

Special Educational Needs and Disabilities (SEND) Information Report

Penshurst CE Primary School



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Dear Parents and Carers,

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

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:



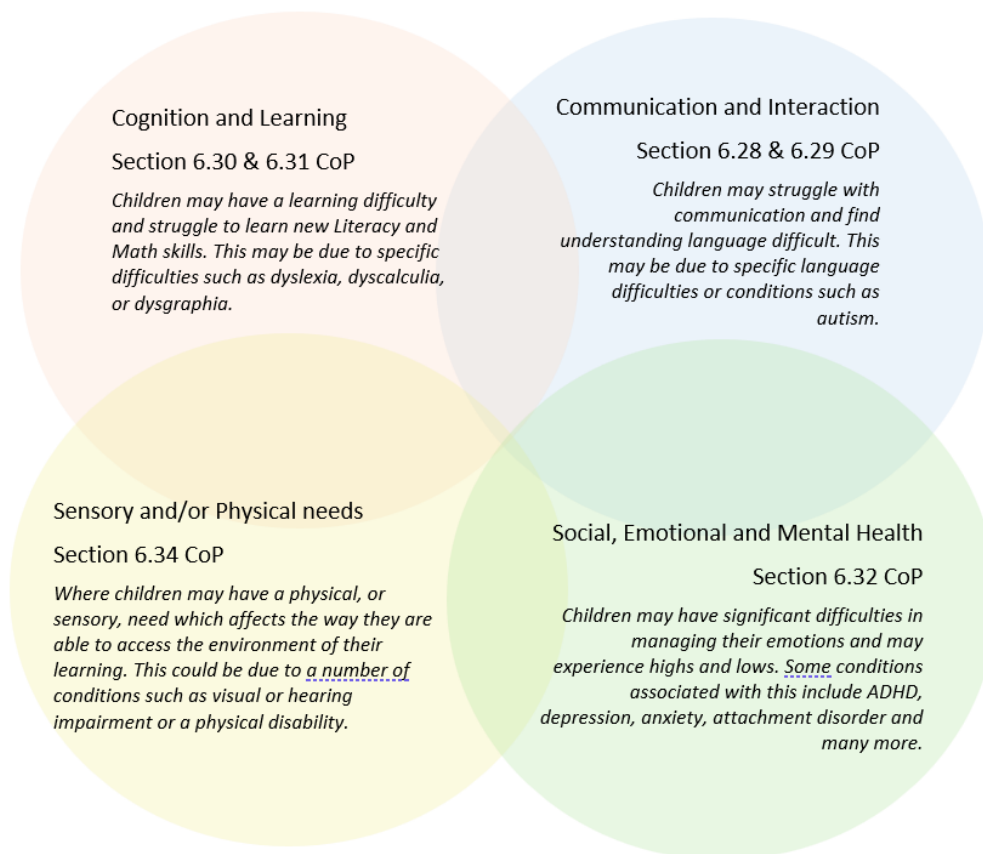
If you want to know more about our arrangements for SEND, please read our SEND policy alongside this Information Report.

You can find our SEND policy on our website www.penshurstschool.org.uk.

Note: If there are any terms we have used in this information report that you are 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 each 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 - [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 Penshurst 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 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.

Sue Elliott, Headteacher

Mrs Elliott has been the Headteacher at Penshurst CE Primary School since January 2017. During her time as a class teacher she taught all year groups in the primary phase. She is passionate about teaching and learning. Her aim is that all pupils receive an excellent education delivered in a supportive and caring environment.

Collette Rainbow, SENCo

Ms Rainbow works in school two days a week; her usual working days are Tuesday and Wednesday. Her main role is to lead on the school's SEND provision.

Teaching Team:

Mrs Perez-Williams – Maple Class (Foundation Stage) – maple@penshurst.kent.sch.uk
 Mrs Foy and Mrs Pollington - Elm Class (Years 1 & 2) - elm@penshurst.kent.sch.uk
 Mrs Hamill and Mrs Meadows – Beech Class (Years 3 & 4) - beech@penshurst.kent.sch.uk
 Ms Bettridge – Oak Class (Years 5 & 6) - oak@penshurst.kent.sch.uk

Support Staff:

Mrs Wickens, Mrs Lane, Mrs Lyle, Mrs Ballard, Mrs Earnshaw, Mrs Brown, Miss Hall, Mrs Schembri.

Our Special Educational Needs Co-ordinator, or SENCo

The named SENCO is Ms Collette Rainbow

Ms Rainbow has been the SENCo at Penshurst CE Primary School since June 2022 and has substantial previous SEN experience. She is a qualified teacher and has worked as a teacher in mainstream and SEN settings, and as head of year in a SEN school. She is working towards achieving the NPQSEN (2026).

Class/subject teachers

All of our teachers receive in-house, as well as external SEN training, and are supported by the SENCo and Headteacher to meet the needs of pupils who have SEN.

| Training (2023-2024) | Uses in school |
|--|---|
| CUSP Professional Development | A series of training videos/ workshops to support with continued professional development. Staff have had time to watch and discuss ideas, for example - robust curriculum, cognitive load theory and retrieval practice. |
| Communication Friendly Classroom | NHS delivered training on the use of visual support and strategies to create a communication friendly classroom. |
| EYFS – Developing the Learning Environment | Strategies and ideas to develop the EYFS learning environment to provide a stimulating environment that supports all learners to make good progress from their starting point. |
| Emotional Regulation Techniques | Training from Two Bridges on a range of emotional regulation techniques that can be used to support pupils within school. |
| De-escalation and Positive Handling | Strategies and ideas to use to de-escalate situations with the aim that positive handling is the last resort. |
| Anxiety in the classroom | An intervention to help children with anxiety. |
| Dyscalculia Support and Understanding | An understanding of how to help children overcome the barriers presented by dyscalculia. |
| Emotionally Based School Avoidance (EBSA) general awareness | Helping staff understand the push and pull factors that influence children and young people in driving increasing anxiety and school avoidance. |
| Mental Health First Aid | Developing knowledge and skills to support with mental health. |
| Senior Mental Health Lead Training (Anna Freud) | Senior Leadership support for staff and pupils to deal with mental health issues. |
| Bringing neuroscience into practice | A higher level of understanding of how the brain works and what its learning processes are, to improve both pedagogical practice, and children's learning experiences. |
| Cognitive Load Theory | To engage with research evidence to support teachers in delivery of the school's curriculum. |

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| Autism and ADHD Awareness | Higher understanding of autism, how other conditions are connected and around a dual diagnosis. Encouraging challenging definitions and perceptions of ASC and ADHD. Looking at several key themes around both ASC and ADHD to obtain skills to help children and young people and ensure the right support and resources are in place. |
| Kent Inclusion Leadership Programme | To understand the meaning of inclusion and how that applies in different contexts. To explore in partnership areas, development and how the questions within the Kent Inclusion Framework will support self-evaluation and inform peer review. |

Teaching assistants (TAs)

We have a team of TAs, including 3 higher-level teaching assistants (HLTAs). All support staff receive training to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as Jump Ahead, Speech and Language Link and phonic interventions. In the last academic year, TAs have been trained in delivering speech therapy support as well as mathematics and phonic interventions.

External agencies

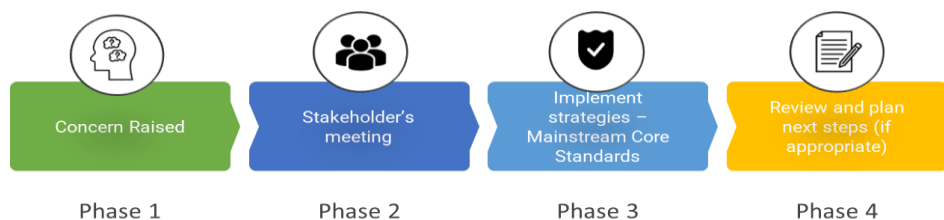
At times, we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEND and to support their families.

These may include:

- [Specialist Teaching and Learning Service \(STLS\)](#)
- [Local Inclusion Forum Team Advice \(LIFT\)](#)
- [KCC SEND Inclusion Adviser \(SIA\)](#)
- [NELFT Kent & Medway Children & Young People's Mental Health Services \(CYPMHS\)](#)
- [Kent Educational Psychology Service](#)
- GPs or Paediatricians
- [Speech and Language Therapy Services](#)
- [Occupational Therapy Services](#)
- [Spurgeons Counselling Services](#)
- [Safeguarding Services](#)
- [Kent School Nurses/School Health](#)



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 they are aware. In the first instance discuss any concerns with your child’s class teacher. Please contact your child’s class teacher through the class email address or the school office at office@penshurst.kent.sch.uk |
| 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 of our class teachers are responsible for the monitoring of 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 progress in reading, writing and/or maths.

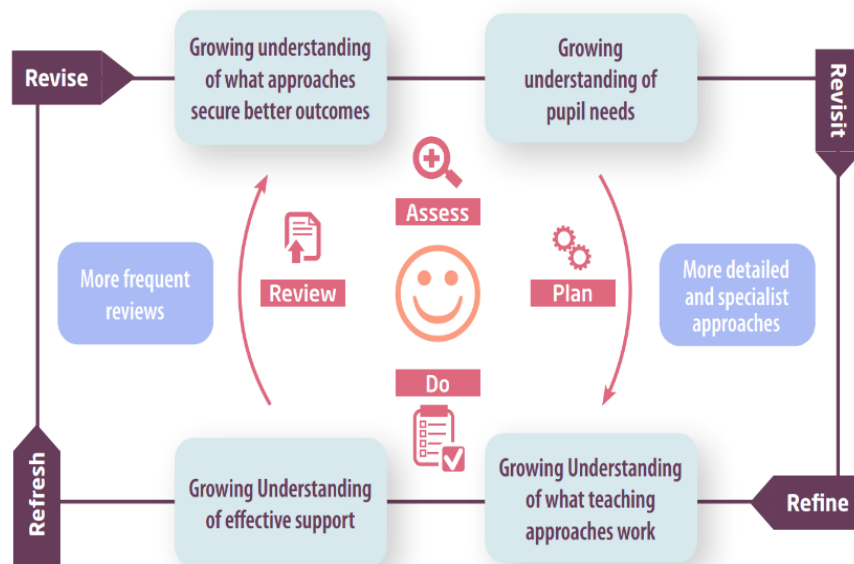
Meetings are held to review class progress three times a year, where possible these meetings are attended by the class teacher, Headteacher and SENCo.

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 an underlying need, the school will then follow the graduated approach (see previous page).

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

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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

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

We will provide two written reports on your child's progress each year. A member of staff who knows your child well (usually their class teacher) will meet you a minimum of three times a year, to:

- Discuss and 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 information and support.

We know that you are the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we are trying to meet your child's needs and an opportunity for you to provide insight into what you think would work best for your child.

We 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 affecting your child outside of school.

If your child's needs or aspirations change at any time, please let us know 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 in the first instance.

The easiest way to get in touch with your child's class teacher or the SENCo is using the class email, or SENCo email (listed on page 5).

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:

- Work with a member of staff to create a pupil passport
- 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?

We aim to increase the extent to which pupils with specific learning or physical difficulties can access the school curriculum by overcoming barriers to learning and assessment. At Penshurst CE Primary School, we believe that no pupil should be disadvantaged in accessing the curriculum through physical or social barriers and that it is important to target individual support to meet specific individual needs. You can read more in our [accessibility plan](#).

Class teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality teaching is our first step in responding to your child's needs. Our rich and ambitious curriculum inspires our school community to have a love of life-long learning and to strive for excellence in all we do. We support every pupil, enabling them to flourish, we encourage pupils to aim high in whatever they do.

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, 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:

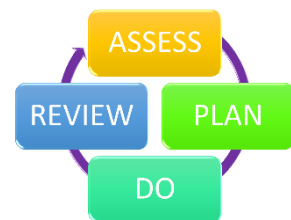
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| Speech and language link screener and intervention | A screening tool and intervention to improve receptive and expressive language skills. All children in reception are screened using the language link screener. Interventions are put in place for all identified children. |
| Frequent Reader/reading support | Volunteers come in twice a week (where possible) to hear children read. Each class also accommodates extra reading. |
| Phonics groups | This intervention groups children together with a similar phonic need. Currently running in KS1, with some children in KS2 also revisiting their phonic understanding if needed to fill the gaps. |
| Jump ahead | To improve fine and gross motor skills. This intervention is used with identified pupils. |
| Counselling/Play therapy | Spurgeons visit the school once a week for an 18-week block, per year, and provide counselling or play therapy for three children. |
| Relax Kids | Relax Kids aims to give children access to a variety of simple, yet effective techniques for relaxation, mindfulness and stress management that are developed and delivered in a fun and creative way. We believe that relaxation, mindfulness, and a positive outlook are the keys to good mental health, self-esteem, and emotional resilience. This is accessed throughout the year by all pupils. Identified pupils will have access to more than one block. |

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

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

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

- Reviewing their progress towards their outcomes each term
- Using pupil passports to gain pupil voice
- Monitoring by the SENCo and SLT
- Using personalised plans to measure progress against outcomes
- Holding an annual review (for pupils who have an EHCP)



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 equipment or 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. At Penshurst CE Primary School we support our pupils to be 'Good Samaritans' who walk in the shoes of others; our Christian Values promote living life in its fullness. We prioritise the well-being of our school community and encourage our pupils to feel comfortable with who they are. We aim to improve the extent to which pupils can participate safely in all school activities and believe that every child should participate in a full range of activities without undue risk to themselves or others.

Our extra-curricular activities, and school visits, are available to all pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including our Year 5/6 residential trip in the summer term.

All pupils are encouraged to take part in school events, sports days, school plays, and workshops. No pupil is excluded from taking part in these activities because of their SEN or disability, and we make reasonable adjustments where needed to ensure that all pupils can be included.

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

Although we are a small village school, we take children from the wider area outside of Penshurst – each year we are usually able to offer places to children from outlying towns and villages.

In line with the School Admissions Code, children with Education, Health and Care Plans (EHCP) that name Penshurst CE Primary School will be admitted.

As a Church of England Aided School, the Governing Body is the admissions authority, not the LA, and therefore has its own over-subscription criteria. Please see our [admissions policy](#) for more information.

13. How does the school support pupils with disabilities?



We aim to ensure that the physical environment is not a barrier to pupils' learning opportunities and believe that careful assessment and planning will allow an inclusive physical environment for our pupils. We work towards our aim through the following strategies;

- use of care plans when appropriate for pupils;
- adaptations to the physical environment as per the needs of any individual;
- access to disabled toilet;
- careful consideration of class organisation which takes into account the needs of individuals within each cohort;
- adaptations to individuals' learning space including the use of Move 'n' Sit cushions, writing slopes, adapted writing equipment,
- coloured overlays for dyslexia.

More can be read in our [accessibility plan](#) and [equality information](#).

If you are disabled, under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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

At Penshurst CE Primary School we prioritise pupil wellbeing. The Headteacher is a trained Senior Mental Health Leader and oversees pastoral care the information related to wellbeing. Pupil voice is a key element in this process and leaders will meet with pupils and take their views and thoughts into account. The school has a robust Anti-Bullying policy and the ethos of the school is based around ensuring there is an empathetic approach to all pupils. The school's Anti-Bullying Policy is reviewed annually; members of staff receive training around implementing the policy. The school also participates in 'Anti Bullying Week' and other themed pupil behaviour days/activities.

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

- All pupils on the SEN register spend time with a member of staff to create a pupil passport which records their pupil voice
- Pupils with SEND are encouraged to be part of the school council, worship team, pupil ambassadors if they wish to be
- Access to 'Relax Kids' sessions – an initiative designed to support resilience and well-being.
- Penshurst CE Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. Please see our [anti-bullying](#) policy for more information.

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



The Headteacher, Mrs Elliott is the designated teacher for looked-after children and previously looked-after children, she works with, the 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 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 EHCPs are consistent and complement one another.

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

Joining our Foundation Stage

To support the transition into reception we carry out a nursery visit (if attending) and home visit for all pupils. This allows us to see the children in their nursery setting, liaise with staff and to also meet families in their homes. This provides staff with essential information, as well as building the foundation for a positive relationship between families and the school

Between Year Groups and Classes

To help pupils with SEND be prepared for a new school year we schedule time with the new teacher towards the end of the summer term to handover.

Moving primary schools

If your child is moving on from our school, we will share relevant information with the onward school

Moving on to Secondary School

A member of staff from the secondary school will come into our school for a meeting with our Year 6 teacher and/or SENCO. They will discuss the needs of all the pupils who are receiving SEND support. Pupils will be prepared for the transition by:

- Having the opportunity to attend secondary taster events
- Practising how to get organised independently
- Plugging any gaps in knowledge

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

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

To see what support is available to you locally, have a look at KCC's local offer. KCC 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) organisations are:

[Information, Advice and Support Kent \(IASK\)](#)

<https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/Information-Advice-and-Support-Kent>

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

[Kent PACT](#)

[Kent Resilience Hub](#)

[BEAMS](#)

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?

Penshurst CE Primary School is committed to providing the very best education for our young people, and we want our pupils to be healthy, happy, and safe and to do well. We recognise the importance of establishing and maintaining good relationships with parents, carers and the wider community.

We are aware that there may be occasions where people have concerns or complaints, and the school complaints procedure sets out the steps that should be followed in order to resolve these as promptly, fairly and informally as possible. You can find out more in our school's [complaints procedure](#).

Raising Concerns

The majority of concerns can be dealt with without resorting to the school's complaints procedure. Where the Complainant has a concern or query about any aspect of the school or their child's education or wellbeing, they should raise this with their child's class teacher in the first instance. Ideally, the teacher will be able to address the Complainant's concerns immediately or can arrange a meeting with them to discuss the issue.

All concerns will be dealt with confidentially, although it may be necessary to take notes if the matter may need to be taken further or may arise again in the future.

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. Parents/carers 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.

[Kent Parent Partnership Services – Disagreement Resolution Services](#)

19. Supporting documents

School Policies:

- Equality Information
- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- Accessibility Policy
- Attendance Policy
- SEND policy

These can all be found on the school website in the [policies section](#).



- [SEN & Disabilities Code Of Practice: 0-25 years](#)
- [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 EHCP
- **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 (C&I); cognition and learning (C&L); physical and/or sensory (P&S); and social, emotional and mental health needs (SEMH).
- **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 EHCP. The local authority will do an assessment to decide whether a child needs an EHCP.
- **EHCP** – 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