

Reading Girls' School
Succeeding Together

Name of Policy	SEND Information Report
Scope of Policy	All students with SEND and their families
Approved by	Board of Trustees
Date of Approval	October 2023
Review period	Annually
Review Date	October 2024

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

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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.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it 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 SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Lisa McCarthy who you can contact by emailing: senco@readinggirlsschool.net

They have experience in this role of SENCO in different schools and working with a number of different local authorities. Prior to joining Reading Girls' school as AP inclusion their previous roles included Assistant Headteacher SENDCo including safeguarding, Lac & Plac lead, Head of Department, Head of year, Service Children's champion, Volunteers Co-ordinator for Sixth Form, PE Teacher. They are a qualified teacher.

They have achieved National Award in Special Educational Needs Co-ordination and Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A). They are now working towards achieving their National Professional Qualification Headteacher.

All staff have specific SEND training and time dedicated to this through the school CPD program.

Staff Members	Training Completed
All Staff	Are trained in the requirements of: <ul style="list-style-type: none"> ● The SEND Code of Practice ● The Equality Act

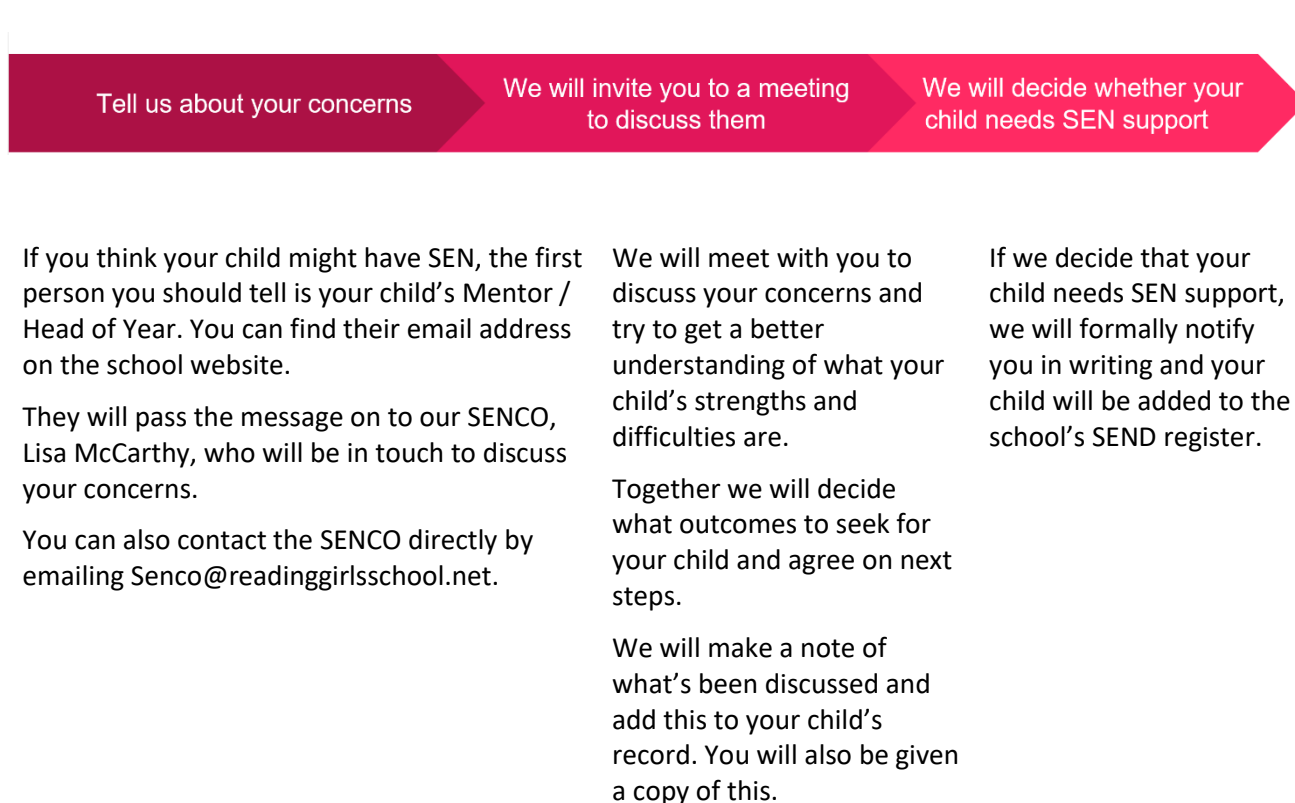
	<ul style="list-style-type: none"> ● All general school policies relating to the Quality of Education ● Quality First Teaching ● Health and Safety ● Safeguarding ● Supporting Students with Asthma & Epilepsy ● Mental Health Awareness in Young People
<p>Teaching Assistants, SEMH Learning Mentor and Curriculum-Based Teaching Assistants</p>	<p>We have a range of skills amongst the team; different staff have had training in the following areas:</p> <ul style="list-style-type: none"> ● Speech and language programmes ● Dyslexia ● ASD ● ADHD ● Catch up Literacy ● Catch up Numeracy ● First Aid ● Social Skills ● Exam Access Arrangements ● Counselling ● Teaching Assistant Induction Course ● Level 2 Diploma in Supporting Teaching & Learning ● Level 3 Diploma in Supporting Teaching & Learning ● Supporting Students with Epilepsy ● Mental Health Awareness in Young People ● Emotional First Aid ● Drawing and Talking Therapy ● Sexual Health and Relationships ● Mindfulness ● Anxiety and Depression ● Mental Health Level 1 ● Hearing and Vision Impairment ● SEN in the Science Laboratory ● Education for all – Disability, Diversity and Inclusion
<p>SENDCo</p>	<ul style="list-style-type: none"> ● NASENCO Accreditation ● Advanced SENCo ● Certificate of Competence in Educational Testing ● Exam Access Arrangements ● ASD ● ADHD ● ELKLAN ● Dyslexia ● Catch Up Literacy ● Read Write Inc. ● Behaviour for Learning ● Attachment ● Adverse Childhood Experiences (ACEs) and Early Trauma ● Effective SEND Provision for Middle Leaders ● Safeguarding Level 3 ● Prevent Duty

External agencies and experts

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 SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Primary Mental Team Berkshire Sensory Consortium

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



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

All our subject teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include low reading levels, writing that is not legible, social difficulties, isolation from others.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

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

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

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

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

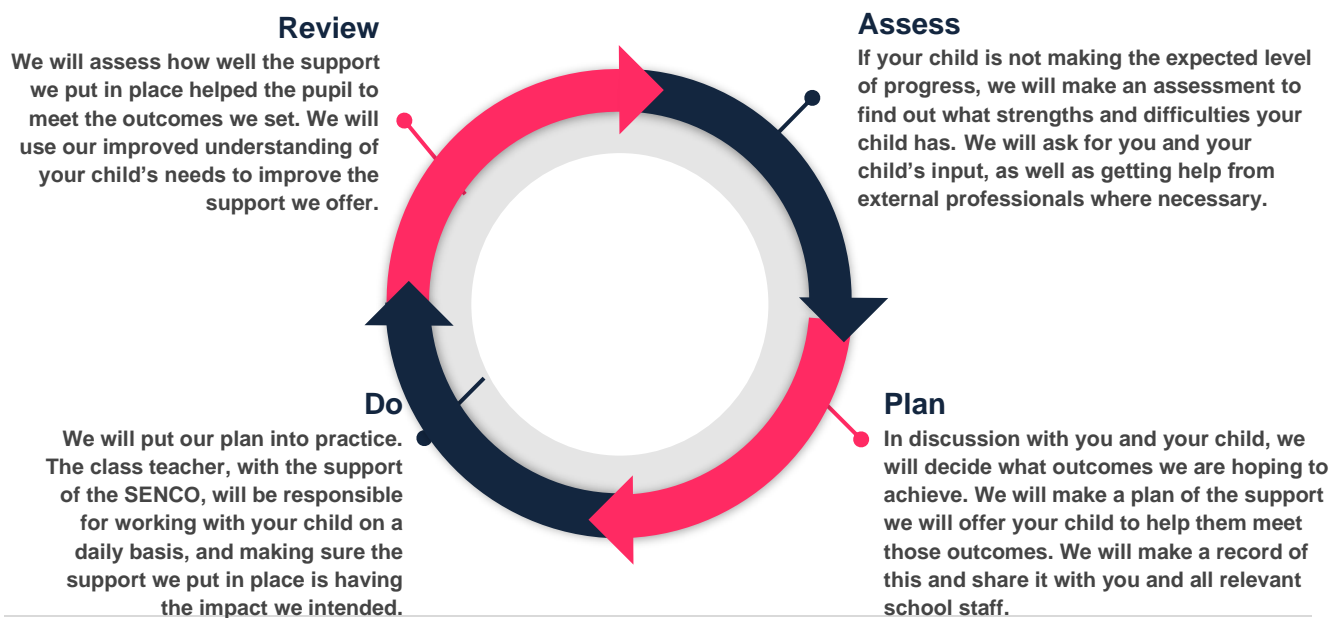
5. How will the school measure my child's progress?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals in line with support
- Reviewing the impact of interventions in line with the relevant frequency for each intervention
- Using pupil questionnaires
- Monitoring by the SENCO
- Using our provision map to measure progress
- Holding annual reviews for pupils with EHC plans

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

School will report on your child's academic progress and behaviour twice a year and have a parents evening where you will be able to discuss your child with subject teachers.

Once your child is on the SEND register and follow a parental meeting the SENCo will implement an individual learning plan including:

- 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

It is essential school and parents have clear communication and 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 to ensure they reach their full potential.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN 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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's mentor, you can find their email via the school website.

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 level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- 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?

Your child’s teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will scaffold the teaching to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

<ul style="list-style-type: none"> ● Cognition and Learning 	<ul style="list-style-type: none"> ● Communication and Interaction
<ul style="list-style-type: none"> ● Taster sessions during Yr6 induction - 3 days. ● Data gathered from junior schools. ● Quality first teaching. ● Student progress tracked against expected flight path. ● Baseline testing for reading ● Supportive classroom environment. ● Mix of written, practical and verbal activities. ● Scaffolded curriculum planning, differentiated delivery of lessons e.g. slower pace printed power points etc. ● Learning objectives at the start of every lesson. ● ICT use where necessary. ● Library available before, during and after school. ● EduLink app ● Seating plans to maximise learning. ● Writing frames. ● Subject teacher feedback. ● School marking policy. ● Access to supportive resources. ● Parents’ evenings. ● Personal Development days. ● Revision classes. ● Mentoring. ● Careers guidance and interviews 	<ul style="list-style-type: none"> ● Simplified language and time to process information. ● Advice from speech and language specialists. ● Transition information shared with all staff. ● Individual parental meetings. ● School planners. ● Student council/voice. ● School website. ● Structured school and classroom routines. ● Parent mail/Parent pay. ● Wide range of clubs and activities. ● Annual reports. ● Staff training on Inset days. ● Environmental Clues (signs, images). ● Student feedback (improvement work). ● TA support to read instructions and clarify information. ● Visual prompts. ● ICT use where necessary. ● Additional time for tasks. ● Positive strategies to promote listening. ● Personal Development days. ● Red / green card as nonverbal communication

Behaviour, Emotional and Social	Medical, Sensory and Physical
<ul style="list-style-type: none"> • Information shared between previous school and SENCO/DSL/Student welfare. • PSHE lessons. • Behaviour for learning. • Achievement awards, celebration assemblies and reward points. • All staff responsible for student welfare and wellbeing. • Student welfare officer. • All students aware of different forms of bullying and how to prevent it from occurring. • Behaviour management/internal inclusion room. • Class rules and expectations. • Year manager and form tutor. • Safe guarding training for all staff. • Pupils aware of available support. • Advice from outside agencies. 	<ul style="list-style-type: none"> • Transition information to be shared with staff. • Medical plan for students. • Lift access in main school block. • Identified staff for medical situations. • Accessibility plan in place and up to date. • Flexible teaching arrangement-reasonable adjustments where possible. • Modified teaching environment e.g. colour changes to PowerPoints • Linked documents available to staff via SIMS. • Qualified first aiders. • Trips risk assessed and planned with students needs in mind. • Training and advice sourced as soon as possible to meet needs. • Disabled parking spaces. • Disabled toilet. • Medical room. • Staff training.

- Scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, Task boards, etc.
- Teaching assistants will support pupils in classes where appropriate as well as leading small group targeted interventions.

We may also provide the following interventions:

Wave 1 (Class teacher)

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none">• Opportunities for reinforcement and consolidation – e.g. reading clubs, accelerated reader, homework clubs.• Extension task boards.• School marking policy.• Learning objectives stated at the beginning of each lesson.• Provision of subject specific dictionaries, revision guides with teacher guidance.• Withdrawal sessions to improve reading and writing.• Mentoring.• Occasional in class learning support intervention.• Staff CPD training around specific needs.• Exam access arrangements if necessary.• Homework club.• Promotion of independent learning skills.	<ul style="list-style-type: none">• Liaison with Junior School re individual students.• Transition information shared with whole school.• Staff have an understanding of the KS2 curriculum relating to their subject.• Teachers alert SENCO regarding any issues and are monitored.• Teachers give clear and concise instructions one at a time.• Activities are planned to take into account communication needs.• Effective use of collaborative group work.• Mentoring.• Provision of subject dictionaries.• Speech and language groups.• Small group interventions.• External agency involvement.• Pre-teaching.• Listening skills activities.• Effective use of collaborative group work.

Behaviour, Emotional and Social	Medical, Sensory and Physical
<ul style="list-style-type: none"> • Head of Year /SENDCo /DSL and Student. • Temporary time out card. • Behaviour report. • Movement breaks. • Extra focus in class on personal and social education. • Restorative justice used. • Anti-bullying policy. • Anti-bullying assemblies. • Interventions to enhance social skills by qualified ELSA. • Sessions to enhance self-esteem. • Staff CPD training around the needs of specific students. • External agency advice. • Referral to relevant support agencies. • Social stories. • Tutor programme. 	<ul style="list-style-type: none"> • Liaison with Junior School. • Transition information shared with staff. • Teacher allows extra time for completion of tasks. • Students can leave lesson early to avoid rush. • Seating arrangements considered. • Levels of background noise/distraction reduced where possible. • Lesson observations provide feedback for improvement for teachers. • Linked documents available and easily accessible on SIMS. • Risk assessments. • Adaption of PE planning additional support where needed. • Use of ICT. • Attention to fine motor skills. • Fidget toys. • External agency involvement. • Lift access • Disabled toilet. • Access to wheelchair. • Staff training around specific needs of students. • First aid trained staff. • Movement breaks.

Wave 3

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

<p style="text-align: center;">Cognition and Learning</p> <ul style="list-style-type: none"> • Students are assessed for exam concessions. • Outside agencies are asked to either attend or support reports for annual reviews. • Statement reviews are pupil centred. • Small groups can include: • Small group with TA or HLTA • Reading comprehension. • Phonics. • Handwriting. • Literacy. • Maths booster. • EAL support. • Homework club. • Agencies available: <ul style="list-style-type: none"> – Language and Literacy Service. – Educational Psychologist. – Speech and Language. • Student progress is closely monitored and measured against national expectations. Provision is adjusted accordingly. • Revision classes. • Careers days/careers guidance. • Vocational Opportunities – students have opportunity to visit Vocational course supplier. • Flexible and/or reduced timetables. 	<p style="text-align: center;">Communication and Interaction</p> <ul style="list-style-type: none"> • Advice from outside agencies to develop programmes is sought and acted upon. All relevant staff are informed or suggestions made. • Students are assessed for exam concessions and trained in use of their concession. Student are encouraged to practice use of exam concessions in class and for mock exams. • Outside agencies are asked to either attend or support reports for annual reviews. • EHCP reviews are pupil centred. • Whole staff inset – topics covered have included: • Working with Autistic youngsters. • Dyslexia - how to support. • Behaviour Management. • English as another language. • Best use of Teaching Assistants. • Small groups can include: <ul style="list-style-type: none"> – Reading comprehension. – Speaking and listening. – Social skills. • Agencies available: <ul style="list-style-type: none"> – Language and Literacy Service. – Educational Psychologist. – Speech and Language. – Family Support Workers • Annual reports. • EHCP reviews annually. • Mentoring. • Meet the tutor evening.
<p style="text-align: center;">Behaviour, Emotional and Social</p> <ul style="list-style-type: none"> • In house behaviour management/ internal inclusion room, whole school behaviour policy. Consistent use of behaviour programmes which clearly outline rules, positive re-enforcement and appropriate sanctions. • Implementation and monitoring of Pastoral support Programme • Revised timetable and/ or adapted curriculum. • Time out card. 	<p style="text-align: center;">Medical, Sensory and Physical</p> <ul style="list-style-type: none"> • O/T and Physical Sensory service reports gathered – follow on plans put into place. • Flexible teaching arrangement - reasonable adjustments made where ever possible for disabled students. • Students with SEN allocated TA support according to their EHCP. • O/T and Physical Sensory service visits arranged.

<ul style="list-style-type: none"> • Student welfare and designated safeguarding lead (DSL) and SEN Manager attend outside agency meeting. • Risk assessment in place for key students. • Outside agencies are asked to either attend or support reports for annual reviews. • EHCP reviews are pupil centred. • Small group sessions can include: • Small group behaviour/self- esteem groups. • Agencies available: • Educational Psychologist. • Family Support Workers. • CAMHS. • EWO. • East to West mentoring support 	<ul style="list-style-type: none"> • O/T and Physical Sensory service continue to monitor. • Provision where possible is implemented. • SEN staff trained to support needs. • Individually prepared materials. • EHCP reviews are pupil centred. • Agencies available: • Physical and Sensory Support Services. • Occupational Therapy. • Physiotherapy. • Lift access • Disabled toilet. • Access to wheelchair. • Identified staff for medical situations. • Accessibility plan in place and up to date. • Risk assessment in place for key students.
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These interventions are part of our contribution to Reading’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 goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

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

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

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority through the EHCP process.

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 our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips offered through our their 5 years here.

All pupils are encouraged to take part in sports day/school performances / 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?

- Reading Girls school have an open door policy for tours of the school, and appointments can be made for a tour with the SENCO by emailing senco@readinggirlsschool.net.
- All applications for students with EHC will come through the local authorities' Annual review process in year 5, who will then consult Reading Girls' school. Once we receive all information, we will reply to the local authority regarding whether we can meet need and why. EHC placements are placed ahead of other students.
- The school's oversubscription criteria avoid unfairly disadvantaging prospective pupils with a disability or special educational needs

13. How does the school support pupils with disabilities?

Reading Girls' School are committed to ensuring every student has access to the same high-quality education which is facilitated through our accessibility place. The school is a disability access friendly schools with lifts to every floor ensure all students can access every classroom, facilities also include large disabled toilets and hygiene room, harness and we work in partnership with Occupation Therapists to ensure we are offering the best support possible. The school also ensure:

- A wide diverse curriculum that is inclusive and supports minority groups such as disabled students.
- PSHE lessons incorporating raising awareness of minority groups
- Curriculum adaptations where needed to ensure full inclusivity.

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

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to attend clubs to promote teamwork/building friendships
- We have a 'zero tolerance' approach to bullying.
- All students have a pastoral Head of year to support them daily in school

- School work with outside agencies such as CAMHS

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- The Pastoral Head of year and Learning Mentor will remain the same over the 5 years to provide as much consistency as possible.

Between schools and transition

- When your child is moving on from our school, we will share all information we have on your child such as academic reports, SEND place etc with the new placement.
- Meetings will be held between the SENCOs as appropriate

Pupils will be prepared for the transition by:

- Practising with Interviews
- Support with college applications
- Learning how to get organised independently
- Plugging any gaps in knowledge

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Lisa McCarthy, if the designated teacher for looked-after children and previously looked-after children here and can be contacted by email senco@readinggirlsschool.net. If this person is your SENCO, amend the below accordingly.

As the Assistant Principal of Inclusion Lisa McCarthy will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Our complaints procedure can be found on the Thames Learning Trust's website.

Complaints about SEN provision in our school should be made to the SEND in the first instance. They 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 [SEN 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. The following can be contacted for support:

KIDS SEND Mediation: Resolving disagreements for children and young people with SEND

- Telephone - 03330 062 835. (This is a local rate number)
- E-mail - senmediation@kids.org.uk

18. 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 Readings local offer <https://servicesguide.reading.gov.uk/>.

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

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

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing 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
- **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 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, phases, schools or institutions or life stages