Southwark Diocesan Board of Education Multi-Academy Trust

Special Educational Needs (SEN) Information Report

St Michael's East Wickham CE Primary School

Approved by:	Governing Body	**Date:**	March 2026
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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 or you can ask a member of staff to send you the policy.

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?

At St Michael's, we believe in participation for all. We want all children and adults to participate in learning and we celebrate all members of our community. We aim to create an inclusive culture in our school where we are responsive to the diversity of children's interests, experiences, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school to ensure we are providing this for all pupils. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

Speech Communication and Language Needs Resource Provision

In addition to our mainstream provision, St Michael's hosts a specialist Resource Provision for pupils with Speech, Language and Communication Needs (SLCN).

This provision supports pupils who have significant and long-term communication needs, often identified through an Education, Health and Care Plan (EHCP). Pupils in the provision benefit from:

- A highly structured, communication-friendly environment
- Access to specialist teaching and targeted interventions
- Regular input from Speech and Language Therapy (SaLT) services
- Opportunities to integrate into mainstream classes where appropriate

The aim of the provision is to develop pupils' communication skills so they can access learning, build relationships and become increasingly independent learners.

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

In addition, our **SLCN Resource Provision** specifically supports pupils with:

- Significant expressive and/or receptive language difficulties
- Social communication needs, including those associated with Autism Spectrum Disorder
- Complex speech sound disorders

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Ani Hadjicosta.

The SENCO has experience in this role and has worked as Inclusion Manager. She is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination. Miss Hadjicosta is in school full time and allocates time each week to manage SEN provision.

The SENCO oversees the Speech, Language and Communication Needs (SLCN) Resource Provision, ensuring that pupils receive high-quality, targeted support in line with their individual needs and EHCP outcomes.

She works closely alongside Speech and Language Therapists (SaLTs) to:

- Support teachers in planning for pupils with SLCN
- Ensure that speech and language programmes are effectively implemented
- Monitor progress against communication targets
- Provide guidance and training for staff

The SENCO also works collaboratively with class teachers and support staff to ensure that strategies are consistently applied across both mainstream classrooms and the Resource Provision.

Class teachers

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

Jodie Smith is currently undertaking training for the NPQSEND award.

Teaching assistants (TAs)

We have a team of eleven TAs who are trained to deliver interventions or support pupils within the classroom.

We have one member of staff who is a trained Learning Mentor; two trained Youth Mental Health First Aiders and one member of staff trained to lead Therapeutic Play.

In the last academic year, TAs have been trained in Talk Boost and Well Comm speech and Language interventions.

The school provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs of students as appropriate.

A termly meeting is held with the Early Intervention Team and other advisory services to seek additional support and advice.

External agencies and experts

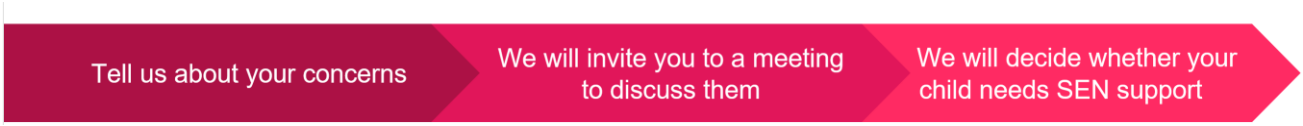
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

We work with the following agencies to provide support for pupils with SEND:

- Early Intervention Team
- Social Care
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech Therapy

- Physiotherapy
- Occupational Therapy
- Physical & Sensory Support Service for pupils with hearing impairment or physical disability
- Outreach Workers from specialist provision (e.g. Autism Advisory Team)
- Child Adolescent Mental Health team (CAMHs)

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



If you think your child might have SEN, the first person you should tell is your child's teacher.

This can be in person, a call to the office or an email directly to the teacher. All email addresses can be found on the school website.

They will pass the message on to our SENCO, Ani Hadjicosta, who will be in touch to discuss your concerns.

You can also contact the SENCO directly: ahadjiscosta@st-michaels.bexley.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

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

Parents may also contact the SENCO directly if they feel this is more appropriate or are welcome to attend one of the half termly SEND Coffee Mornings.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

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

All our class 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. 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 tuition 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 in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, 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 paediatrician.

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.

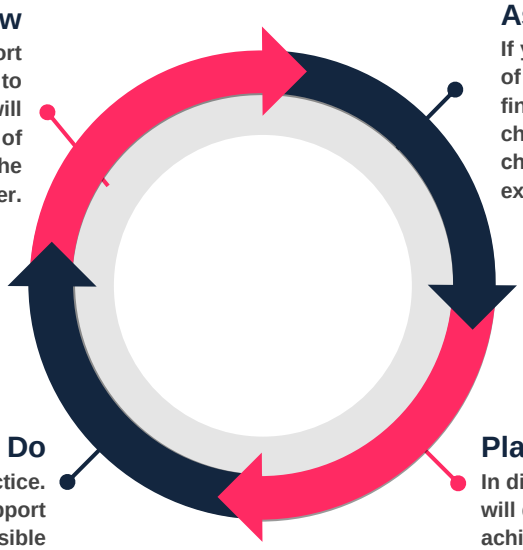
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

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

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place.

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.

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.

For pupils in the **SLCN Resource Provision**, progress is also measured through:

- Speech and language targets set in collaboration with SaLT
- Individual support plans
- Regular review of EHCP outcomes

- Specialist assessment tools linked to language development

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

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

We will provide annual reports on your child's progress.

Your child's class teacher will meet you twice a year at Parents Evening, 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
- The SENCO may also attend these meetings to provide extra support.

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. We have an open door policy so you can contact staff to discuss your child as and when needed.

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, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. This can be in person at the end of the school day, if they are available; through a telephone call to the office or via email. All teachers' email addresses are available on our 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 teacher is 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 differentiate (or adapt) how we teach 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:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website. During any future refurbishment or rebuild, accessibility will continue to be reviewed.

We will also provide a range of interventions, some of which may include:

- Little Wandle phonics programmes
- Spelling support
- Therapeutic play
- Flash Academy

We make use of Bexley's Quality First Teaching Toolkit, which provides a long list of suggestions to support varying needs. Some of these include the following:

AREA OF NEED	**CONDITION**	**SOME OF THE WAYS WE SUPPORT THESE PUPILS**
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Communication boards/books
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope board Coloured overlays or special font texts
	Moderate learning difficulties	Scaffolds & visuals supports Precision teaching
	Severe learning difficulties	Educational Psychologist support Multi-sensory approach
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks or fidgets aid
	Adverse childhood experiences and/or mental health issues	Nurture groups Learning mentor support
Sensory and/or physical	Hearing impairment	Clear communication & Visual aids Assistive technology
	Visual impairment	Limiting visual stimulus Enlarged or adapted materials
	Multi-sensory impairment	Sensory circuits Sensory aids
	Physical impairment	Use of specialist equipment OT exercises or programmes

These are by no means an exhaustive list, as we believe in getting to know the child as an individual and trying different strategies to support. These interventions are part of our contribution to Bexley's local offer.

Specialist Communication-Focused Teaching (Resource Provision)

For pupils in our SLCN Resource Provision, teaching is further adapted to prioritise communication. This may include:

- Daily or regular **speech and language interventions**
- Explicit teaching of vocabulary and sentence structures
- Use of visual supports such as:
    - Visual timetables
    - Communication boards
    - Symbol-supported text
- Structured opportunities for speaking and listening
- Small group or 1:1 teaching sessions

We use approaches such as:

- Pre-teaching vocabulary
- Modelling and extending language
- Repetition and overlearning
- Structured social communication programmes

8a. What is the environment like in the SLCN Resource Provision?

At St Michael's, we are proud to offer an inclusive model of provision. All pupils on the Resource Provision roll are full members of their mainstream class and are fully included in the life of the school.

The Resource Provision is not a separate placement, but a specialist space within the school that pupils access when needed. Children spend the majority of their time learning alongside their peers in mainstream classrooms.

The Resource Provision space provides:

- A low-arousal, communication-friendly environment
- Smaller group settings for focused learning
- Visual supports and structured routines
- Opportunities for pre-teaching, overlearning and consolidation

Pupils are supported to move between mainstream and the provision flexibly, depending on their needs at different points in the day.

8b. How do pupils access support from the Resource Provision?

All pupils in the Resource Provision are based in their mainstream classes and follow the full curriculum alongside their peers.

They may be withdrawn at specific times to access the Resource Provision for:

- Targeted speech and language interventions

- Small group or 1:1 teaching
- Pre-teaching or consolidation of learning
- Support in a quieter, low-arousal environment

This approach ensures that:

- Pupils remain fully included in school life
- They benefit from high-quality mainstream teaching
- They receive additional specialist support when needed

The balance between mainstream learning and targeted support is carefully planned and reviewed regularly, based on each child's individual needs and outcomes.

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

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using tracking systems to measure progress
- Holding annual reviews for pupils with EHC plans
- Pupil Progress Meetings between class teachers and the senior leadership team

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

St Michael's has good facilities to meet the needs of pupils with SEND, including wheelchair access. Children requiring equipment due to impairments will be assessed in order to gain the support that they require.

We aim to reduce any environmental barriers to learning and seek advice from external professional where necessary.

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.

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

Activities and school trips are a very important part of every child's learning experience at St Michael's. 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 residential trip(s) to Carroty Wood in Year6 and Ufton Court in Year 4.
- All pupils are encouraged to take part in sports day/school plays/ curricular workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

St Michael's Primary School building has two levels but is fully accessible:

- A lift enables the first floor to be accessible for disabled children and adults.
- There is a ramp situated at our main entrance.
- There are double doors strategically placed around the building to allow wheel chair access

As a school we are happy to discuss individual access requirements and more details can be found in the school's Accessibility Plan.

The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where reasonably possible. If a child has a regular member of staff who supports them, he/she will accompany them on the trip, where possible. However, if a higher level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

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

Parents of pupils who have an Education, Health and Care Plan (EHCP) are required to apply for school places separately through the local authority from whom advice is available. If a child with an EHCP, is placed in the school by the local authority before the normal admission round, the number of places available to other applicants will be reduced.

Admissions to the SLCN Resource Provision

Places within the Resource Provision are allocated by the Local Authority.

Admission criteria typically include:

- An **Education, Health and Care Plan (EHCP)**
- Identified primary need of Speech, Language and Communication Needs
- Agreement that the provision is the most appropriate setting

The school works closely with the Local Authority and families to support smooth admissions and transitions.

13. How does the school support pupils with disabilities?

As detailed above, St Michael's Primary School building has two levels but is fully accessible:

- A lift enables the first floor to be accessible for disabled children and adults.
- There is a ramp situated at our main entrance.
- There are double doors strategically placed around the building to allow wheel chair access

As a school we are happy to discuss individual access requirements and more details can be found in the school's Accessibility Plan.

The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

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

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We have a caring understanding team who look after our children and parents.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing.

If further support is needed, the class teacher will liaise with the SENCo who will give advice and support and put a plan of action into place. This may involve having a key adult in school, a buddy or some form of pastoral intervention from our Nurture Team.

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

- Pupils with SEND are encouraged to be part of the School Council, Faith Group or other pupil leadership roles such as Anti-Bullying Ambassadors.
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships etc.
- We aim to include children in their target setting; encourage and support them to take an active part in reviews of progress.
- Through PSHE lessons and collective worships, staff regularly talk to the children about having an adult they can talk to and the importance of sharing any concerns.
- Each class has its own 'Worry Box' for children to write down their worries if they feel they cannot communicate them verbally to that all children are individual and have a zero tolerance approach to bullying.

At St Michael's, we accept and celebrate that all children are individual and have a zero tolerance approach to bullying.

For pupils in the Resource Provision, we recognise that communication needs can impact emotional wellbeing, and we provide:

- Additional support for developing social interaction skills
- Structured opportunities to build confidence in communication
- Close adult support to reduce anxiety linked to communication difficulties

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:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- We have a whole school Transition Day in which children move into their new classroom and meet with their new teacher.
- Where additional transition support is needed, then other strategies may be put in place e.g. schedule lessons with the incoming teacher towards the end of the summer term; visits to the classroom for jobs to allow the child to familiarise themselves with the environment.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

A number of strategies are in place to enable effective transition into our school:

- Prior to entry, admissions procedures are used to gather information relating to a child's needs
- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Where a child has known SEND, the school will contact the previous school/ setting or other professionals as needed.

Between Phases

Transition to secondary school includes:

- A number of opportunities for pupils and parents to meet staff in the new school. These opportunities may be further enhanced for pupils with SEND.
- The annual review in Y5, for pupils with an EHCP, begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition where possible.
- The records of pupils who leave the school mid-phase will be transferred within five school working days of the parents notifying their child has been enrolled at another school.
- The school will invite the next school to the Transition Annual Review for pupils with an Education, Health and Care Plan.

For pupils in the Resource Provision, transition planning is highly personalised and may include:

- Additional visits and transition sessions
- Visual transition supports (photos, social stories)
- Joint planning with receiving schools and external professionals

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

Jane Markworth is the designated teacher for looked-after children. As Head of School and having previously worked as SENCO, they make sure 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?

Complaints about SEN provision in our school should be made to the SENCo 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: https://www.bexleylocaloffer.uk/Page/14569

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 Bexley's local offer. Bexley publishes information about the local offer on their website: https://www.bexleylocaloffer.uk/

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are Bexley Information Advice and Support Service. They aim to promote good working relationships between children, young people, parents, education settings and the Local Authority (Council), whilst seeking to empower parents to play an active and informed role in their child's education.

IASS is an impartial & confidential service offering information, advice and support to parents and carers of children with Special Educational Needs and/or Disabilities (SEND) and young people with SEND up to 25 years.
https://www.bexleyiass.co.uk/#:~:text=Welcome%20to%20the%20Bexley%20Information,SEND%20up%20to%2025%20years

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