

# SEND Information Report

## 2025-2026

**Ashton St. Peter's CofE VA Primary School**



## What Types of SEND does the school provide for?

### Our school's context

Number of pupils on role	207
Number of pupils with SEND	31 (15%)
Number of pupils with an EHCP	10
Number of SEND pupils who are Pupil Premium	10
Number of SEND pupils who are entitled to Free School Meals	10
Number of SEND pupils who are EAL	3

Primary Area of Need	Number of pupils
Cognition and learning	10
Communication and interaction	12
Social, Emotional & Mental Health	7
Physical Disability	2

### Our school's approach to supporting pupils with SEND

The aim of Ashton St. Peter's C of E VA Primary School's SEND policy is to ensure that all children have access to the best educational opportunities in order for them to achieve their personal and academic best. We have high aspirations and expectations of all pupils and act to remove barriers that would prevent children from reaching their full potential.

In line with the SEN Code of Practice 2015, we adopt a graduated approach to support in order to meet pupils' needs. The graduated approach is a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing knowledge and understanding of the pupil's needs.

All Central Bedfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

## Catering for different kinds of SEND

Currently, the school provides for a range of additional needs. These include:

- Communication and interaction (speech & language difficulties, Autism Spectrum Disorder)
- Cognition and Learning (MLD, PMLD, SpLD)
- Social, Emotional and Mental Health Difficulties (Attachment, trauma, ADHD)
- Sensory and / or Physical (visual impairment, hearing impairment, physical disability)

## Which staff will support my child and what training do they have?

### Key staff and expertise

Name of SENDCO	Email address	Phone number
Mrs Laura Day	<a href="mailto:sendco@ashtonstpeters.beds.sch.uk">sendco@ashtonstpeters.beds.sch.uk</a>	01582 663410

Name	Role	Contact
Mrs Lisa Bird	Family Support Worker and Nurture Lead	01582 663410
Mrs Stella Forni	Apprentice Assistant SENDCO	01582 663410
Mrs Helen Harwood	SEND Support TA	01582 663410

### SENDCo

Our SENDCo is Mrs Laura Day. She has worked as a teacher at the school since 2012 and has been in the role of SENDCo since September 2023. She is currently working towards achieving the National Professional Qualification of Special Educational Needs and Disabilities Coordinator (NPQSENDCo).

In addition to the SENDCo role, Mrs Day is the Deputy Headteacher and a Deputy Designated Safeguarding Lead.

Mrs Day works Monday to Thursday each week and is in school on these days.

### Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. They have also received training from the school's SEND advisory teacher and outreach services, such as Jigsaw.

## **Teaching Assistants (TAs)**

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

All of our teaching assistants are trained to deliver interventions in phonics, spelling and maths and a number of TAs are trained to deliver specific interventions such as Lego Therapy, Socially Speaking and Time to Talk.

## **Staff Development**

As specific needs arise, the SENDCO will seek input / advice from specialists from a range of agencies, for example, Educational Psychologist or Occupational Therapy, to ensure that awareness of specific types of SEN is raised. To enhance knowledge about a specific type of SEN, additional training may be provided to teachers or TAs. General support from the SENDCO is provided to all staff with a particular focus on ECTs and other new members of staff.

The SENDCO attends termly locality network meetings organised to support SENDCOs in their roles, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues across the borough.

## **External agencies and experts**

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

- Outreach services (Jigsaw, The Chiltern School)
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services

## What should I do if I think my child has SEN?

The school believe it is important for parents/carers to communicate with school staff about their child's needs and any concerns they have. There is an open-door policy and parents/carers will have the opportunity to speak with the child's class teacher on a daily basis.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can email your child's class teacher via the class email address, or speak to them at drop off or pick-up time to arrange a meeting.

They will pass the message on to our SENCO, Mrs Day, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via the SENDCo email address: [sendco@ashtonstpeters.beds.sch.uk](mailto:sendco@ashtonstpeters.beds.sch.uk)

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. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

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

### Identifying and assessing pupils with SEND

At Ashton St. Peter's we identify the needs of pupils by considering the holistic needs of a child. We measure the progress that children make against the National Curriculum and age-related expectations. Ongoing teacher assessment, termly formal assessments and Pupil Progress Meetings are used to discuss and analyse pupils' attainment and progress. In addition, different or specific assessment tools are used when it is identified that a child is making less than expected progress.

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include gaps in their reading or phonics knowledge, difficulties in maths, or challenges with social interactions.

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, the pupil will be put in a targeted intervention group to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Additional assessments may be conducted to ascertain whether a pupil has additional needs. These may include:

- Dyslexia screening tests
- Observation by SENDCO
- Observation by external professionals such as outreach services, Educational Psychologist, Occupational Therapist and Speech and Language Therapist
- 

Specialised assessments may also be used in school to identify barriers to learning. These may include:

- Strengths and Difficulties Questionnaire
- Observation schedules, for example, behaviour, attention
- Social, emotional and mental health checklists

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

## How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. Central Bedfordshire's Graduated Approach clearly details what your child should receive as part of 'ordinarily available provision' and what they may receive as part of 'SEND support'

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.

Specific, measureable, achievable, realistic and time-bound (SMART) targets will be set for your child as part of their support plan and strategies and interventions will be put in place to help them achieve these.

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.

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

### Consulting with pupils and parents

Throughout the school year, there are opportunities for parent consultations. These include two parents' consultation evenings, an annual report to parents and an optional third parent consultation at the end of the academic year.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon capability and age) are involved in the assessment of the child and in planning to meet the identified needs, following an assessment.

Any pupil identified, assessed and on the SEN register has a support plan and parents are invited to review their child's support plan three times a year (as per graduated approach cycle). Some of these reviews may be part of the parent consultation meeting and within these reviews, your child's teacher 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

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

If you have concerns that arise between these meetings, please contact your child's class teacher via the class email address (found in the contacts section at the end of this report), or by speaking to them at drop off or collection times to arrange an appointment.

The school has an 'open door' policy whereby the school's SENDCO is contactable via the school office, phone or email. The school welcomes information from parents about how their child learns best to inform the approach adopted. 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.

Progress and outcomes of assessments by the school's Educational Psychologist or other external agencies are shared with parents and discussion with parents takes place regarding the outcomes of any assessments completed.

The progress of children with an EHCP is discussed at the child's annual review. This includes, for year 5, discussions regarding transition to secondary school. For pupils in year 6, the receiving secondary school is, where possible, invited to attend the annual review.

Targets set for pupils with an additional need are reviewed with the pupil. These targets are achievable but also challenging. Pupils' self-reflection is actively encouraged throughout the school and children are supported to think about their learning and how best to develop in school and at home.

## **Partnerships**

The partnership between parents and school will play a key role in promoting a culture of positive expectations for pupils with SEND. Parent partnership is encouraged through newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

### **School Agency Partners include:**

- Educational Psychologist
- Edwin Lobo Child Development Centre
- Child and Adult Mental Health Service
- Speech & Language Therapy
- Occupational Therapy
- Physiotherapy
- Hearing Impairment Service
- Jigsaw (Social, Emotional & Mental Health Support)

## **How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children 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
- Answer questions (written or verbally) to help them reflect on their strengths and areas they would like to improve on, as well as what they think is going well.
- Discuss their views with a member of staff who can act as a representative during the meeting

## How will the school adapt its teaching for my child?

### **Adaptations to the curriculum and the learning environment for children with SEN**

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 differentiate (or 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:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Providing visual timetables, quiet workstations, areas of retreat etc.;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when they need additional support to access the learning – this could be for physical reasons or if the child is working on an individual target.
- Teaching assistants will support pupils in small groups when specific intervention is required, or the group are accessing a more differentiated piece of work.

We may also provide the following interventions:

- Time to Talk
- Socially Speaking
- Lego Therapy
- Reading comprehension
- Phonics
- Maths skills
- Visual/Memory games
- Handwriting
- Sport/teamwork skills

- Nurture
- Attention Autism/Bucket Time.

## **How will the school evaluate whether the support in place is helping my child?**

### **Progressing towards outcomes**

Support plans are written and reviewed three times a year, in line with the graduated approach model detailed above. Children will be assessed against their SMART (specific, measureable, achievable, realistic and time-bound) targets, which will then be changed or updated. The school uses attainment and progress data for individual pupils with an additional needs, as well as analysing data for SEN across the school. As detailed above, the school uses discussions / views from parents and pupils in their reviewing process. This is all monitored by the school's SENDCO.

The progress of pupils with speech and language needs are assessed and reviewed by SaLT services, while a package of support is open. Once SaLT have finished their involvement, the school will monitor progress against the targets set and request re-involvement when new targets or further support is required.

An annual review is held for children with a statement or EHCP. Interim reviews are also arranged throughout the year, if deemed appropriate. When pupils are assessed by the SENDCO, EP or other external agencies, meetings will take place with the parents/carers and the class teacher to discuss findings and how best to address needs and meet targets.

### **How we evaluate the effectiveness of the provision for SEND**

At Ashton St. Peter's, we evaluate the effectiveness of our provision through a variety of means. We use a provision map of interventions to record support and track the progress pupils make against their support plan. We use assessment information on pupils before and after an intervention to measure the impact, as well as tracking attainment and progress for pupils' progress three times a year in line with the school's assessment procedures. The school uses pupil and parent interviews and questionnaires to inform our evaluation, as well as ongoing monitoring by the school's SENDCO.

## **How will the school resources be secured for my child?**

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's 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.

### **Spending the budget**

The school's SEND funding is overseen by the SENDCO and spent through the deployment of Teaching Assistants and purchasing specific resources and equipment. Funding is also allocated in ensuring that staff training is effective and tailored to meet the needs of the children in our school..

Where pupils with SEND are also eligible for Pupil Premium (PP), personalised provision maps are put in place for students.

## **How will the school make sure my child is included in activities alongside pupils who don't have SEN?**

All extra-curricular activities are available to all of our children, including breakfast and after school club. Trips and external visits are planned to allow access to all, ensuring wherever possible that SEN needs are met. Activities at lunchtime are provided to engage all pupils.

All pupils are encouraged to take part in sports days, school performances and workshops and adaptations can be made for these. For example, we offer a quiet area during sports day where children can participate in activities in a calmer environment.

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 they can be included.

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

Admissions to the school are managed through the Local Authority's coordinated admissions scheme, which ensures fairness, transparency and consistency for all families, including those with children who have special educational needs (SEN) or disabilities.

The school is legally required to admit any child with an Education, Health and Care (EHC) plan that names the school, ensuring that pupils with the highest level of identified need are given priority. In addition, pupils may be admitted through the Fair Access Protocol, even if the year group is full, to support vulnerable children who may have SEN or other additional needs.

Admissions decisions are made strictly in line with published criteria and do not take account of the date an application is received (as long as it is submitted on time), preventing disadvantage to families who may need extra support during the application process.

The school is physically accessible, being on a level site with all accommodation on one floor and step-free access to classrooms. While the school does not have specialist SEN units, it is committed to ensuring that pupils with disabilities have access to the same opportunities as other pupils, as far as reasonably possible.

Parents of children with additional or medical needs are encouraged to discuss their child's circumstances with the school and Local Authority. The admissions policy also allows for exceptional medical needs to be considered, supported by professional evidence, where Ashton St Peter's is the only school able to meet those needs.

## **How does the school support pupils with disabilities?**

Ashton St Peter's Primary School is committed to identifying, removing and reducing barriers to learning for pupils with disabilities, in line with the SEND Code of Practice. We ensure that pupils with disabilities are not treated less favourably and that reasonable adjustments are made so they can access the curriculum, the physical environment and all aspects of school life. Support is planned through a graduated approach and may include adapted teaching strategies, targeted support, individual planning and input from external professionals where appropriate. The school adopts a social model of disability and works in partnership with pupils, parents and carers to promote inclusion, participation, independence and positive outcomes for pupils with disabilities.

## **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 SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the Monday and Friday lunchtime club, run by a sports coach to promote teamwork/building friendships
- 1:1 Nurture sessions
- Access to 'Lunch Club' - a quieter environment where children are supported in developing their social skills.
- Workshops run by the Mental Health Team (linked to CAMHS)

- Socially Speaking groups

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

### **Transition support**

Children with special needs are prepared for transition to a new year group through visits to the new class during the summer term, including the transition day. Additional transition support is provided, where necessary.

Information is provided to the new teacher by the previous teacher and the SENDCO who will ensure that teachers and other adults have the knowledge necessary to support that child from their first day in their new class. This includes information on pupils with an EHCP and support plans for other pupils on the SEND register.

### **Transition to secondary school**

Along with parents/carers, secondary school staff are invited to the final annual review of a child with an EHCP during which current support strategies and the needs of the child are discussed in detail. The SENDCO may arrange additional visits to the secondary school for children prior to transfer.

For other children receiving SEN support, but who are not in receipt of an EHCP, the SENDCO liaises with the appropriate secondary school staff during their visit to Ashton St. Peter's Primary School during the summer term. SEND documentation and information is forwarded to the child's new school.

### **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. Generally, the SENDCO will liaise with your child's new school and pass on any information about SEND needs and support they receive, as well as sending the school a copy of any relevant documentation, such as a SEND support plan.

## **What support is in place for looked-after and previously looked-after children with SEN?**

The designated teacher for looked-after children and previously looked-after children is Mr David Bower (Headteacher).

Mr David Bower (Headteacher) will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

### **Handling complaints**

Complaints about SEN provision in our school should be made to the class teacher or SENDCo in the first instance. They will then be referred to the school's complaints procedure policy, which can be found [here](#), or on the school website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

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

You can make a claim about alleged discrimination regarding:

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

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

## **What support is available for me and my family?**

The Central Bedfordshire Local Offer is detailed on the council's website:

[https://www.centralbedfordshire.gov.uk/info/15/special\\_educational\\_needs\\_and\\_disability\\_-\\_local\\_offer](https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer)

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

<https://cbsendiass.org/>

Local Parent & Family Support Groups:

SNAP Parent Carer Forum (Special Needs Action Panel) – Parent-led forum to share experiences and help influence local SEND services.

<https://www.snappcf.org.uk/>

## **Charities & Organisations in/around Central Bedfordshire**

These community charities offer support (including information, groups, mentoring, wellbeing services, and practical help) for families and children — including those with additional needs:

### **Local and regional support:**

- Central Bedfordshire SEND Action Group – Disability services/support organisation focused on needs in Central Bedfordshire.
- [Carers in Bedfordshire](#) – Offers support, practical advice and respite info for family carers (including children with disabilities).
- [Families United Network](#) – Support network for children and young people with additional needs across Bedfordshire.
- [Home-Start Bedfordshire](#) – Family support charity providing mentoring and practical help; Parent Mentor Service specifically supports families with children with SEND locally.
- [Autism Bedfordshire](#) – Local charity offering information, advice, support groups and services for autistic children, young people and families.
- [Bedfordshire Down's Syndrome Support Group](#) – Peer support and community for families of children with Down's syndrome.

### **Other community support (may be relevant depending on needs):**

- [Embrace](#) – Charity offering community support (not exclusively SEN, but may help families).
- [Hft Bedfordshire](#) – Disability support organisation offering various local programmes.
- [Chums Social Wellbeing Services](#) – Wellbeing support for families and individuals.

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

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

## Named contacts

Name of individual	Email address	Phone number
<b>SENDCO</b> – Mrs Laura Day	<a href="mailto:sendco@ashtonstpeters.beds.sch.uk">sendco@ashtonstpeters.beds.sch.uk</a>	01582 663410
<b>Designated Safeguarding Lead</b> – Mr David Bower	office@ashtonstpeters.beds.sch.uk	01582 663410
<b>Class email addresses</b>	Year R – <a href="mailto:yearr@ashtonstpeters.beds.sch.uk">yearr@ashtonstpeters.beds.sch.uk</a> Year 1 – <a href="mailto:year1@ashtonstpeters.beds.sch.uk">year1@ashtonstpeters.beds.sch.uk</a> Year 2 – <a href="mailto:year2@ashtonstpeters.beds.sch.uk">year2@ashtonstpeters.beds.sch.uk</a> Year 3 – <a href="mailto:year3@ashtonstpeters.beds.sch.uk">year3@ashtonstpeters.beds.sch.uk</a> Year 4 – <a href="mailto:year4@ashtonstpeters.beds.sch.uk">year4@ashtonstpeters.beds.sch.uk</a> Year 5 – <a href="mailto:year5@ashtonstpeters.beds.sch.uk">year5@ashtonstpeters.beds.sch.uk</a> Year 6 – <a href="mailto:year6@ashtonstpeters.beds.sch.uk">year6@ashtonstpeters.beds.sch.uk</a>	

## Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages