

# Special Educational Needs (SEN) information report

## Stanley Crook Primary School



**Approved by:** Danni Martin **Date:** April 2024

**Last reviewed on:** April 2024

**Next review due by:** April 2025

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: <https://www.stanleycrook.durham.sch.uk/wp-content/uploads/2023/12/Special-Educational-Needs-and-Disabilities-Policy-1.pdf>

You can also ask a member of staff to provide you with a copy of the policy.

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

At Stanley Crook Primary School, we have experience of supporting children and young people with a wide range of needs including:

**Cognition and Learning** *(This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties)*

**Social, Emotional and Mental Health Needs** *(This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn, for example, anxiety, depression)*

**Communication and Interaction** *(This area of need includes children with Autistic Spectrum Condition and those with Speech, Language and Communication Needs)*

**Physical Disabilities** *(including sensory and visual impairment)*

School is proud of the outcomes it achieves for children with special educational needs and disabilities and staff are trained across a wide range of needs to ensure that they possess the correct level of skill and expertise to support children in school.

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

### Our special educational needs co-ordinator, or SENCO

Mrs Martin, our SENCO, has QTS status and 13 years teaching experience. She has been in role as SENCO for 9 years, and has the following relevant qualifications:

- PGCE in Primary Education
- National Award for SEND Co-ordination (NASENCO)
- Postgraduate Certificate in SEND & Inclusion

Since starting in role, the SENCO has participated in regular, high quality CPD in a broad range of relevant areas delivered by a diverse range of professionals. Mrs Martin has also trained with the Virtual School & Educational Psychologist in order to be qualified to deliver training to other staff members in 'Trauma Informed Approaches to Education' and

'Precision Teaching' (targeted intervention to build key skills in core subjects such as Reading and Mathematics).

Mrs Martin has also completed training in the following areas:

- Psychological Education
- Building Emotional Literacy & Resilience in Children
- Identifying Mental Health Issues: A Guide for Teachers
- Supporting & Understanding Children's Challenging Behaviours
- The Impact of Diversity on Children's Mental Health
- The Link Between Behaviour & Communication
- Trauma Informed Approaches to Education
- Creating a Communication Friendly Classroom
- Diversity & Inclusion
- Social communication disorders, including the autistic spectrum
- The link between SEMH and communication & interaction needs
- Understanding and supporting children with executive functioning difficulties
- Supporting Sensory Processing Disorder
- Understanding and supporting children with ADHD
- Sensory Smart classroom
- Supporting pupils to overcome anxiety

More details of the SENCO's role can be found in the **SEN Policy** which you can find in the School Policies section of our website.

### **Class teachers & teaching assistants (TAs)**

All teaching staff (teachers and teaching assistants) are well trained in the four areas of need following a programme of CPD linked to supporting the needs of all children, including those with SEND and specific needs. Staff are well-placed to identify additional needs at an early stage and plan appropriate intervention. Teaching assistants, and higher level teaching assistants, are well-trained to offer a range of high quality interventions that support children across all areas of need.

Mrs Kyle, our Wellbeing Lead, has a wide range of experience in planning, delivering and impact-reviewing interventions that aim to support children's social, emotional and mental health.

### **External agencies and other bodies**

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.

Staff in school enjoy positive working relationships with a wide range of professionals who provide support to children with SEND and their families, including but not limited to

- Child & Adolescent Mental Health Services (CAMHS)
- Emotional Wellbeing & Effective Learning Team
- Autism & Social Communication team

- Speech & Language Therapy
- Educational Psychology
- Occupational Therapy
- Clinical Psychology
- Cognition & Learning team
- Counselling service
- the Centre for Foetal Alcohol Syndrome
- Social services
- Virtual School caseworkers.

These professionals may;

- Act in an advisory capacity; suggest interventions or support strategies that could be beneficial for the child.
- Extend expertise of school staff by providing training or resources to support specific needs.
- Complete assessments, including multi-disciplinary assessments for ADHD or ASD.
- Support a child directly through 1:1 or small group work.
- Support staff to identify outcomes for a child's SEND Support Plan.
- Support parents with the diagnostic process, or to establish support strategies at home.
- Make recommendations for a statutory assessment.

For further information about SEND support services available in County Durham, please see the Local Offer: <https://www.durham.gov.uk/localoffer>

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

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers, pupils
- Consult with relevant external agencies
- Use assessment tools & materials
- Use observations
- Use Short Notes
- Other

The school constantly monitors children's academic, social and emotional progress. Any concerns about a child, in consultation with parents, are dealt with immediately with the relevant professionals being informed. Parents are able to discuss their child with the class teacher, SENCo or Headteacher at any time.

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called Quality First Teaching.

Children including SEND children are assessed every term and are tracked and monitored throughout the academic year and their school life. We hold a termly Parent's Meeting,

where a child's SEND Support Plan is discussed and reviewed, and school also sends out a termly progress report and End of Year Report to parents.

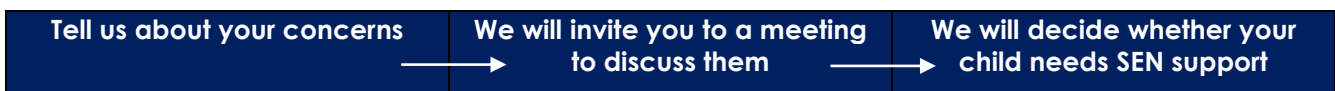
At Stanley Crook Primary School we follow a graduated support approach which is called "**Assess, Plan, Do, Review**". This means that we will:

- 1) **Assess** a child's special educational needs
- 2) **Plan** the provision to meet your child's aspirations and agreed outcomes
- 3) **Do** put the provision in place to meet those outcomes
- 4) **Review** the support and progress

As part of this approach, we will produce a SEND Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.



If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact them via Class Dojo or by contacting the school office to make an appointment.

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

You can also contact the SENCO directly via Class Dojo.

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, your child will be added to the school's SEND register. We will have a meeting to discuss their SEND Support Plan and what provision in school will look like for them on a day to day basis.

#### 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. This might include reading, writing, mathematics or it may be that the child is struggling with anxiety, or social communication.

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. This could be

in class support or targeted intervention. 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, CAMHS, an educational psychologist, or a paediatrician.

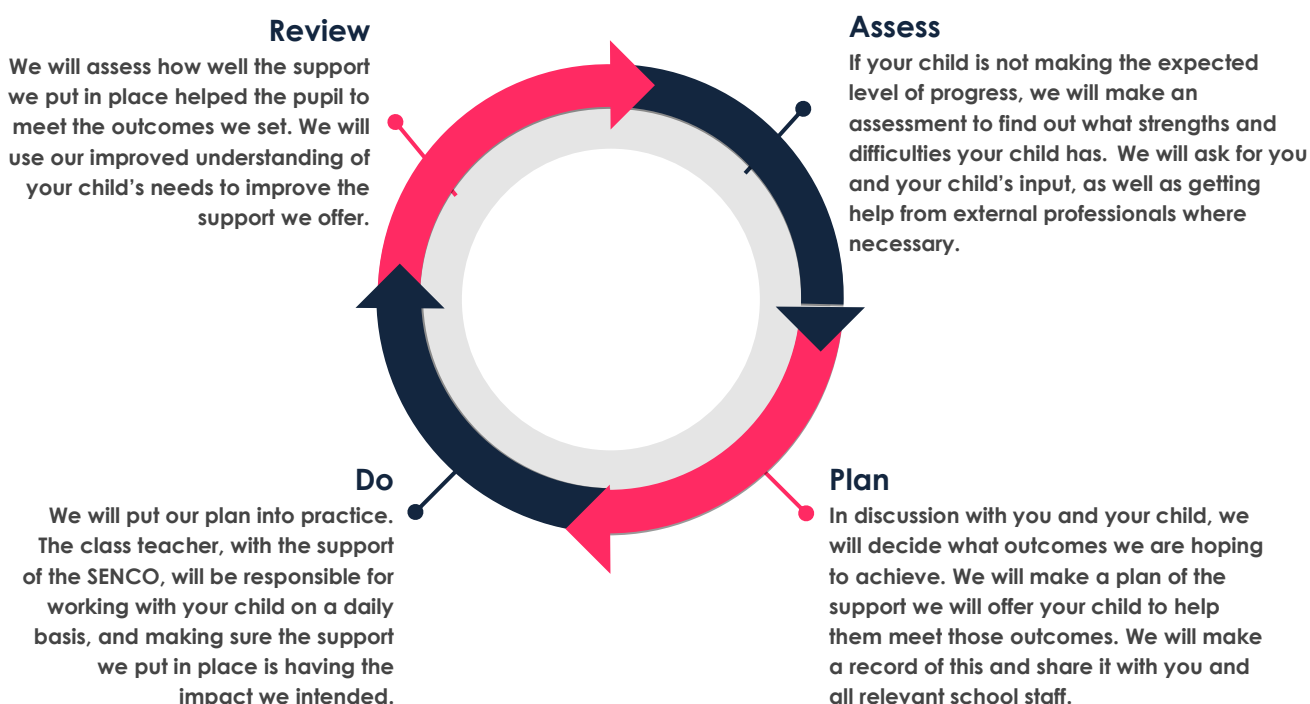
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, 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 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?**

We will provide termly reports on your child's progress and attainment in core subjects, as well as an in-depth end of year report covering all areas of the national curriculum.

Your child's class teacher will meet you three times 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, if needed.

We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you 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 on the child's SEND support plan 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 class teacher in the first instance. You can also contact the SENCO.

## **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 understanding. 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
- Provide their views via 'All About Me' or a questionnaire
- Discuss their views with a member of staff who can act as a representative during the meeting

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

Stanley Crook Primary School is an inclusive school.

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 the curriculum – stages not ages!
- A variety of teaching and learning styles
- Differentiated learning materials and resources
- Access to ICT or other assistive technology
- Additional in class support
- Additional out of class support with specific interventions
- Support through – one to one interaction, group activities or whole class work
- Motor skills programme
- Speech & Language Therapist
- Emotional Well Being Programmes
- Support by School Nurse
- A broad range of extra-curricular activities, including a variety of after-school clubs, one to one support and booster sessions
- Work with external agencies – CAMHS, Speech & Language, Occupational Therapy, Looked After Children Team, Educational Psychologist, EAL Team
- Assessment procedures to ensure children are monitored and given the appropriate support.

We may also provide the following interventions:

- Precision Teaching
- Speech & Language therapy
- Fine motor skills/gross motor skills
- SEMH support – Getting Along, Zippy's Friends, Apple's Friends, Passport, Therapeutic Storywriting
- 1:1 Counselling (with qualified counsellor)

Children who are identified as having SEND are supported by all staff in school in all aspects of school life.

Every child identified as having special educational needs will be placed upon the SEND register to monitor their needs and will be given a support plan with specific and achievable targets, which are shared with parents/guardians. Children may need to work with external agencies and professionals to help support their progress.

We strive for all our children to follow the National Curriculum from Year 1 – Year 6 and in EYFS we use Development Matters / EYFS ELGs.



The school's teaching and curriculum is tailored to meet individual pupils' needs. If appropriate, modifications to the curriculum may be implemented.

Every term, there is a parent's evening with the class teacher. This gives the opportunity for the teacher to inform parents how their child is doing, the progress they have made and their next steps. Additional SEN Parent's meetings are held annually, either in person or via Teams.

We track and assess individual progress and update support plans every term. Support plans will have SMART targets – Small, measurable, achievable and realistic targets. This ensures all children make progress. We review any interventions and programmes each term, to ensure children are receiving the best support. The Headteacher, SENCO, subject co-ordinators and governors will observe lessons and check books to ensure your child is making progress.

Parents can speak to staff at anytime and the school prides itself on excellent communication between school and home to ensure that all children are well supported.

## **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 targets each term
- Reviewing the impact of interventions each half term
- Assessments with professionals, e.g. Speech & Language therapy, Occupational Therapy
- Using pupil questionnaires
- Monitoring by the SENCO/subject leads
- 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 to support in class, either in small groups or 1:1, or to deliver targeted interventions
- 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 via top-up funding, or by applying for an Education, Health & Care Plan (EHCP).

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

Stanley Crook Primary School aims to support the whole child. The staff are committed to supporting all children, including those with SEND, with all aspects of school and home life. All of our extra-curricular activities and school visits/residential trips are available to all our pupils who want to participate, including our Breakfast club and after-school clubs.

At Stanley Crook Primary School we consult with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met. We have previously worked closely with parents & specialists to support children with a range of high level needs, including medical needs, to attend school trips & residential visits.

All pupils take part in special events like our school nativities, assemblies and Sports Day. 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?**

If a prospective pupil has special educational needs or a disability we are usually made aware of this when parents initially view our school, or when our Early Years team make nursery visits ahead of transition days. We work closely with parents and nursery staff to ensure the transition process is as positive as possible for the child, and that provision is in place to support their needs ahead of the child starting at our school. The SENCO requests all information relating to the child's needs from nursery (or their previous school, if the child is transferring in-year), including previous & current SEND support plans, any reports or recommendations from professionals and any ongoing referrals for support.

We work with school admissions to ensure that prospective pupils whose EHC plan names the school will be admitted before any other places are allocated.

## **13. How does the school support pupils with disabilities?**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and emotional needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We celebrate the uniqueness of every child and want to empower them to achieve their fullest potential.

The facilities to assist access are outlined in our Accessibility Plan which you can find in the [School Policies](https://www.stanleycrook.durham.sch.uk/school-policies/) section of our website: <https://www.stanleycrook.durham.sch.uk/school-policies/>

Our Accessibility Plan and the short, medium and long term actions, will be reviewed and adjusted on an annual basis and a new Accessibility Plan will be produced every three years.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary.
- Increase access to the curriculum for pupils with a disability. This covers reasonable adjustments within teaching and learning, specialist aids and equipment and the wider curriculum of the school, such as after school clubs, visits etc,
- Improve the provision of information to pupils, staff, parents and visitors with disabilities. All information will be made available in various formats within a reasonable time frame.

Support for your child will depend on their specific needs, disabilities and recommendations from professionals. It may include;

- Mobility aids, such as walking frames or wheelchairs
- Aids to support a visual impairment
- Aids to support a hearing impairment
- Changes to the physical environment
- Adaptions to the curriculum to enable their participation (e.g. in P.E, using adapted equipment)

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

Social, emotional and mental health is a top priority at Stanley Crook Primary School. We strive to ensure the positive mental health of all children through an enhanced PSHE curriculum, as well as providing further support for children with special needs in this area.

We have a range of therapeutic interventions available to children who require additional support with social & emotional development, including but not limited to;

### **Lego Therapy (EYFS/KS1)**

LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting. Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. Lego Therapy supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.

### **Getting Along group (EYFS/KS1)**

The focus of Getting Along group is to promote personal and social development. Inherent in the activities is the reinforcement of skills such as speaking and listening, turn-taking, sharing and cooperating. The development of these skills, together with raising self-esteem, is intrinsic in the aims of each session. A crucial feature of the group is that it does not simply focus on children who have deficits in their social skills. The group also includes children who can be supportive and provide positive role models.

During weekly sessions, children will start with a story that provides a focus for discussion for the main themes of that session. Children will then work together on an activity that involves making something that tangibly reinforces the learning outcome of that session. The activities are fun, colourful and enjoyable and are delivered in a relaxed atmosphere. It is important to create situations where barriers and prejudices are broken and children are encouraged to view each other, and themselves, more positively. Getting Along group is a great opportunity for children to extend their classroom learning and develop lifelong social skills.

### **Zippy's Friends/Apple's Friends (LKS2/UKS2)**

Zippy's & Apple's Friends are social emotional learning programmes which support children to improve their social skills, coping skills and emotional literacy. The fundamental concept of the programmes is very simple – if we can teach young children how to cope with difficulties, they should be better able to handle problems and crises in adolescence and later life. The programmes are based around a series of stories, covering key themes such as feelings, communication, friendship, conflict, change and loss and moving forward. Children develop their own positive strategies to deal with problems through engaging activities, listening to stories, discussion, games, role-play and drawing.

### **PASSPORT (UKS2)**

This programme is aimed at older children in primary school to help them manage their well-being ahead of big changes like tests such as SATS and transition to secondary school. It contains a number of tools and tips to develop emotional and physical resilience. Children explore how they feel using the concept of a 'wellbeing battery' and think about what support they need to feel 'fully charged', for example, how others can affect their battery level, how they can charge their own batteries and what they can do to charge other people's batteries. Children record feelings, thoughts and emotions in their own colourful 'passport' which they work through in the classroom with their teacher helping them every step of the way.

The Resilience Passport is designed for use within the Personal Health and Social Education (PHSE) curriculum where pupils develop the knowledge, skills and attributes they need to manage their lives now and throughout life's journey.

### **Therapeutic Story Writing (KS2)**

Therapeutic Storywriting groups use the metaphor in stories to support children whose emotional and behavioural difficulties are getting in the way of their learning. Therapeutic Storywriting helps children to process difficult feelings, develop social skills and improve children's engagement with writing. It enables children to develop co-operative and

trusting relationships with peers, supports speaking and listening skills and increases emotional vocabulary and a sense of belonging in children. Therapeutic Storywriting has been found to be effective in reducing symptoms of stress, depression, anxiety and anger. It is an effective intervention for increasing significant protective factors associated with pupil's resilience.

### **Worry Wizard (EYFS, KS1, KS2)**

Worry Wizard is delivered by Bigfoot Arts Education. The Worry Wizard vision is to nurture emotional connection between children, young people and adults, to enable the move from worries to wellbeing.

## **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
- › Transition days with the incoming teacher towards the end of the summer term

### **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.

The SENCO of the secondary school will come into our school for a meeting with the Year 6 teacher and our SENCO. They will discuss the needs of all the children who are receiving SEN support or have an Education, Health and Care Plan.

Pupils will be prepared for the transition by:

- › Practising with a secondary school timetable
- › Learning how to get organised independently
- › Plugging any gaps in knowledge

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

Mrs Martin, our SENCO, is also our Designated Teacher for Looked After Children. She works closely with staff in school to ensure all staff understand the implications for those children who are looked after and have special educational needs and/or disabilities.

Mrs Martin also works closely with the Virtual School and associated professionals (Social Services, Full Circle, Educational Psychology, Future Steps Occupational Therapy) to plan, deliver & review the impact of provision in place for looked after children with SEND. In addition to their Personal Education Plan, which is reviewed termly with the Virtual School,

social worker and carer, looked after children with SEND also have a SEND Support Plan/EHCP (depending on their level of need) which focuses specifically on their identified special educational needs and the associated planned provision and outcomes they are working towards. This is reviewed according to our SEND policy & procedures.

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?

We hope that complaints about our SEND provision will be rare. However, if there should be a concern, the process outlined in the school **Complaints Policy** should be followed.

Further information can be found in the **Complaints Policy** in the [School Policies](#) section of our website:

<https://www.stanleycrook.durham.sch.uk/wp-content/uploads/2023/11/Complaints-Policy.pdf>

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](#).

## 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 County Durham's local offer:

<https://www.durham.gov.uk/localoffer>

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

<https://durhamsendiass.info/>

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

