



Goring C E Primary School
Faith, Love and Learning

SEND INFORMATION REPORT AND POLICY 2023/4

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1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Academies, including free schools, if applicable, add/amend: This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Inclusion Leader

The Inclusion Leader (please see below for details) will:

- Work with the headteacher and inclusion governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet children' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Conduct assessments and provide written feedback regarding supporting a child's learning
- Ensure the school keeps the records of all children with SEND up to date

4.2 The Inclusion Assistant

The Inclusion Assistant will:

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Conduct assessments and provide written feedback regarding supporting a child's learning
- Work with individual children and / or small groups on areas of need determined by assessments

4.3 The Inclusion governor

The inclusion governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and inclusion leader to determine the strategic development of the SEND policy and provision in the school

4.4 The headteacher

The headteacher will:

- Work with the inclusion leader and inclusion governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the inclusion leader and / or Inclusion assistant to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

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

Our school provides for children with the following needs:

- Communication and Interaction, including those with an Autistic Spectrum Condition or speech and language difficulty;
- Cognition and Learning, including specific learning difficulties such as dyslexia, dysgraphia and dyscalculia;
- Social, Emotional and Mental Health, including ADHD, ADD, anxiety or behaviour issues. and
- Sensory and / or Physical including a hearing or visual impairment or physical disability.

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

Our Inclusion Team

Miss Nikki Senior is our full time Inclusion Leader and her role includes that of SENCo. She can be contacted via the school office or by email nsenior@goringprimary.org . Miss Senior has 10 years' experience in this role and has also worked as an advisory teacher and lead advisory teacher (behaviour) for two local authorities. She is a qualified teacher, achieved the National Award in Special Educational Needs Co-ordination in 2013 and also completed a MA (Education Studies), specialising in behaviour.

In addition:

- Class teachers are available at the end of most days to discuss any queries you may have and can be contacted via the school office by phone or by email – office@goringprimary.org
- The Head teacher has an open door policy and will aim to speak to you at the earliest opportunity
- We have an inclusion assistant, Mrs Cara Hood, who is a qualified teacher and will assess and work with selected children either in small groups, or 1:1. She can be contacted via the school office, or by email chood@goringprimary.org .

Class teachers

All of our teachers receive in-house SEN training, and are supported by the Inclusion Team to meet the needs of children who have SEND.

Learning Support Assistants and Teaching Assistants

We have a team of LSAs who work within the classroom, supporting children with EHCPs. They have received training on all areas of SEND including Makaton, attachment disorders, supporting children in maths and with writing, social emotional and mental health issues, autism, speech and language and Applied Behaviour Analysis (ABA).

Each class has a TA who supports all children, including those with a special educational need or disability.

External agencies and experts

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

- **Speech and Language Therapists**
- **Educational Psychologists**
- **Learning and Behaviour Advisory Teachers**
- **Autism and Social Communication Advisory Teachers**
- **Sensory Support Advisory Teachers**
- **Virtual School Advisory Teachers**
- **Family Support Workers**
- **Play Therapists**
- **ASPENS**
- **Occupational Therapists**
- **GPs or Paediatricians (through the Child Development Centre, or CDC)**
- **School Nurses**
- **Child and Adolescent Mental Health Services (CAMHS)**
- **Pupil Entitlement**
- **Social Services and other LA-provided support services**
- **Voluntary sector organisations**

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

If you feel that your child may have SEN or a disability, discuss your concerns first with their class teacher. Share with them your worries, any relevant history and involvement from other agencies, and also your child's strengths. If necessary the class teacher may speak to a member of the Inclusion Team for further advice or support. Further assessments in school may be needed to get a full picture of your child's needs and the results of these will be shared with you. If it is decided that your child has SEN or a disability, school will inform you of this decision and your child will be added to our Special Educational Needs register. You will also be invited into school to discuss your child's targets as well as reviewing their progress – this happens through termly Individual Learning Plan, or ILP, meetings.

On some occasions it may be necessary to refer your child to, or seek advice from, outside agencies. If this is the case, your permission will be sought and feedback provided.

We believe that it is important that, wherever possible, children are also included in this process and their views sought.

You can also contact Miss Senior or Mrs Hood directly at nsenior@goringprimary.org or chood@goringprimary.org or on 01903 241175.

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

All our class teachers are aware of SEND and are constantly monitoring the progress of all children, in particular those who aren't making the expected level of progress in their schoolwork, socially or developmentally.

If the teacher notices that a child is falling behind, they may seek advice from the Inclusion Team who can conduct assessments to explore if there are any gaps in their learning. These assessments may include the following:

- BPVS 3
- Ravens
- Neale reading and comprehension Test
- Suffolk Reading
- PhAB
- BEAM, Dynamo and Sandwell (maths assessments)
- Lucid (dyslexia screening)
- Boxall Profile
- Wesford Tool

If this is the case, the child may receive additional support or adaptations to the curriculum. Children who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If your child is still struggling to make the expected progress, the teacher or a member of the Inclusion Team will contact you to gather your views and to share any concerns. Your child may be observed in the classroom or playground to see what their strengths and difficulties are, their work will be looked at and their views sought. Staff will also compare your child's progress and development with their peers and available national data.

Where necessary, we may also ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Using this information, the Inclusion Team will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEN register, you will be informed and the class teacher will work with you to create a SEN support plan for them.

5. What support is available for my child? How will the school measure my child's progress?

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.

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.

Assess

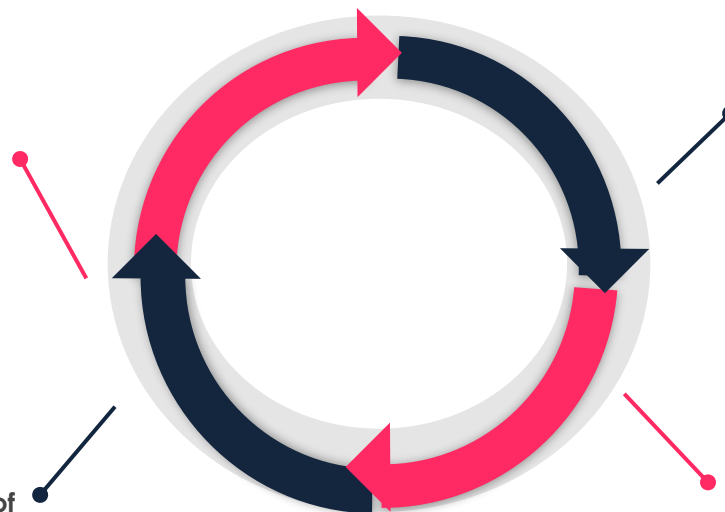
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

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.

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.



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.

Staff will explore what the needs of your child are, and will then plan what interventions may be necessary. These may include adaptations to the curriculum, sensory breaks, Lego Therapy, use of resources to support learning, social skills groups, use of equipment including laptop or I-Pad or small group teaching. Pupils with specific needs may require additional arrangements so they can take part in the KS2 tests. Access arrangements are adjustments that can be put in place to support those pupils.

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?

Your child's class teacher will meet you each term 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

A member of the Inclusion Team may also attend these meetings to provide extra support.

We appreciate that parents / carers have crucial information about their child's needs and aspirations, so it is important that you have a full understanding of how staff are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

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 then be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can do this via the school office by email or by phone.

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 two 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 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 or questionnaire

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

Your child's teacher is responsible and accountable for the progress and development of all the children in their class.

High-quality first teaching is our first step in responding to every 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 make adaptations 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.

These adaptations include:

Use of resources and staffing

- Planning adaptations to activities to ensure maximum learning opportunities for all children and that all children are able to access the curriculum, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Assessment for Learning enables class teachers to plan learning based on existing knowledge and understanding
- Adapting the environment to meet the needs of the children in our school with SEND, for example limiting our displays or introducing individual work stations, and we will seek advice from other professionals when needed in order to do so
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing slopes etc.
- Using social stories, comic strip conversations, Zones of Regulation.
- If necessary, children also have access to our sensory room and some children are invited to attend our Breakfast and Lunch Clubs.

Further details are in our school accessibility plan which can be found online or a hard copy can be obtained via the school office.

We can also provide the following interventions:

- Dynamo Maths
- Writing groups
- Lego Therapy
- Speech and Language groups
- Jump Ahead
- Social skills

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 through:

- Class teachers identifying and regularly reviewing individual targets for children involving them and their parents in target-setting
- Actively encouraging parent/carers and children to work collaboratively with school staff as part of this process
- The analysis of termly data at pupil progress meetings to identify children who are working below expected levels of attainment or/and whose rate of progress is slower than anticipated
- Regular reviews of the impact of support and the necessary adjustments made
- Individual Learning Plans that are used to target support according to identified need
- The recording on a class provision map the entry and exit data of interventions
- Seeking pupil voice
- Parents will be notified of any additional support/intervention that their child is receiving
- Holding an annual review (if they have an Education, Health and Care Plan or EHCP)

Support is closely monitored and can be adjusted to meet the changing needs of children.

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

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- Targeted adaptations to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
- Out of class support (relationship building, social, emotional skill development,)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Implementation of strategies from support agencies e.g. Learning and Behaviour Advisory Team. Autism and Social Communication Team, Speech and Language Therapy Service.

11. How will the school make sure my child is included in activities alongside children who don't have SEND?

All of our extra-curricular activities and school visits are available to all our children, including our before and after-school clubs. All children are encouraged to go on our school trips, including our residential trips to Lodge Hill and Cobnor. Every child is encouraged to take part in productions (musical and drama), visits to the church and local community, sports days and visitors 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 ensure that they will be included. We do this:

- Through an understanding by all staff that equality does not mean treating all children the same
- Through a commitment, by using our best endeavours, to include every child as much as possible through adapting the curriculum, its delivery or the environment in which it takes place

For trips we will have pre-trip discussions with parents / carers, make adaptations to arrangements as needed e.g. mode of transport to/from trip, modified length of day etc, conduct individual risk assessments if necessary to ensure safety and provision and if necessary an additional member of staff will provide additional support for the trip when appropriate

12. How does the school support children with disabilities?

Every child will be supported based on their individual needs. The class teacher will adapt work to meet the individual needs of your child. This is known as making adaptations to tasks. The class teacher or Inclusion Leader may plan and explain to you a programme of special support and this will be recorded on an ILP; these are reviewed three times during the academic year;

The learning environment is often adapted to help learners with SEND. This may include additional resources e.g. for sensory, fine or gross motor support, or adaptations made to the room layout.

13. How accessible is Goring CE Primary School?

The school Accessibility Action Plan is available on the school website.

Goring Church of England Primary School is a two storey building. There are stairs but no lift but school would make the necessary adjustments should we have a child or a parent with limited mobility.

There are two disabled WCs in school and one parking space allocated for disabled parking. Should a child require a wheelchair or walking aid, a separate specific Risk Assessment and Personal Emergency Evacuation Plan will be completed and reviewed regularly. The school works with professionals from a range of external services, and will seek and follow their advice as necessary.

All off-site visits would be considered on the basis of the facilities being accessible to the children attending. We would also:

- Resource additional adult support as necessary.
- Organise risk assessments and pre-visits to ensure safety.
- Encourage children with additional needs to participate in extra-curricular activities, which are usually free to attend.
- Discuss any issues with families to ensure the child's needs are fully catered for

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

All school staff have a responsibility for the children in their care and to report to a senior member of staff if they have any observations or concerns regarding a child's emotional wellbeing and/or social development

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

- Well-being is also promoted through our curriculum. We use the Jigsaw PSHE and RSE programmes throughout the school.
- Our Learning Mentor may see children whose emotional and social needs are a barrier to their learning
- Our Behaviour and Discipline Policy sets out clear principles and procedures to support children' behaviour – please see on our website
- Stringent procedures and practices to eliminate and avoid bullying of children with SEND - please see our Anti-Bullying Policy on our website
- Behaviour is recorded on CPOMS Behaviour Incident Logs so that triggers can be identified with the aim of reducing their frequency/intensity and parents verbally informed and invited to work collaboratively with the school in supporting their child
- Play therapist directed to offer sessions to families/children when social and/or emotional needs have been identified
- Adult support for children as appropriate
- Behaviour plans/risk assessments written when a child's behaviour poses a risk to themselves and/or adults and other children in school
- Pastoral Support Plan for significant ongoing social/emotional needs – parents, child and staff involvement
- Advice from the Learning and Behaviour Advisory Team (LBAT) and other agencies such as Pupil Entitlement to help in avoiding exclusions
- We run a lunchtime club for children who need extra support with social or emotional development

15. How will school support children with medical needs?

If your child has medical needs we would ask you to discuss your child's needs with one of our administration staff in the main reception and you will be asked to help with completing a Healthcare Plan to be shared with your child's class teacher and then kept in the office. A member of the office team will administer any medicines and follow any emergency procedures specified by you. All other staff involved with your child would be notified of the plan and any implications for them, including the SENCO.

School also has access to the school nursing service for those children with complex medical needs.

If your child has personal care needs you will be invited in to meet to write a Personal Hygiene Plan together. This plan will inform staff of the care your child will need and will set out what needs to be done, when and by which named staff.

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

We adopt a holistic approach because we believe in developing the whole child. Life skills are equally valued alongside academic skills. We are mindful that, in order for children to grow into responsible adults, they need our help and guidance emotionally and socially so that they can enter adolescence and adulthood with good mental health.

Between years R and 6

To help children with SEND be prepared for a new school year

- We ensure that there is time for the new and existing class teachers to meet and discuss their children, in particular those with SEND. Relevant paperwork is passed over and read in preparation for the new term.
- The new class teacher is invited to attend annual reviews for those with EHCPs that happen in the second half of the Summer Term.
- A transition plan is discussed and agreed and may include visits to the new classroom, time with the new class teacher and support staff and a transition booklet.

Between schools

There will be a meeting between the SENCO or Inclusion Leader of the new school and our Inclusion Team / class teachers. They will discuss the needs of all the children who are receiving SEN support and will attend any annual reviews..

Children will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently

- Having additional visits to the school and meeting with key staff
- Receiving a transition booklet.

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

Complaints about SEN provision in our school should be made to the Inclusion Leader / Head 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. 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 adaptations, 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.

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, it is strongly suggested that you have a look at the West Sussex Local Offer at <https://westsussex.local-offer.org/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be contacted on 0330 222 8555 or by email at send.ias@westsussex.gov.uk

'Reaching Families' is a parent-carer led, grassroots charity which aims to support parents and families of children and young people with special educational needs and disabilities in their daily lives, in particular through the delivery of information, training and peer support. They can be contacted at <https://www.reachingfamilies.org.uk/> or on 01903 366360

'The Inclusion Zone' which can be accessed via the school website, provides links to support groups and can be reached at <https://www.goring.w-sussex.sch.uk/inclusion-zone>

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

- **Outcome** – target for improvement for children 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 children with SEN
- **SEN support** – special educational provision which meets the needs of children with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages