



Hunton

C of E Primary School

Life in all its fullness - John 10:10

Special Educational Needs and Disabilities (send) Information Report

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Next review – November 2026

Achieving Excellence Together

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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:



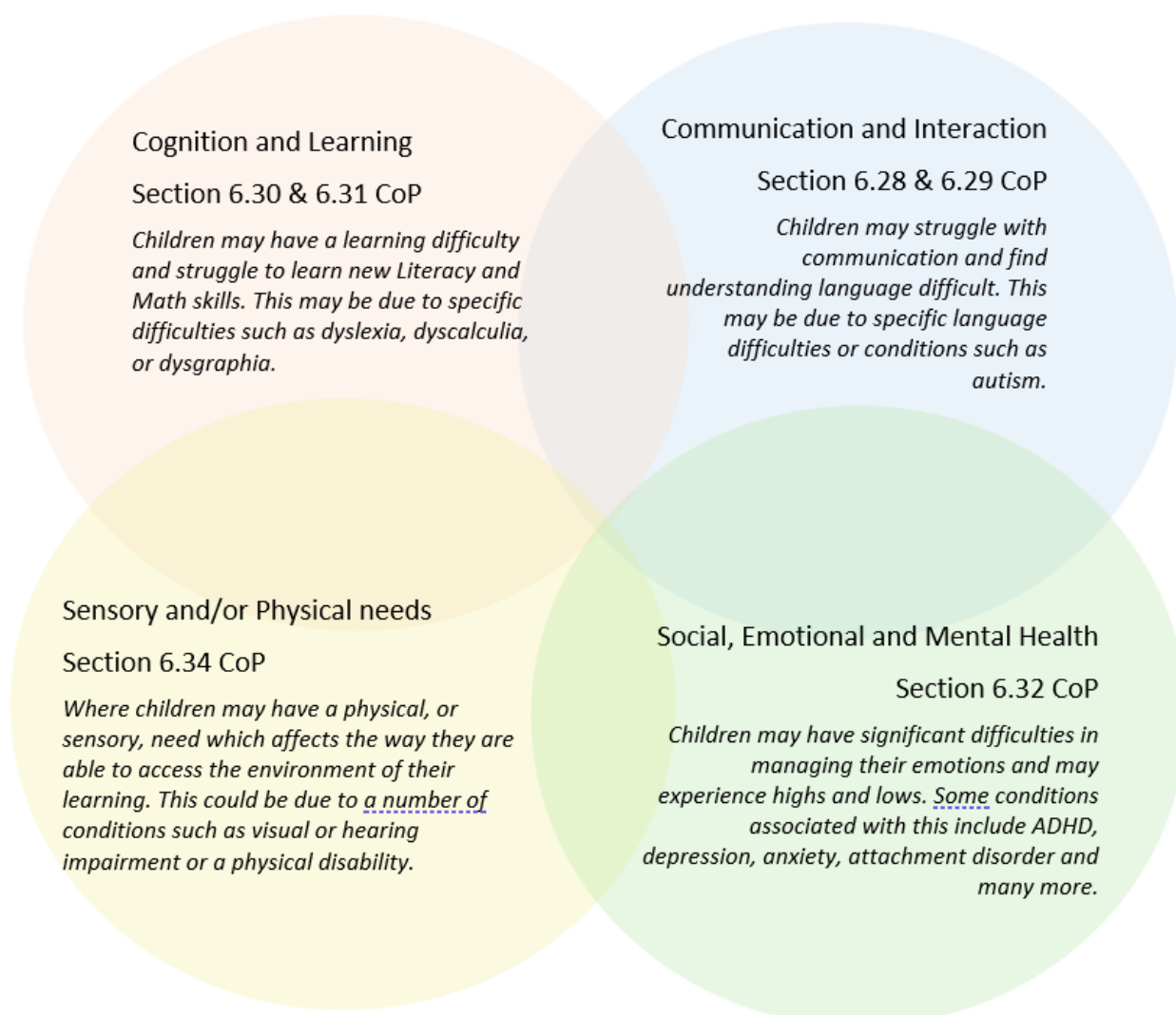
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our [SEND Policy](#) on our website.

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

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

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a 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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?



At Hunton C of E 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.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO



Our SENCO is Mrs Amy Wichall.

She has 9 years experience in this role as a SENCO and has worked as a qualified teacher for 15 years.

She achieved the National Award in Special Educational Needs Co-ordination in May 2017.

Class/subject teachers

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

Below are some of the external training that staff have received in the last year:

SEND updates (e.g. Balanced System, Community of Schools, Educational Psychology Service), This is Me, Colourful Semantics, Widgit, Emotional Regulation, coordinating support for children with Communication and Interactions needs, Emotional Based School Avoidance (EBSA), Supporting Pupils Working Below the Curriculum and Working Memory.

Teaching assistants (TAs)

At the time of publication, we have a team of 5 teaching assistants (TAs), including in this is 1 higher-level teaching assistant (HLTA). We also have 3 SEN TAs who support in class with those with the most significant needs. All staff are trained to deliver SEN provision. Staff are a mix of full time and part time.

Our teaching assistants are trained to deliver interventions such as Little Wandle Phonics scheme, Sensory Circuits, Speech and Language Link, Precision Teaching, Lego Play, Talkabout and Memory Magic.

Below are some of the training that some support staff have received in the last year:

SEND updates, White Rose Maths, Colourful Semantics, Widgit, Inclusive Classrooms, Immersive Reader, Mental Health and Wellbeing, Speech and Language Link.

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)

➤ Early Help

➤ Education welfare officers

➤ Educational psychologists

➤ GPs or paediatricians

➤ NELFT practitioners

➤ NHS The Pod

➤ Occupational therapists

➤ Therapeutic practitioners

➤ Safeguarding services

➤ School nurses

➤ SEND Inclusion Advisor

➤ Specialist Teacher Service

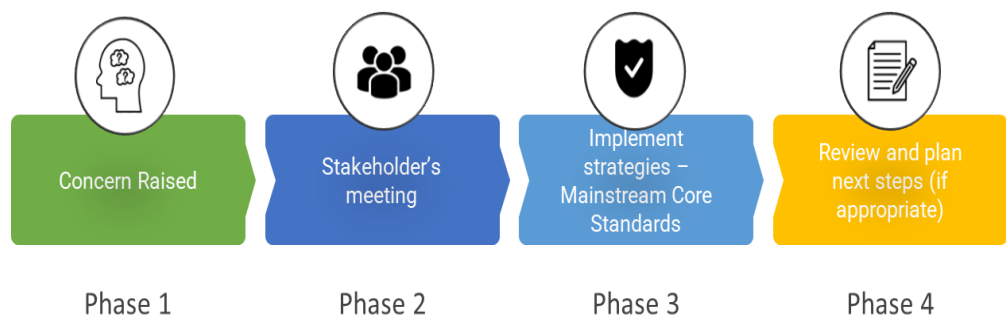
➤ Speech and language therapists

➤ Voluntary sector organisations

➤ Virtual Schools Kent



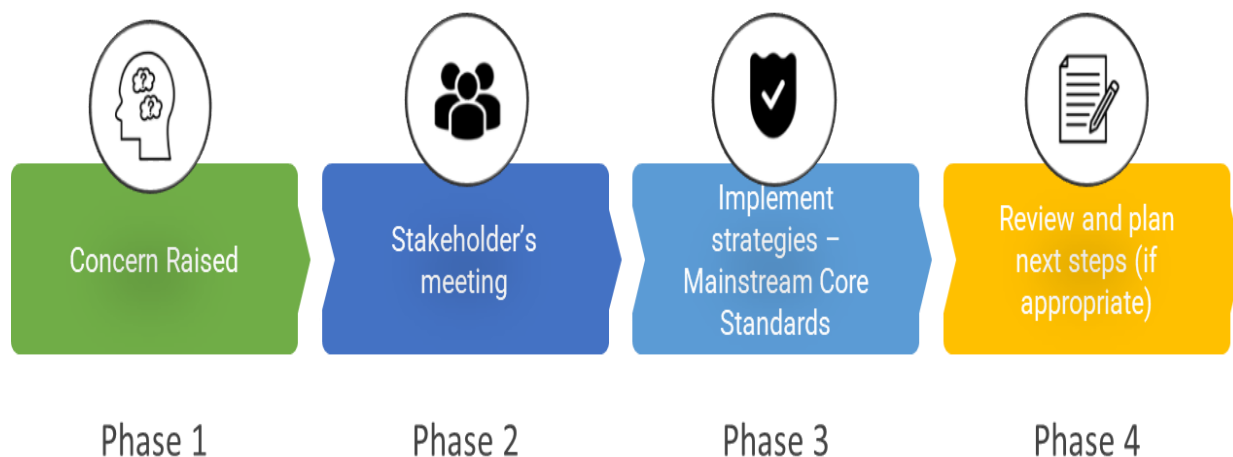
3. What should I do if I think my child has SEND?



Phase 1	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. It is best to initially speak to your child's class teacher as they know your child best. A 'Request for SENCO support' may be completed by the class teacher.</p> <p>Both the class teacher and the SENCO can be contacted through the school office via email office@hunton.kent.sch.uk or telephone 01622 820360.</p>
Phase 2	<p>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.</p>
Phase 3	<p>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 the mainstream core standards and a guide for parents can be found on our website under SEND: Mainstream Core Standards. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
Phase 4	<p>If we decide that your child needs SEND support, we will formally notify you via letter 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.</p>

4. What happens if the school identifies a need?

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



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND, and work closely with the SENCO to identify and meet pupils' needs. They also review those who are not making the expected level of progress in their school work or socially. This might include in reading, writing or maths.

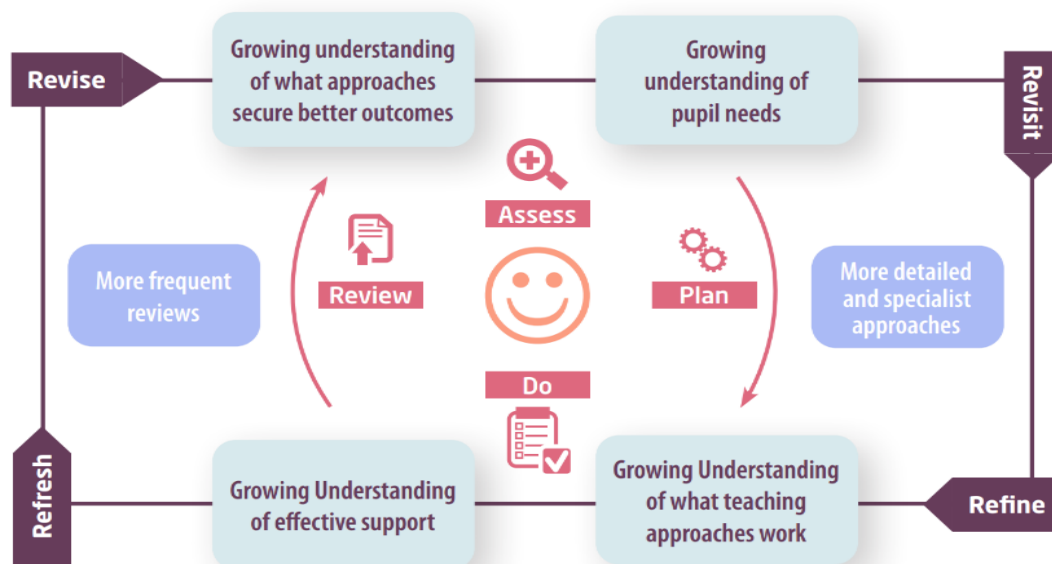
If the teacher notices that a pupil is having difficulties, they'll try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support, usually through quality first teaching or through the deployment of strategies outlined in the Mainstream Core Standards. See [Hunton's School Offer](#) on our school website for more information. 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 or fill in a 'Request for SENCO support' form. They will contact you to discuss the possibility that your child has SEND and the school will follow the graduated approach.

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?

All pupils at Hunton C of E Primary School are invited to discuss the progress of their children on two occasions a year and receive a written report once a year. In addition, we are happy to arrange meetings outside of these times.

Parents with children on the SEN register are invited to meet with the SENCO three times a year to:

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

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

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher or Mrs Wichall via the contact details listed previously.

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

When a pupil has been identified to have special educational needs, the pupil will be consulted and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role with younger children, with the young person taking more responsibility and acting with greater independence in later years.

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

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



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

At Hunton C of E Primary School, the quality of teaching is judged to be 'Good' in our last Ofsted inspection. The report states:

"Teachers have high expectations for every child. They are ambitious for pupils to succeed in their learning as well as in their personal development...Teachers are quick to identify pupils with special educational needs and/or disabilities. They have a good understanding of each pupil's needs and they tailor the support they give accordingly."

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching, adapted for individual pupils, 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, to ensure our teaching conforms to best practice.

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, visual timetables, task management boards etc.



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



➤ Scaffolding lesson materials

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. pre-teaching, precision teaching, small group teaching, and use of ICT software learning packages. These are delivered by the class teacher, teaching assistant or another member of staff employed to meet the pupil's needs. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

We may also provide the following interventions:

Cognition and Learning: Little Wandle Phonics intervention, Phonological Awareness Pack, Precision Teaching, Memory Magic, Mastering Number, Plus 1, Power of 2, writing support

Communication and Interaction: Speech and Language Link, Lego Play, Talkabout

Social, Emotional and Mental Health: Counselling, Drawing and Talking, Nurture groups, key adult check in, trusted adult time

Sensory and/or Physical: Movement breaks, alternatives to writing, touch typing, BEAM, Sensory Circuits, fine motor skills, Handwriting- speed up/write from the start

This is not an exhaustive list and decisions regarding the best support for a child will also be made on a case by case basis. For our current interventions and an intervention glossary, please see the [whole school provision map](#) and [provision glossary](#) found under SEND on our website.

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

All students on the SEN Support register have a One-Page Profile, written in conjunction with SENCO, staff, parents and the child. They provide an overview of how best to support the child and what is most important to them. They are particularly useful for visiting teachers who are less familiar with our children.

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:

- Staff meeting 3 x year for detailed pupil progress meetings
- Reviewing their progress towards their targets termly
- Reviewing the impact of interventions termly
- Listening to pupil voice
- Monitoring by the SENCO and other staff members
- Using provision maps to track progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



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.

10. How will the school ensure my child has appropriate resources?

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is high in the school and that there are sufficient resources to deploy additional and different teaching for pupils. The amount of support required for each pupil to make good progress will be different in each case, our current list of interventions is on our [provision map](#). In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. From September 2025, schools will work in Community of Schools (CoS) to apply and allocate additional funding. These groups will share expertise so that individuals or groups of children can access additional support and local 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?



All of our extra-curricular activities and school visits are available to all pupils with special educational needs either with or without an Education, Health and Care Plan, including our before and after school clubs.

All pupils are encouraged to go on our school trips, including our residential trips as well as encouraged to take part in sports day, school plays and special workshops.

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

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



For prospective pupils with SEN or a disability, including those with an EHCP, our admission arrangements will include meeting with our SENCO, SENCO Assistant or Headteacher prior to starting, to ensure that we have everything in place to meet your child's needs from day one.

During this meeting, your child's strengths and needs will be discussed, as well as what provision will be put in place to support their learning, physical health and wellbeing.

Your child will be supported throughout this process, and parents will have regular opportunities to meet with the SENCO and/or class teacher to ensure your child is settling in well.

Please find a copy of our [Admissions Policy](#) on the school website for more information.

13. How does the school support pupils with disabilities?



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

At Hunton C of E Primary School, all pupils, regardless of disability, are supported and welcome. All pupils are treated fairly, and with dignity and respect always. Our Accessibility Plan includes:

- To ensure that, where possible, the school buildings and grounds are accessible for all.
- To continue to train staff to enable them to meet the needs of pupils with a range of SEND.
- To ensure all parents and other members of the school community can access school information.

Please find a copy of our [Accessibility Plan](#) on the school website for more information.

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

At Hunton C of E Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. All pupils at Hunton choose their own Trusted Adult so that they have a member of staff of their choice that they can talk to as and when they may need to. This Trusted Adult can also provide check ins throughout the school day.

The Boxall Profile is another tool that supports staff to identify needs and resources to help children with their emotional wellbeing and engagement with learning.

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

- Wellbeing warriors in each year group who lead the way to demonstrate empathy and kindness.
- Wellbeing boxes in each class as well as a communal wellbeing area which offers a calming space, a selection of wellbeing books as well as a 'Hunton Helpline' to offer additional support.
- Regulation Boxes in each classroom.
- Quality-first teaching for all pupils, in line with Mainstream Core Standards guidance on supporting pupils with social, emotional and mental health needs.
- Opportunities for pupils to share their 'voice' or feedback about their learning and their school life as part of termly reviews of their provision, involving SEN children in decisions regarding their personalized plans and one-page profiles.
- Pastoral and nurture-based clubs in school, including welcome and lunch clubs.
- Additional internal and external pastoral support services, including access to a school counsellor, support from our Family Liaison Officer, EBSA referral (Emotional Based School Avoidance), external referral to CYPMHS and mental health practitioners in school.
- Additional provision such as Drawing and Talking, Lego Play and Talkabout to promote communication, listening and social skills and bespoke packages of support for vulnerable pupils.
- We have a 'zero tolerance' approach to bullying. At Hunton C of E Primary School, we understand our responsibility to respond promptly and effectively to issues of bullying.

Further information can be found in our school [Behaviour Policy](#) on the school website.

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



Mrs Wichall is our designated teacher for looked-after and previously looked after children. Part of this role is to ensure 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?

At Hunton C of E Primary School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

Pre-school settings and nurseries into EYFS

- All children transitioning into EYFS at Hunton are invited to three transition sessions during the summer term before they start at school.
- The EYFS teacher makes visits to feeder pre-schools to visit children in a familiar environment and to speak to keyworkers and SENCOs in the pre-schools.
- The EYFS teacher and SENCO meet to discuss the needs of the incoming EYFS pupils and identify any children who are likely to need enhanced transition planning. This may include home visits, additional opportunities for the child and his/her parents/carers to visit the school, staggered starts and transition booklets. In the case of children with more complex needs, this may include involving external professionals and applying for additional funding to support the child.
- STLS EYFS transition sessions are attended by staff.

Between schools

- If your child is moving school mid-year, we will ensure all key information is shared between settings to support a smooth transfer.
- The pupil will be shown around the school with their parents /carers and they will be introduced to their new teacher. In some cases, Parents and child will be asked to complete a Pupil Profile to enable staff to get to know the child better.
- Information is sought from the previous school as soon as possible and if necessary the SENCO will speak to the previous school. We also contribute information to a pupils' onward destination by providing information to the next setting.



Transitions within School

Being a very small school, pupils at Hunton have the advantage of being very familiar with all areas of the school and school staff and so this is very helpful at times of transition. Due to our mixed year group classes, children are often taught by the same teacher for two consecutive years, which can be helpful, but can also make the transition to a new teacher more challenging when it arises.

- All children take part in a 'moving up' afternoon in the summer term to help them to get familiar with their new teacher and classroom.
- During term 4, class teachers and the SENCO work together to identify any pupils who are likely to find transition difficult and plan the support that they need to be able to cope with the change more successfully.
- A transition booklet or social story will be devised if an individual requires this support as well as additional visits to their new classroom to meet their teacher should it be necessary.
- A pupil progress transition meeting is held between all year groups in the summer term so that information about the classes and individual pupils can be shared with those staff who will be receiving the class the following September. The intention behind this is to enable smooth transitions between all year groups and classes in the school. The SENCO also works closely with the parents and carers of these pupils to provide further information to support the transition.
- One-Page Profiles are updated and shared with new class teachers.



Year 5 children with an EHCP

- Parents and children to begin looking at secondary provision.
- Parents will be contacted by KCC to provide their choices for secondary schools.
- The secondary school will be named in the EHCP by 15th February. Parents have the right to appeal the decision.
- IASK can provide further information and support.

Secondary School Transition

- All secondary schools are invited into school to meet with the children and staff to share information.
- Additional visits or transition meetings will be arranged with the SENCO if they are felt to be necessary for the children.
- The Year 6 teacher will complete transition forms which are requested by the secondary schools giving key information about the children, along with the SENCO if SEN has been identified.
- All year 6 pupils take part in the Maidstone schools' transition programme.
- All year 6 children participate in transition visits to their secondary schools which are intended to help the children prepare for the move to year 7 in September.
- At Hunton, we provide information and support to parents to help them to prepare their child for the transition.
- A transition booklet or social story will be devised if an individual requires this support as well as additional visits to their new school should it be felt to be necessary.
- A transition intervention will be put in place if required.
- Further information about transition and a Secondary School Admission booklet can be found on the KCC website.



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 via the school office and let us know. We want to support you, your child and your family. Please also find on our SEND section of our website, as well as on our school notice board outside the office, an [Advice and Support](#) document that provides local support and information relating to SEND.

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

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities>

Parents and carers without internet access should make an appointment with the SENCO for support to gain the information they require. It can be also be accessed by the school secretary.

Our local special educational needs and disabilities information advice and support service is Information Advice and Support Kent (IASK). Information, Advice and Support Kent (IASK) provides free, impartial, confidential advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW Telephone: 03000 412 412

Or for more info see the [IASK Website](#).

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?

Hunton's [Procedure for Handling School Complaints Policy](#) can be found on the school website.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to escalate their complaint in line with the school's complaint 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. We encourage parents to discuss their concerns with their class teacher, the SENCO or Headteacher to try and resolve the issue before making the complaint formal.

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. For more information, please read the attached [IASK document](#).

19. Supporting documents

- *Equality Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *Policy for the Education of Children in Care (CiC) and Looked After Children (LAC)*
- *SEN & Disabilities Code of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **CoS** – Community of Schools
- **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