

Cavendish Church of England

Primary School



Special Educational Needs and Disability Annual Report 2023

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Autumn 2023
Date to be Reviewed:	Autumn 2024

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

Cavendish C of E Primary School

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Special Educational Needs and Disability Annual Report 2023

At Cavendish we strive to promote the wellbeing of children in our school, by making sure that they feel happy and safe through the creation of a welcoming, caring school community for everyone. For this to be achieved equality of opportunity must be available for all. We aim to do this with positive attention to the child as a whole, and by recognising and responding to unique individual qualities. Our learning environment encourages all pupils to make the greatest progress possible, achieve their full potential, supported in a fully inclusive environment.

We endeavour to ensure that all children will have access to the highest quality teaching to meet the needs of all learners. Where additional support is needed to enable children to make progress and meet their individual learning goals a 'graduated response' is employed to provide targeted assistance as recommended by the Local Authority and detailed in the Special Educational Needs and Disability Code of Practice (2015).

For further information, please refer to the school's policy on Special Educational Needs and Disabilities. School policies that may be of interest: Medical Policy, Behaviour Policy, Equalities Policy, Inclusion Policy and the Accessibility Plan.

Key Information:

SENCo & Head Teacher: Miss Wass

Telephone: 01787 280279 Email: admin@cavendish.suffolk.sch.uk

Chair of Governors: Mrs O'Neill

Telephone: 01787 280279 Email: admin@cavendish.suffolk.sch.uk

Our Commitment

- To promote the value and wellbeing of every child.
- To have the highest expectations and aspirations for every child.
- To ensure that all children identified with SEND have equal access to a broad, balanced and challenging curriculum.
- To ensure that barriers to learning and achievement are identified as early as possible and that steps are taken to remove these barriers and secure progress.
- To monitor progress and attainment.
- To listen to children, consider their views and include them at all stages of planning their education.
- To work in close partnership with families to determine the most effective level of support.
- To ensure that all professionals work together to secure the best outcomes for children with SEND.
- To support spiritual reflection within our Christian Framework

At Cavendish the areas we support children could be in: communication and interaction, academic learning, social, emotional and mental health, sensory and physical difficulties.

What should families do if they are concerned their child has SEN?

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 are concerned that your child might have SEN, we encourage you to speak to your child's teacher.

You can arrange to speak to them in person or contact them through email.

They will pass your concerns on to our SENCo; Miss Wass.

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 the discussion and add this to your child's record. You will be given a copy of this.

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

How do teachers at Cavendish know when a child needs extra support?

Every teacher identifies the needs and abilities of all the children in their class. Assessment and monitoring ensure that every child's progress and attainment is continually reviewed. Each term the class teacher meets with the head teacher to discuss the progress and attainment of every child in the class. They identify where a child's attainment and progress is not at expected levels. Class drop ins, book looks and work scrutiny by senior leaders are other ways we identify children experiencing difficulties.

How will families know if their child is making progress?

Communication between families and school is vital if children are to be happy, successful and safe. In addition to twice-yearly parent meetings, families of children who have an EHCP or who are moving towards this are invited, at least annually, to review and contribute to setting outcomes for their child. If their child has Pupil Passport the class teacher will share this regularly with them. In addition, the class teacher and SENCo are available through email/ phone call to arrange appointments to have more detailed discussions.

How will children with SEND be supported?

All children attending Cavendish C of E Primary school receive quality first teaching, which is adapted to meet the needs of all learners. We value the individual differences of each child and we want to provide every child with quality learning experience. Teachers provide stimulating and supportive learning environments and use a range of resources, teaching techniques and strategies to engage all pupils. Class teachers carry out regular relevant assessments of every child's attainment and progress. Feedback is given to support and encourage children to be actively part of the learning process. Children may also receive focused support from the teacher or a teaching assistant working within the classroom.

SEN Support is part of the graduated approach to offering SEN provision for those children identified with SEN. The SEND Code of Practice (2015) states that:

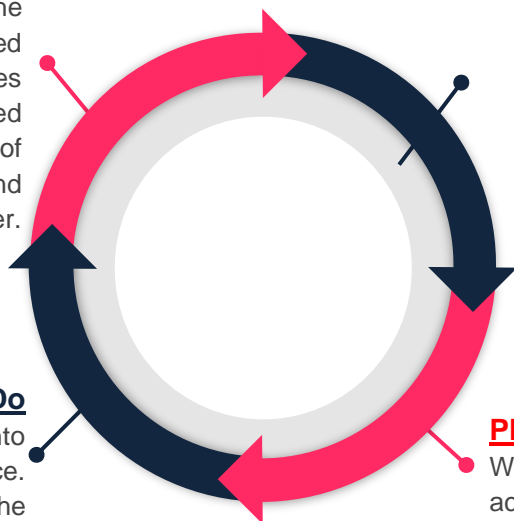
"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff." It identifies high-quality, differentiated teaching as the first step to supporting SEN. When this is not resulting

in expected levels of progress, the class teacher, supported by the SENCo will decide what SEN provision is necessary.

The class teacher will then manage that provision through the four-part cycle of the graduated approach.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes set. We will use our improved understanding of the child's needs to develop and adjust the support we offer.



Do

We will put our plan into practice. The class teacher, with the support of the SENCo will make sure the adjustments and support identified happen as stated in the plan. The support is monitored.

Assess

If a child is not making the expected level of progress, we will do assessments to find out what strengths and difficulties the child has. We ask for the child's input, as well as families, and getting help from external professionals where necessary.

Plan

We will decide what outcomes we want to achieve and make a plan of the support we will put in place. A record of this called a Pupil Passport will be created and shared with the child, families and all relevant school staff.

Suffolk County Council Supporting CYP* with SEND: The SEND Journey: A Graduated Response

Stage 1 : CYP not making expected progress
Initiate APDR Cycle (Assess, Plan, Do, Review)

Assess

- Discussion with key staff in the educational setting to build profile of need
- Capture CYP and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

Plan

- Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching and differentiation
- Use the categories of need descriptors to help inform planning

Do

- Put in place the agreed adjustments, support and intervention, with the SENCo supporting teachers with implementation, linking interventions to classroom teaching.
- Agree date of review

Review

- Review the quality, effectiveness and impact of the provision, involving the CYP and their parent/carers

The APDR cycle then starts again with the updated information.

Stage 2 : CYP not making expected progress

- Seek support from the Specialist Education or Psychology & Therapeutic Services Core Offer
- Seek support for CYP and whole school approaches through a SEND Support Consultation. This could lead to a SENDCo Support visit to your school and/or an Educational Psychology Analysis of Additional Needs (EAANT)
- Explore the SCC Traded Offer for training and additional support
- Refer to external agencies (e.g. Health, Mental Health, Early Help, Social Care)
- Consider an application for High Needs Funding

The ADPR cycle then starts again with the updated information.

Stage 3 : CYP continues not to make expected progress

- Review the impact of interventions, involving the CYP and their parent/carers
- Review the impact of the SEND funding in place
- Consider a referral to the Multi Agency Assessment Programme (MAAP)
- Consider a request for an Education Health Care Needs Assessment

For more information and resources, visit:

www.suffoldlocaloffer.org.uk	www.socn.org.uk	SEND Code of Practice (2015)
www.sendgateway.org.uk	www.schoolschoice.org	www.nasen.org.uk
www.suffolksendiass.co.uk	SENDIASS Training	SCC Inclusion Referral Form

*We have used 'CYP' to indicate children and young people aged 0-25

When a child is identified as needing support related to a specific area of learning such as spelling, maths, reading or writing skills they may be part of a small group or work individually with a learning support assistant for additional learning.

Other strategies used might be:

- Task sheets to structure learning into small chunks;
- Personalised, short activities designed to support the specific area of need;
- Use of aids/resources to enable independent task completion;
- Other strategies as recommended by professionals for individual children.

Small group interventions

Intervention programmes usually run for a set period of time and progress is monitored closely to measure impact. These interventions are part of the school's provision maps and Pupil Passports.

Programmes and strategies to support the development of phonics, reading and writing

Precision Teaching: A teaching method which accelerates progress in learning letter sounds and spelling.

Phonics Intervention: Targeted support for developing phonic knowledge.

Beat Dyslexia: Targeted support in reading and spelling for children.

Alba Series, Rescue Series, Guardians Series

Targeted support for reading, spelling and writing.

Programmes and strategies to support the development of key maths skills

Max's Marvellous Maths: A programme for children who struggle with the concepts of place value.

Small Group Tuition / One to One: Bespoke targeted support for children focusing on their identified gaps in knowledge and understanding.

Programmes and strategies to support occupational therapy and physiotherapy needs

Hand and Finger Gym: A range of activities designed to develop fine motor skills.

Fizzy Programme: Developed by NHS therapists to support development of fine and gross motor skills.

Strategies and programmes to support speech and language development

Speech and Language Therapy: Speech and Language therapists visit the school to work with identified children (who have been referred to the service) and to support adults to deliver specific support.

Programmes to support the development of social skills

In class social skills support: Individual or small group work with adult support in class.

Wellbeing & feelings group: Supporting emotional literacy and for children with a range of social communication difficulties.

In class positive behaviour plans, reward systems and strategies: Designed to motivate and reward individuals with class adult support.

Transition programmes: A personalised series of transition activities for children in any year group who would benefit from this support.

Strategies to reduce anxiety/promote emotional wellbeing

Communication with parents/carers:

Home school books or email to share positive achievements: social and academic.

Opportunities to come into school to share activities with children.

School used as a venue for meetings between families and professionals.

Regular communication regarding the curriculum and topics.

Social skills / wellbeing groups or individual sessions

All staff have undertaken training in PACE (playful, accepting, curious, empathetic) trauma informed approach, as such they are aware of how to support needs. The SENCo provides identified strategies and programmes of support for class adults to deliver.

Designated quiet areas: Identified areas for calming down and reflection.

Check ins: Meetings with an identified member of staff to 'touch base', share and for children to be reminded that they are important and valued.

Access to a supportive environment, equipment and resources

Resources: General SEN resources including pencil grips, timers, concentration cushions, coloured overlays, writing slopes and sensory equipment are available.

ICT: IT programmes and apps on laptops and iPads.

Recording Methods: Use of laptops, sound buttons and/or a scribe to support recording.

Provision to facilitate/support access to the curriculum

Support from teaching assistants on a one to one or small group basis.

Differentiated lessons planned by teachers.

Range of coloured overlays, word banks and task sheets to support individual needs.

Visual resources in classroom or personal to the child.

Strategies to support differentiated planning and assessment

Target setting: Pupil Passports for children who require highly differentiated SMART targets.

Assessment

Teacher continuous assessments.

PIRA, PUMA, GAPS & Phonic assessments.

End of unit maths assessments.

Specific targeted assessments completed by SENCo e.g. Dyslexia Portfolio, Sandwell (Numeracy), HAST (Spelling)

Book monitoring throughout the school and for pupils with identified needs.

Strategies to support positive behaviour

A clear set of whole school values.

Clear whole school behaviour policy with rewards and consequences.

Lego therapy and ELSA style activities.

Regular contact between child and staff to monitor behaviour.

Close contact with families including regular meetings to discuss strategies and progress.

Range of social skills games and activities.

Support and supervision at unstructured times of the day.

Personal positive behaviour plans implemented as required.

Use of personal bespoke systems such as Exit Cards/calm time.

How is the curriculum adapted for children with SEND?

Adaptions and adjustments can be made to delivery of teaching, tasks and resources by the class teacher to enable pupils to access the curriculum successfully. Learning Support Assistants (LSAs) may be allocated to work with the child 1-1 or in a small focus group to target more specific needs. If a child has a special need, which requires considerably different adaptions to others in their class, their Pupil Passport may include targets according to their area(s) of need. These are reviewed by the class teacher every half term. Pupil Passports and any targets are shared and discussed with families and pupils. If appropriate, specialist equipment may be provided e.g. writing slopes, concentration cushions, pen/pencils grips or easy use scissors.

What if a child still isn't making expected progress?

Intervention programmes and support are carefully monitored using appropriate assessments to identify starting points and progress. If, despite ongoing cycles of targeted support and reviews, a child is not making progress, the SENCo will talk to the family about making a referral for external support to provide advice on next steps. If, despite the involvement of external professionals (e.g. Special Education Services, an Educational Psychologist or an Occupational Therapist amongst others), a child continues to struggle to make progress, the family and SENCo may decide to apply for an EHC plan (Education Health Care Plan). This process requires the collection of detailed evidence and reports from all involved in supporting the child. For children with complex SEND, the

frequency and need of support may result in the school applying for additional funding. Funding for children with a high level of need can be applied for through 'High Needs Funding' where the child's needs are banded. This funding, if awarded, can be used for resources and support.

Which specialist services can be accessed by Cavendish C of E Primary?

The school can refer to a range of outside agencies for specialised advice and/or support:

- Psychology and Therapeutic Services
- EWO (Educational Welfare Officers)
- SES – Special Education Services
- Sensory and Communication services
- Occupational Therapy
- School Nurse
- Neurodevelopmental Pathway
- Social Care / Family Support Practitioner
- Speech & Language Therapy
- Suffolk's Emotional Wellbeing Hub
- Inclusion Support

What specialist training have members of staff at Cavendish received?

Staff at Cavendish receive training to enable them to provide the very best support for children with SEND.

Members of staff who are working with children who have specific needs receive additional training in these areas. Staff have received training in the following areas:

- Supporting children on the autistic spectrum and with ADHD.
- Supporting children with social and emotional needs. e.g. ELSA, Attachment and Trauma training.
- Supporting children with speech and language difficulties. e.g. speech and language training delivered by the Speech Therapy Team.
- Supporting children in a specific area of learning e.g. specific literacy difficulties.

How are children with medical needs supported?

If a child has a medical need, a Health Care Plan is completed with support from relevant professions and the family. These are shared with all staff who are involved with the child. Staff receive paediatric first aid training every three years and some have undertaken enhanced paediatric first aid training. Where necessary, and in agreement with families, medicines can be administered in school but only where a medicine has been prescribed by a doctor and a medicine consent form has been signed by the family.

Is the school accessible for all children?

As a school, we ensure that our environment meets the requirements of the DDA (Disability Discrimination Act). Where a child has specific access requirements we work closely with Occupational Therapists and the family to ensure that they have equal access to the school's facilities.

Access for children identified with SEND is through the following provisions:

- Identified wheelchair access to all areas of the school.
- Accessible toilet.
- Staff trained in the management of anaphylaxis and other medical conditions.

- Use of ICT to support learning and record work.
- Visual prompts and timetables are available in each classroom. Displays and classrooms are clear and uncluttered, informative but not overloading.
- Classroom environment is carefully considered, and identified physical equipment provided.
- Tactile resources are readily available.
- Accessible spaces for outdoor learning.

Activities and school trips are available to all children. Risk assessments are carried out and procedures put in place to enable all children to participate. However, if a considerable level of support is required a family member may be asked to join their child for the activity. This will always be discussed with the family in advance.

How does Cavendish support emotional and social development?

Promoting the emotional health and wellbeing of every child at Cavendish is part of our culture. Methods used to support:

- PSHE curriculum that supports the teaching of healthy lifestyles, relationships, staying safe and engaging with the wider world
- Collective Worship – linked to Christian Values and promoting the understanding of inclusion, diversity, wellbeing and positive mental health
- Twice weekly PE lessons and additional physically active lunch and after school clubs
- Mental Health Lead trained in Mental Health First Aid and inclusion practices
- Wellbeing & Trauma Informed staff providing bespoke small group or 1:1 sessions
- A range of good quality external equipment in the playground to engage and encourage a range of physical exercise
- Outside nature, garden and forest areas that children are encouraged to explore and enjoy
- Children are regularly signposted to identified named adults that they can talk to in school
- Regular 'Check ins' for identified children to engage and be supported by an identified adult
- Whole school weekly celebration assembly – celebrating pupil's success in areas linked to the school's values
- An extensive Reception class outside area
- Engagement with families by all staff
- Opportunities to share success with the Head teacher for all children
- A welcoming, inclusive school ethos
- A range of children's councils including: School, Eco, Arts, Wellbeing, Faith councils that actively gain the views of the pupils in each classes
- Opportunities for children to share their opinions through questionnaires, pupil views and the creation of Pupil Passports for identified pupils.
- Forest Schools for all children up to and including Year 6
- Artsmark and Arts Award Centre offered to every child
- RSC Associate School with an emphasis on performance and creativity

How are the school's resources allocated for children with SEND?

The SEND budget is allocated each financial year. This funding is used to provide additional support or resources dependant on individual or whole school needs. Additional provision may be allocated following discussion with class teachers and head teacher at pupil progress meetings. Decisions will take into account the termly tracking of children's progress and/or the advice by external professionals. Support may include use of staff, provision of resources, equipment and implementation of intervention programmes depending on individual needs.

How does Cavendish support transition between stages of education?

Transition is usually an exciting time for many children and families, but can also cause anxiety. At Cavendish we are experienced at 'welcoming' and 'wishing farewell' to children. Our aim is always to reduce any negative effects of change and make transitions as positive as possible.

Beginning of the learning journey at Cavendish:

We are fully committed to ensuring each child starts their time in the Reception class with confidence. In the summer term prior to children joining us, the Reception teacher visits nursery settings and views learning journal information with nursery leaders. In addition, each child is invited to attend sessions at school, to meet their future classmates, teachers and experience the school environment. Families are invited to meet the class staff and are encouraged to share any concerns, provide information and to ask questions.

In school transition:

For some children transition into a new school year can be as challenging as moving to a new school. We identify those children for whom this is a concern and put into place a personalised transition plan. This may include timetabled time in the new class with a trusted adult, personal transition booklet to share at home, story time or game playing with new teacher/LSA. Any transition plan is prepared with the child's needs at the centre.

Transition to the next educational stage:

Advance planning for transition to a child's upper school is essential to ensure appropriate understanding and provision. The SENCo will liaise and meet with the SENCo and/or inclusion team of the upper schools early in the summer term. This makes sure effective arrangements are in place to support pupils at the time of transfer. Additional opportunities to visit the new school setting (where appropriate) are organised and supported by the SENCo. Personalised transition booklets, opportunities to discuss concerns, make plans and create videos can all form part of a transition package for a pupil.

What support and information is available for families?

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

To see what support is available locally, have a look at Suffolk Local SEND offer:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

Special educational needs and disabilities information advice and support services (SENDIASS)

<https://suffolksendiass.co.uk/>

What Parents Say...

Your services were very appreciated. Everyone involved with our family worked in a professional way, listening to our concerns, helping and supporting us as a family to progress and move forward.

I felt really listened to for the first time and got all the facts and advice I really needed. Excellent service, thank you so much

The service has provided myself and my child with more tools and confidence to ensure that his needs are recognised and met by his school. Thank you SENDIASS.

For confidential and impartial information, advice and support.

-  www.suffolksendiass.co.uk
-  enquiries@suffolksendiass.co.uk
-  01473 265210
-  ADVICE4ME to 87007



Special Educational Needs and Disability Information, Advice & Support Service

sendiass

in Suffolk



Information



Advice



Support

If you need help to understand this information in another language please call 03456 066 067

Se precisar de ajuda para ler estas informações em outra língua, por favor telefone para o número abaixo. 03456 066 067

Jeżeli potrzebujesz pomocy w zrozumieniu tych informacji w swoim języku zadzwoń na podany poniżej numer. 03456 066 067

এই সেবারটি যদি অন্য ভাষাতে বুঝতে চান তাহলে সিজের নম্বরে ফোন করুন 03456 066 067

Jeiigu jums reikia šios informacijos kita kalba, paskambinkite 03456 066 067

Dacă aveți nevoie de ajutor pentru a înțelege această informație într-o altă limbă, vă rugăm să telefonați la numărul 03456 066 067

Если для того чтобы понять эту информацию Вам нужна помощь на другом языке, пожалуйста, позвоните, по телефону 03456 066 067

If you would like this information in another format, including audio or large print, please call 03456 066 067.



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Providing confidential and impartial information, advice and support to help children, parents and young people take part in decisions that affect their lives.



Information

You may find the answer to some of your questions by looking through the information on our web pages, via social media channels and through workshops and courses. We have some downloadable leaflets and factsheets. If you can't find the answers to your questions, you can get in touch by phone, text or email. - **you choose** which works best for you.



Advice

We provide unbiased information and advice about what the law says, the local authority's policies and procedures and about the policy and practice in local schools and other settings. We do not take sides or tell you what to do, we will help you get the information you need to make your **own choices**.



Support

We can help you by **listening** to your views and concerns and working with you to explore your options. We can help you with preparation for meetings, with letters, forms and reports and support you to have the confidence to **express your views**.

Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a **confidential and impartial** information, advice and support service on issues related to Special Educational Needs and Disability (SEND).

Our service is **free, easy to access and confidential**. We can help children, parents and young people take part in decisions that affect their lives.

We offer information, advice and support to:

- Children and young people (up to 25 years) with SEND
- Parents and carers of children with SEND
- Practitioners (who might be supporting children, young people or parents to access our service)



Education

We can talk to you about any **questions or concerns** you have in relation to your child's Special Educational Needs, including choice of educational setting. We can discuss with you how to raise your concerns and help you to find **positive ways to communicate** with schools and the local authority.



Rights

We provide information and can help you to understand what the law says and what your rights are, enabling you to make **informed choices**.



EHC Plans

We have lots of information and advice around EHC plans, how to request, and what happens next within our webpages. We can support you to get your views across and fully **participate in the process**, including at Annual Reviews and with disagreements.

For more details visit:

www.suffolksendiass.co.uk

Or Email

enquiries@suffolksendiass.co.uk

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

<https://suffolkfamilycarers.org/>



<https://www.home-start.org.uk/home-start-in-suffolk>



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



<https://www.family-action.org.uk/>



<https://sendfs.co.uk/>



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



<https://www.specialneedsjungle.com/>



Our Local Offer details many areas of support, which we offer and is available on the school website: <https://www.cavendish.suffolk.sch.uk/>

School policies and other links to external support services and information pages are also on the website.

How can families make a complaint?

The procedures for making a complaint are in the school's complaints policy available on the school website. In addition, if the complaint is related to a child's SEND, then the SENDIASS service can offer support. Under the SEN Disability Act 2001 parents may seek advice on resolving disagreements with the Local Authority and/or the Independent Mediation Service. SENDIASS offer:

We offer

- a telephone helpline service
- information and support for parents, carers, children and young people
- [written information about SEN available on web page/leaflets](#)
- information sessions for parents and carers
- advice and support in relation to school admissions and appeals
- training for professional staff and school governors
- access to an Independent Supporter where appropriate
- [Read more about the sendiass service in Suffolk](#)

We help parents and young people

- by listening to your views and concerns
- by working with you to explore your options
- prepare for meetings
- find the confidence to express your views
- with forms, letters and reports
- to understand rights in relation to SEN and disability
- work in partnership with schools and the local authority to develop positive relationships

Helpline number - 01473 265210

Glossary

- Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- CAMHS** – child and adolescent mental health services
- Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- ELSA** – Emotional Literacy Support Assistants undertake additional and thorough training in understanding and supporting the emotional needs of young people.
- 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 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 which explains what services and support are on offer for pupils with SEN in the local area
- LSA** – Learning support assistants provide additional support in class for all children and can deliver interventions
- Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- Pupil passport** – a school document that identifies the needs, support and provision for identified children
- 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 which meets the needs of pupils with SEN
- Transition** – when a pupil moves between years, stages and schools