local offer. For a list of all interventions, please see our Whole School Provision Map:

[Whole School Provision Map 26-27.](#)

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:

- Seeking the views of the child, parent and class teacher
- Reviewing their progress towards their outcomes each term
- Reviewing the impact of interventions half termly through Pupil Progress Reviews
- Using assessment information including progress and attainment data
- Using pupil questionnaires where relevant
- Monitoring by the SENCO



- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Meeting with the Educational Psychologist for School Based Reviews

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?



At Hawkhurst CE Primary there is 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 class trips, visits to the church and our residential trip in Year 6.

All pupils are encouraged to take part in forest school, sports day, school plays and any workshops, as well as enrichment activities which take place outside of school hours.

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 order to ensure that we do not disadvantage prospective pupils with a disability or special educational need, all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated. As a result, the number of children we can admit will be reduced accordingly.

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process. For children who have an EHC plan and are looking for a reception place, or to transfer from a different setting, this is organised by the Local Authority directly, not the school. You will be asked by your named EHCP Coordinator to state your preference of school. Kent County Council will then send us a copy of your child's EHCP as part of the consultation process. You will then be informed of the outcome and, if a place is offered, you will be contacted via the SENCO to discuss transition arrangements.

If your child is currently being assessed for an EHC plan but it has not yet been finalised, you are advised to apply for a school place using the standard admissions process (if applying for a reception place) or through the school's 'in-year admissions process' if your child is looking to transfer from another setting. This will ensure they have a school place if the EHC plan is not agreed.

For the admission of prospective pupils with a disability and prospective pupils with SEN, we would look to meet with parents and the pupil prior to starting school. We would also seek any medical reports and liaise with any previous settings.

Oversubscription Criteria:

If a number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- a) Children in Local Authority Care or Previously in Local Authority Care.
- b) Current Family Association (siblings)
- c) Health and Special Access Reasons
- d) Nearness of children's homes to school

For children with a medical or health need (but not an EHCP), please ensure your application states that you are applying under a Health and Special Access Reason. If you are unsure, please phone the school to discuss further. This might include medical, health, social and special access reasons. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally, this priority will apply to children whose parents/guardians physical or mental health or social needs means they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner which can demonstrate a special connection between these needs and the particular school that parents feel is the only school that can accommodate their child's needs. This must be sent to the Primary Admissions Team with the application form.

➤ Please see our Admissions Policy for further information – [Admissions Policy](#)

13. How does the school support pupils with disabilities?



How we 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.

Reasonable adjustments are changes made to ensure that disabled students can participate in their education and enjoy all the facilities that a school provides. Hawkhurst CE Primary recognises its duty to make reasonable adjustments to avoid putting disabled students at a substantial disadvantage compared to their non-disabled peers. This applies to all provisions, criteria and practices, and indeed every aspect of a school's daily operations – exclusion and discipline policies, physical features (such as entrances and exits), toilets, lighting, flooring and furniture, auxiliary aids and services (such as the provision of supportive equipment or specialist staff). These reasonable adjustments are personalised to the presenting needs of each child. For example, a reasonable adjustment for an autistic pupil might involve allowing them to wear ear defenders, or a slightly modified school uniform to accommodate sensory sensitivities. Other pupils may require the use of a 'quiet' area at times during the day or separate work station within the classroom. Many pupils with a disability may need additional forms of support if they're to fully take part in school trips; this might include additional persons to accompany them, risk assessments or additional visits to the site prior to the visit to ensure the accessibility. As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors make improvements, as necessary, as part of the school's accessibility planning.

As part of the school's accessibility planning, Hawkhurst has the following:

- Care Suite and disabled toilet
- Disabled parking bays
- Secure fencing around the school site
- Secure entry into the main school site and building
- CCTV system

Please see our Accessibility Plan for further information: [Accessibility-Policy](#)

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

As a Nurture UK School, it is our priority to enable all pupils to develop emotional resilience and social skills. We provide support for pupils to progress in their emotional and social development in the following ways:

- Access to a counsellor via the school nurse portal
- ELSA time (Emotional Literacy Support Assistant)
- Drawing and Talking intervention
- Daily check-ins with a trusted adult
- Extra pastoral support
- Lunch time nurture club
- External referral to CAMHs
- Referrals to the Kent and Medway Mental Health NHS Trust for support for children and their families
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having a robust behaviour policy (Good to be Green) Our Anti-Bullying policy which details how we can prevent bullying can be found here; [Anti-Bullying.docx](#)
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships

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



The Headteacher and/or Family Liaison Officer will work with Nicki Poland, our SENCO, 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 both the current teacher and the next year's teacher to attend a meeting at the end of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

- Transition booklets are prepared and shared with children and their families
- For some children a more detailed transition programme may take place where appropriate. This will be discussed with parents.

Between schools

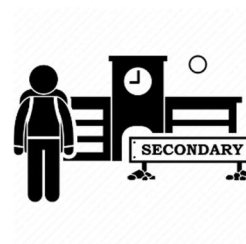
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. This is normally your child's SEN folder. Our SENCO will also speak directly with the SENCO of the new school to ensure a smooth transition for your child.

Between phases

Transition to secondary settings is supported through completion of transition forms by the Year 6 teacher and SENCO. In addition, the SENCO of the secondary school will come into our school for a meeting with our SENCO where they will discuss the needs of all the pupils who are receiving SEND support and meet the children directly to say hello. In some cases, additional visits to the secondary school are also organised to support more vulnerable children. SEN folders will be shared with the KS3 setting to support pupils and their new teachers.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Attending transition days / events
- Using transition booklets which have been prepared



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 KCCs local offer.

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<https://www.kelsi.org.uk/special-education-needs/send-information-hub>

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

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

[Information, Advice and Support Kent \(IASK\)](#) (IASK) - a free, confidential and impartial service based in Kent to support you and your family. IASK also offer parent workshops and local events.

[Kent Parents and Carers Together \(PACT\)](#) (PACT) - is the parent carer forum for parents of children and young people with disabilities. Join their forum to help get your voice heard and meet other parents.

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

[Space 2 Be Me](#) - Maidstone, Tonbridge and Malling and Tunbridge Wells.

If you type in your post code, you can also find local support groups in Kent's community directory for:

Parents: [Kent County Council - Local Directories | Listings in SEND Directory](#)

Families: [Kent County Council - Local Directories | Listings in SEND Directory](#)

Dads: [Kent County Council - Local Directories | Listings in SEND Directory](#)

For early years

- [Your local family hub](#) - meet other parents, have fun or get information, advice and support
- o [Early Help](#) - find local services that supports Kent families with the educational, social and emotional needs of children.

- o [Health visiting](#) - specialist community public health nurses who help new parents and those with children under 5 with expert advice and support.
- o [Our childcare advice line](#) - provides impartial childcare advice.
- o [Portage](#) - work with families and focus on play activities to help your child grow.
- o [About Start for Life](#) - improves the health of babies and children from conception to age 2.

For children and young people

- o [Resources - Kent Resilience Hub](#) - a wide range of resources to support your child growing up into adulthood and understanding their behaviour.
- o [MASHs - Kent County Council](#) - attend appointments with different services in the same place on the same day, including members from health, social care, education and voluntary services.
- o [Short breaks - Kent County Council](#) - a positive, fun activity for disabled children (0-18) to take part in. They can be anything from an after-school activity or weekend club to an overnight stay.
- o [Caring for other people - Kent County Council](#) - help and support for those who regularly care for another person in Kent.

Advice for parents

[Children's Therapies - The Pod](#) –

- Speech and language support (including selective mutism, stammering)
- Occupational therapy (including sensory processing, dressing, eating)
- Physiotherapy (including balance and coordination and hypermobility)
- Neurodivergence (including ADHD, ASD and sensory processing)
- Care coordination service for children with complex therapy needs

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?

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues and concerns can be resolved informally, without the need to use the formal stages of the complaint's procedure. Hawkhurst CE Primary takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

Concerns or complaints about SEND provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy. Our Complaints Policy can be found here:

<https://www.hawkhurst.kent.sch.uk/assets/Documents/Policies/complaints-policy.pdf>

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:

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

19. Supporting documents

- [Equality Policy](#)
- [Child Protection Policy](#)
- [Behaviour and Exclusions Policy](#)
- [Accessibility Policy](#)
- [SEND and Inclusion Policy](#)
- [Attendance Policy](#)
- [Accessibility Policy](#)
- [SEND 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