

THE
ELIZABETHAN
ACADEMY



The Elizabethan Academy

SEND INFORMATION REPORT 2023 - 2024

The Elizabethan Academy is a mainstream comprehensive setting. We are fully committed to the provision of equal opportunity for all pupils, irrespective of their physical or academic abilities. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all forms of school life. We offer a range of provision to support children with additional needs, ensuring their access to a broad, balanced and relevant curriculum.

What types of SEND does the school provide for?

At The Elizabethan Academy we will provide support for any young person with Special Educational Needs and Disabilities (SEND). This support falls within four primary areas:

- Cognition and Learning

Including dyslexia, dyspraxia, dyscalculia, moderate learning difficulties

- Communication and Interaction

Including Autistic Spectrum Disorder, Speech, Language and Communication difficulties

- Social, Emotional and Mental Health

Including ADHD, Attachment disorder, Anxiety, mental illness – depression, self-harm

- Sensory and physical needs

Including vision or hearing impairment, physical or mental impairments

Staff Training and Expertise at the Academy

Our Director of SEND has 3 years' experience in this role, and was previously Head of House at the Academy. She has worked at the Academy since 2006. The Director of SEND is allocated 2 days a week to manage SEND provision.

Our Assistant SENDCo has 3 years of experience in this role and is responsible for Access Arrangement and Psychometric testing. She is Qualified to Level 7 which enables her to test and assess for Examination Access Arrangements. Previously Mrs Wheatley was Senior Teaching Assistant at the Academy.

We have a team of 10 teaching assistants who can deliver SEN provision, this includes Mrs Claire Kelly, the Senior TA who is also ELSA (Emotional Literacy Support Assistant) trained.

All teaching assistants are trained to deliver interventions such as Toe By Toe reading; Touch Typing; Circle of Friends; Funfit; Sulp etc.

In the last academic year, TAs have had additional training in Interoception needs, Dyslexia, Morphology and English as an Additional Language.

Subject Teachers

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

All staff completed the Good Autism Practice training in 2021

External agencies and experts

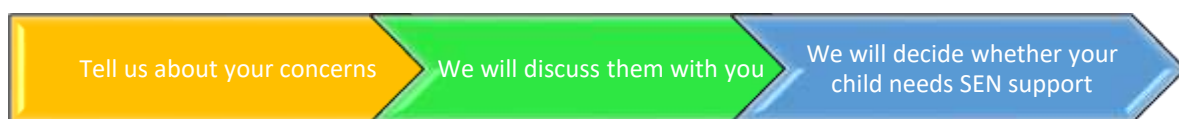
The academy works closely with a range of other bodies, including health and social care. This can come through referrals put in through the school. Other organisations will approach school if they are already working with the students. Some of the agencies include:

- Speech and language therapists
- Learning Disabilities Nursing team
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- The Tackling Emerging Threats to Children (TETC) team

The academy works with a range of Local Authority Virtual Schools to ensure the education provision for Looked After Children is meeting their needs.

The Schools and Families Specialist Services and Physical Disabilities Specialist Services can be allocated to support school with individual students following discussion at the termly Springboard meeting

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 tutor either by email or telephone call. They will complete a SEND referral which will go to the Director of SEND, Ms Ager, who will arrange for someone to contact you from the Learning Support department to discuss your concerns. You can

also contact the Director of SEND directly.

We will 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.

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.

How do we identify SEND and how do we support the children?

We identify the needs of pupils as early as possible by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school. The academy fully supports the SEN Code of Practice 2015, The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act 2014.

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.

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

- This may include progress in areas other than attainment, for example, social needs.
- If they can find a gap, they will give the pupil support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will make a referral to the Director of SEND, and may also contact you to discuss if you have noticed any concerns.

A senior member of the Learning Support department will observe the pupil in school to see what their strengths and difficulties are. They will have discussions with your child's teachers, 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. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

A member of the Learning Support team 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 Director of SEND 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 Learning Support team will work with you to create a SEN learning plan for them.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How does the academy assess and review student progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with a member of the Learning Support department to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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.

How are parents and students involved in decisions about their education?

The Elizabethan Academy believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and available to parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents are kept up to date with their child's progress through progress reports, parents' evenings and review meetings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

Either a member of the Learning Support team or the Pastoral team will have a discussion with you 3 times per year, 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 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 also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

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

If you have concerns that arise between these meetings, please contact your child's tutor or a member of Learning Support.

Parents of pupils with SEND may also be directed to the local authority Parent Partnership service where specific advice, guidance and support may be required.

How will my child be involved in decisions made about their education?

We believe that children who are capable of forming views have a right to express their opinions and to have that opinion taken into account. Pupils will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress. Their views will be taken into account when planning support. Pupils are encouraged to attend their review meetings. The Academy is a school environment where pupils feel safe to voice their opinions of their own needs. This means we will seek the views of the pupils and take them into account during the decision making process and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, for example, through the student council.

The level of involvement in their education 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 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

How will the school adapt its teaching for my child?

The Academy is constantly working towards increasing the extent to which disabled pupils can participate in the curriculum as evidenced in the Accessibility plan which can be found on the website.

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

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

We will 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 make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when they cannot access the learning without that high level of support
- Teaching assistants will support pupils in small groups when they are in the Nurture Group or Foundation Learning Pathway

We may also provide the following interventions:

Dyslexia groups • Lego therapy groups • Touch typing • Speech and Language Therapy sessions • Individual and group ELSA sessions • Handwriting interventions • Fine motor skills interventions • Social Use of Language groups • Circle of Friends social skills groups • Bespoke Enhanced Provision setting • Mental health support groups and 1:1 work • Supporting with dressing • Literacy and Numeracy • Knowing My Autism

These interventions are part of our contribution to Nottinghamshire's local offer.

Targeted individual support may include all of the above strategies plus:

- Individualised differentiation (over and above usual teacher differentiation)
- Outcome-focussed, directed use of Teaching Assistant time
- Regular meetings as part of the provision assessment review
- Extended use of groups or interventions with progress behind those of the same age.
- Targeted group and outcome focussed Wave 3 interventions
- Regular sustained access to a range of booster groups
- Bespoke alternative provision for Social, Emotional and Mental Health
- Targeted lunchtime or after school clubs
- Withdrawal from some classes for supported work
- Mentoring to support achievement
- Mentoring to support behaviour
- After school teaching
- Specialist agency intervention
- Extended supervision outside lesson time
- Counselling
- Off-site educational provision
- Additional transition support including Summer School
- Medical agency support
- Support from the Educational Psychology Service or Schools and Family Support Service.

We believe that provision for pupils with special educational needs is a whole school responsibility requiring a whole school response, involving all staff, teaching and support. All teaching staff have a copy of the SEND register, together with information on individual pupils' special educational needs to enable them to plan their lessons accordingly.

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

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is a continuous process including pupil reviews, parents' evenings, provision mapping and the analysis of data.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by a member of the Learning Support team
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

If a child has been identified as having SEN and the school has taken relevant action to assess and meet the needs of the child, yet the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care needs assessment. This process will involve the child, parents/carers and other professionals involved in supporting the child.

How will the school resources be secured for my child?

The academy works in conjunction with the Schools and Families Specialist Services to secure additional equipment and resources where appropriate and available

The academy has it's own Enhanced Provision. The provision is sited at Idle Valley Wildlife trust where there are a suite of rooms that students are based in.

SEN Funding is devolved to each Family of Schools and Additional Needs Funding is allocated after moderation if it is deemed that the young person meets the criteria set by Nottinghamshire. Funding for High Level Needs comes directly from the Local Authority if the HLN panel makes the decision that the young person meets the criteria for this higher level of support.

It may be that your child's needs mean that the funding may be used 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.

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

All pupils with SEND have access to a broad and balanced curriculum. Learning activities are planned to match individual learning needs. The learning environment is stimulating, supportive and well resourced. Pupils identified as requiring SEND Support will, where appropriate, be supported by a teaching assistant. We will ensure that all staff know and understand the needs of pupils. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice and ensuring that pupils receive 'Quality First Teaching'.

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 trips including the year 7 High Adventure trip
- All pupils are encouraged to take part in sports day; school productions; expressive arts groups etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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

We are an inclusive school and welcome all applications, including for students with a disability or SEN. The Elizabethan Academy cannot guarantee school places but we will endeavour to provide places for all children, whether or not they have attended one of The Elizabethan Academy's Linked Schools, provided they can be accommodated within the admission limits.

Children with an Education, Health and Care Plan that names the Elizabethan Academy will be automatically admitted as per the admissions policy.

If the school is oversubscribed, the following criteria will be used to determine the allocation of places which ensures that prospective students with a disability or special educational need are not unfairly disadvantaged. In the event of over subscription within any particular category, within each of the criteria, priority will be given to the child who lives closest to the school. Distance is measured from the child's home to the entrance of the school (reception) in a straight line (as the crow flies) calculated using 'Google Maps Distance Calculator'.

Every school is obliged to take part in local fair access protocols. Fair access protocols exist for children who have no school place and who are at risk from missing education due to several factors. Fair access protocols work by a group of schools discussing who can best meet the needs of pupils who fall into this category. The fair access protocol procedure takes precedence over the waiting list.

Hard to place children who fall under the Derbyshire and Nottinghamshire Fair Access Protocol include:

- Children from the criminal justice system or Pupil Referral Units who need to be reinstated or reintegrated into mainstream education.
- Children who have been out of education for two months or more;
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers;
- Children who are homeless;
- Children with unsupportive family backgrounds for whom a place has not been sought;
- Children who are carers;
- Children with special educational needs, disabilities, or medical conditions (but without an Educational Health Care Plan).

How does the school support pupils with disabilities?

The Academy supports pupils with disabilities by initially gaining detailed information from parents, carers, previous setting and other professionals. If necessary a Health Care Plan will be put in place by the Student Health Co-ordinator after gaining all relevant information.

- Meetings are held prior to admission to formulate a Health Care plan, where necessary, and gain information to be disseminated to staff.
- Director of SEND liaises with staff to ensure that disabled students have equitable access to non-disabled students in both curriculum and enrichment
- The school has lift facilities to ensure access to both floors, disabled toilets, specialist seating where advised by PDSS, assistive technology where necessary and appropriate
- The school's accessibility plan can be found on the school website alongside other school policies

How does the Academy support pupils moving between phases and preparing for adulthood?

To facilitate the smooth transition for students with support needs both from feeder and non-feeder schools, there will also be, prior to admission:

- The attendance of a representative of the academy at Year 6 Annual Reviews for pupils with an Education Health Care Plan, where possible
- A transition programme co-ordinated by the Assistant Principal in charge of Transition
- Visits to primary schools by a member of Learning Support staff to gather information and observe students in their familiar environment
- The gathering of additional relevant information from the partner schools
- The making of appropriate transition arrangements with regard to the transition plan put into place in Year 6, including a summer school
- A timetable for transition planning for all students with SEND
- In the summer term there is a 'New Intake Evening' where prospective pupils meet their tutor. Pupils with special educational needs, together with their parents/carers, are also invited to talk to the Learning Support staff about the provision for pupils with SEND. There are extra visits for some pupils to ensure a smooth transition.
- Staff training may also have taken place where pupils with high level needs are to be admitted.

Pupils with special educational needs admitted to school, at times other than year 7 transitions, are carefully assessed as soon as possible following their admission, to ensure their needs are met.

The Elizabethan Academy aims to support transition at each stage from Year 7 to 13. Pupils' individual needs are planned for and supported using transition plans in Year 8 and Year 11. All pupils with SEND are supported to ensure transition between educational phases is well planned and that provision is in place to aid this process. Information regarding the additional needs of any pupil is used to plan provision and support a smooth transition. This includes transition to and from The Elizabethan Academy.

All pupils receive Information, Advice and guidance on Post 16 options and some SEND pupils are escorted on visits to local colleges and Post 16 centres. Students with EHCP's have a transition review early in year 11 or year 13 to ensure that future pathways are discussed and examined in detail, with next phase setting invited to the review.

How does the Academy support students Mental Health and Social and Emotional Development?

The SEN and Pastoral teams work closely to support our students with Social and Emotional needs. All students have access to speak with their Form Tutor, Senior Tutor, Head of House or a member of the Learning Support team if they have worries or concerns. Some students will have dedicated time to see a member of staff on a daily basis.

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

- Pupils with SEN are encouraged to be part of the school council

- There is a whole school ethos, driven through pastoral assemblies, PSHE etc., to celebrate difference and inclusivity for all members of our school community including those that have SEND, and collaborative systems in place between Pastoral and Learning Support to address bullying that involves our young people with SEND
- Students with SEN can access the Inclusion base to work in a quiet environment
- ELSA (Emotional Literacy Support Assistants) are based in mainstream school and at the Idle Valley Enhanced Provision setting
- The Key Stage 3 Nurture group supports students who struggle emotionally to transition from their Key Stage 2 primary setting
- Pupils with SEN are also encouraged to be part of lunchtime club to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying
- CASY counselling to support emotional health and wellbeing
- Mental Health Services Team in school referrals
- Restorative Justice trained staff member
- Designated Mental Health Lead in school and several staff trained in Mental Health First Aid
- Sensory room passes

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

Ms Dawn Ager, our Director of SEND, to 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.

Contact Details of support services for parents of pupils with SEND

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 your Nottinghamshire's local offer. Nottinghamshire publishes information about the local offer on their website:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

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

- Ask Us (formerly the Parent Partnership) <https://askusnotts.org.uk/support/parents-and-carers>
- A Place to Call our Own (Bassetlaw) <https://www.aptcoo.co.uk/aptcoo-in-bassetlaw>
- Global Mediation Service (to support in disagreements between parents and the Local Authority) sen@globalmediation.co.uk
- Integrated Children's Disability Services (including links to initiate an EHCP assessment, PDSS, Health Related Education Team, Educational Psychology Team, Occupational Therapy and Short Breaks) <https://www.nottinghamshire.gov.uk/education/services-for-schools-and-education-providers/additional-needs>

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

- <https://www.ipsea.org.uk/>
- <https://sendfs.co.uk/>
- <https://www.nspcc.org.uk/>

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

How could you complain about the Academy's SEND provision?

Complaints about SEN provision in our academy should be made to the Director of SEND in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details if you wish to raise a concern regarding SEND provision:

Director of SEND: Dawn Ager

Telephone: 01777 713700 ext 614

Email: agerd@elizabethan.notts.sch.uk

Assistant SENCo: Sally Wheatley

Telephone: 01777 713700 ext 630

Email: wheatleys@elizabethan.notts.sch.uk

Further information

What is the SEND Local Offer: Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEND, and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies such as: the local authority, health services, schools, leisure services and the voluntary sector. The offer will advise parents and carers about what support they can expect from education, health and social care, for children aged between 0 and 25.

Our contribution to the Local Offer is available to view by visiting the Nottinghamshire County Council website (www.nottinghamshire.sendlocaloffer.org.uk).

- More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:
www.education.gov.uk/schools/pupilsupport/sen
- Information on the SEND Local Offer can be found at:
www.nottinghamshire.sendlocaloffer.org.uk

How is our Academy's SEND Information Report monitored?

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Director of SEND and governors and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ feedback forms. This will be collated and published by the governing body of the academy on an annual basis in accordance with section 69 of the Children and Families Act 2014 and complies with **Special Educational Needs and Disability Regulations 2014**. Evidence collected will help

inform school development and improvement planning. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

What other Academy policies does the SEND Information Report make links with?

This Information Report links to our policies on:

- SEND Policy
- Accessibility plan
- Admissions Policy
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions

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

