

Lunsford Primary School

Special Educational Needs and Disabilities (SEND) Information Report



Inclusion Team

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Kent SEND Information Report

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.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



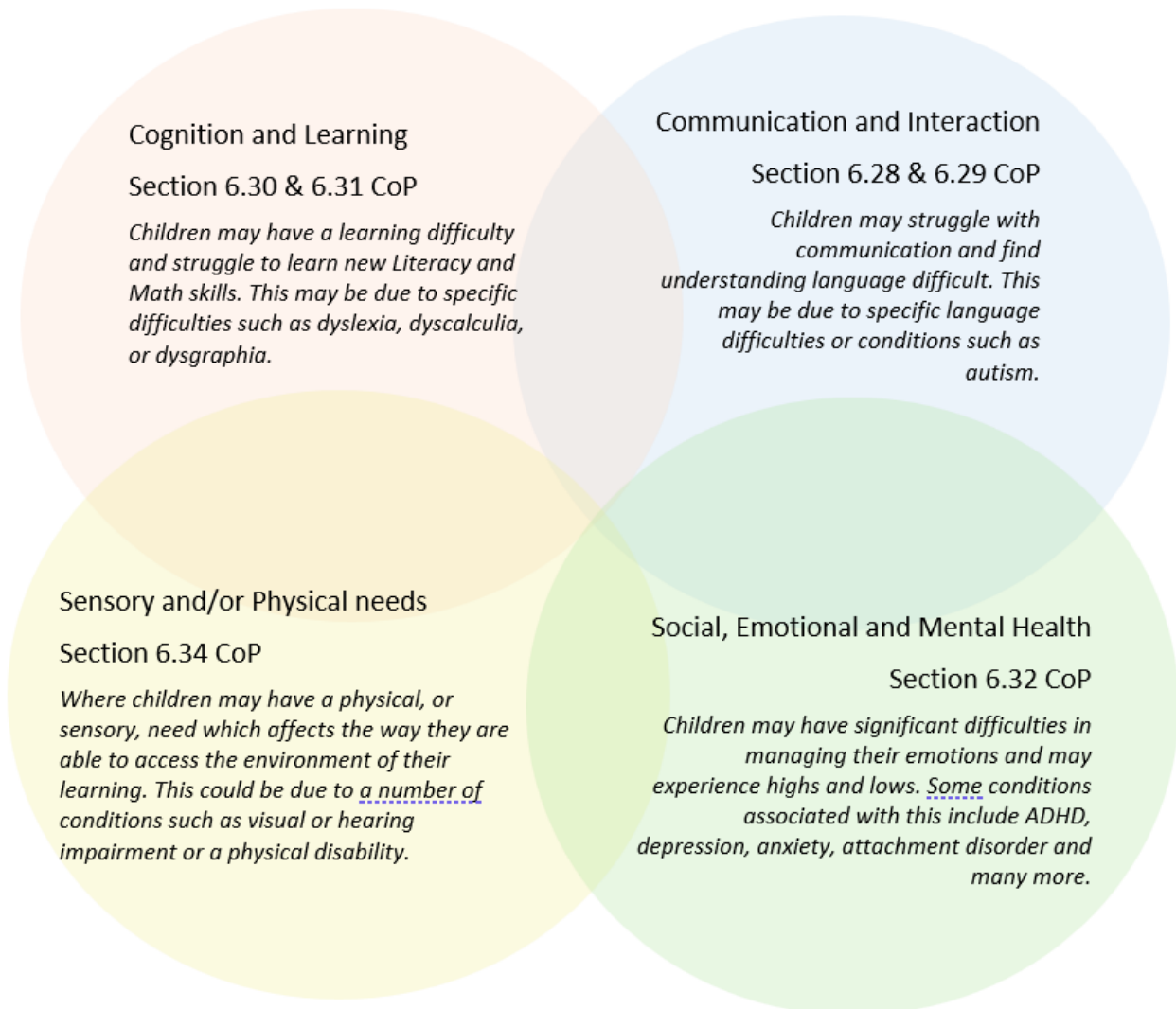
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: [SEND | Lunsford Primary School](#).

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

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

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



At Lunsford Primary School, all staff are responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Ms Sarah Beckett.

They have 32 years of teaching experience and two and a half years' experience in this role. They are a qualified teacher and have experience as a Senior Leader for over 20 years.

They achieved the National Award in Special Educational Needs Co-ordination in March 2025 through Canterbury Christ Church University.

Class/subject teachers

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

All staff had Autism Education Trust (AET) Making Sense of Autism training (May 2024).

Teaching assistants (TAs)

We have a team of TAs, who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions including:

- Sensory Circuits
- Zones of Regulation – (Emotional regulation – self-regulation tools)
- Interoception (Sensory processing and how this links to self-regulation)
- Lego Therapy (social skills intervention)
- BEAM (Gross motor exercise programme)
- Clever Fingers (Fine Motor Intervention programme)
- Write from The Start (Motor Integration programme)
- Little Wandle Catch Up and Little Wandle SEN (phonics and reading)
- SNIP Literacy Programme
- Cued articulation
- Numberstacks (maths)
- Precision teaching

- Speech Link intervention
- Language Link intervention
- Individually designed interventions by speech and language therapist
- Language for Learning
- Language for Thinking
- Colourful Semantics
- Visual perception skills
- Working memory interventions
- Drawing and Thinking
- ELSA

Most recent training (2024 onwards), has included TAs being trained in Autism Education Trust (AET) Making Sense of Autism; Speech Link training; Precision Teaching; Colourful Semantics; Theory and Practice of Nurture Groups (Nurture UK); ELSA; Emotional Wellbeing Team training; English as an Additional Language; Attachment and Trauma training and training through the Children's Therapies POD.

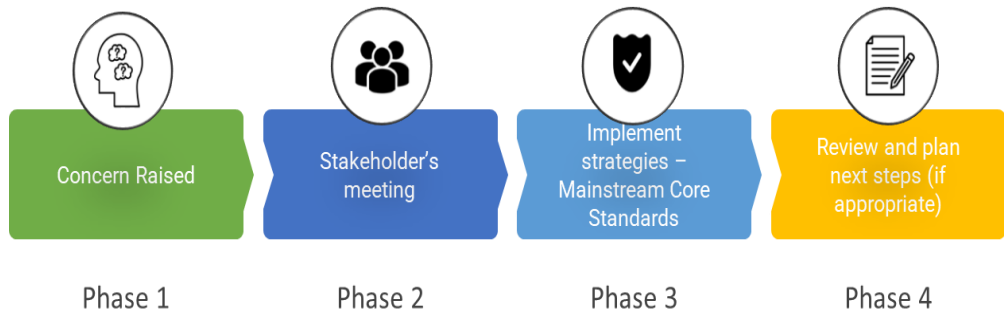
External agencies

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 SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Specialist nurses
- Speech and language therapists
- Voluntary sector organisations



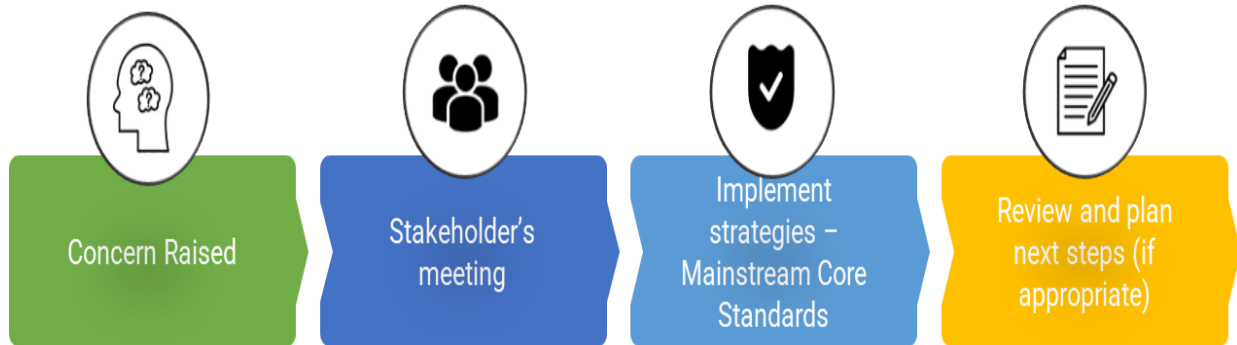
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>Please speak with your child's class teacher or contact the SENCO, Ms Beckett: senco@lunsford.kent.sch.uk</p>
<p>Phase 2</p>	<p>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 has been discussed and add this to your child's record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their learning or socially through solution-focused discussions at Pupil Progress meetings held three times a year. This might result in additional support to enable the pupil to close the gaps between their peers. This is managed through the use of provision maps and includes interventions such as more focused group work; Little Wandle Catch Up; Numberstacks, Speech Link, Language Link, BEAM, Clever Fingers, Write from the Start or Sensory Circuits.

If the teacher recognises that a pupil is continuing to have difficulties and the gaps in progress are still evident, through further consultations with the SENCO, the school will work towards identifying whether there are any specific barriers to a pupil's progress and whether it is necessary to utilise any SEN assessment tools, whether advice should be sought externally or consider whether referrals to Community Paediatrics, Children's Therapies such as Occupational Therapy or Speech and Language should be made, though discussion with parents. These pupils are monitored more closely as part of our 'Class Aware/ Monitoring' lists.

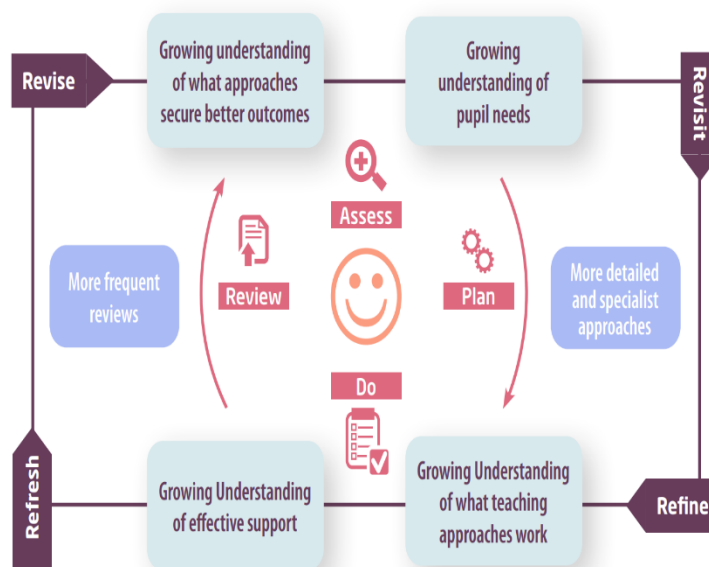
If the pupil is still finding it difficult to make expected progress and is receiving provision which is different from or additional to that normally available to their peers, the pupil will be moved onto the SEN register through consultation with parents. Personalised Plans are written and reviewed by the class teacher, with the advice and support of the SENCO, three times a year and shared with parents. This follows the Graduated Approach (see next page) of Assess, Plan, Do, Review and allows for staff to plan for progress, to monitor the effectiveness of their teaching and collaborate with other members of staff to help the pupil become more involved in their own learning and work towards specific targets. External agency support, may still be sought for these pupils.

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

- Use of attainment and progress data. We use a range of assessments at various points of each pupil's education such as: Early Years Baseline assessments; Development Matters; Early Years Profile information; Speech Link and Language Link assessments; BEAM assessments; Little Wandle assessments; Year 1 and Year 2 re-take Phonics Screening; Year 2 SATs materials; Reading and Maths NFERs (Years 3 – 6); writing tasks throughout the year and formative assessment.
- Pupil Progress Meetings held three times each year, including reviews of the SEND register
- Use of Class Provision Maps to review progress and achievement and tracking of the impact of interventions
- Use of Personalised Plans for all children on the SEND Register at SEN Support or with an EHCP (Education and Health Care Plan)
- Use of pupil voice surveys
- Feedback from parents and carers.

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

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



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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.
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.
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.
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; this may mean the Plan, Assess, Do, Review cycle continues.

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

We will provide annual reports on your child's progress. There is an opportunity to meet your child's class teacher to discuss their progress, any provision and next steps at parent consultation meetings in Terms 2 and 4. Parents are welcome to arrange to meet with their child's class teacher at other points in the year, if they have any concerns or would like an update.

If your child is on the SEND register, you will have the opportunity to meet your child's class teacher and/ or the SENCO three times a year, following the sharing of your child's reviewed and updated Personalised Plan, 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

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure that you have a full understanding of how we are trying to meet your child's needs, so that you can provide an 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 SEND 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 that we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher or the SENCO via email at senco@lunsford.kent.sch.uk.

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 individual needs. We recognise that no two pupils 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 that they are at our school.

We will adapt our approaches to how we teach to suit the way a pupil works best. There is no 'one size fits all' approach to adapting the curriculum. We work on a case-by case basis to make sure that the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teachers or teaching assistants will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

- BEAM (Gross motor exercise programme)
- Clever Fingers (Fine Motor Intervention programme)
- Colourful Semantics
- Cued articulation
- Drawing and Thinking
- ELSA

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- Interoception (Sensory processing and how this links to self-regulation)
- Language for Learning
- Language for Thinking
- Language Link intervention
- Lego Therapy (social skills intervention)
- Little Wandle Catch Up and Little Wandle SEN (phonics and reading)
- Numberstacks (maths)
- Precision teaching
- Sensory Circuits
- SNIP Literacy Programme
- Speech Link intervention
- Visual perception skills
- Write from The Start (Motor Integration programme)
- Working memory interventions
- Zones of Regulation – (Emotional regulation – self-regulation tools)

These interventions are part of our contribution to Kent County Council's local offer.

We also endeavour to ensure that our school is accessible to all pupils. For more information, please see our Accessibility Plan: [SEN Policies | Lunsford Primary School](#)

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

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

- Reviewing their progress towards their goals on their Personalised Plan three times each year, using the Assess, Plan, Do, Review approach
- Your child's progress is continually monitored by their teacher
- Using provision maps to measure and evaluate progress
- Reviewing the impact of interventions in the Autumn, Spring and Summer terms
- Discussing children's progress in Pupil Progress Meetings
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an Education, Health and Care (EHC) Plan)



10. How will the school ensure my child has appropriate resources?

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

- A proportion of the funds allocated per pupil to the school to provide their education
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in-class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies (for example, speech and language therapists, occupational therapists or specialist teachers from the Specialist Teaching and Learning Service (STLS) to get recommendations on what will best help your child access their learning and use our best endeavours to ensure that these are supplied.

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



The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including before and after-school clubs. Some children may require some adaptations and additional conversations with parents to facilitate these.

All pupils are encouraged to go on our school trips, including our residential trips in Year 4 and Year 6.

All pupils are encouraged to take part in school events such as sports day; workshops; Inspiration Days; class assemblies; school productions or other enrichment activities.

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?



Please follow this link to see our admissions processes and criteria:

[ADMISSIONS | Lunsford Primary School](#)

The school follows the Local Authority's admissions policy.

Before the application of oversubscription criteria, children with an **Education, Health and Care Plan which names the school** will be admitted. As a result of this, the published admissions number will be reduced accordingly.

Health and Special Access Reasons – Medical, health, social and special access reasons will be applied in accordance with the school’s legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend Lunsford Primary School. Equally this priority will apply to children whose parents’/guardians’ physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and Lunsford Primary School.

13. How does the school support pupils with disabilities?



Lunsford Primary School is an inclusive school who treats all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

See Accessibility Plan for more information: [SEN Policies | Lunsford Primary School](#)

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

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

At Lunsford Primary School we value the importance of everyone's physical and mental health.

Across the school, we use the Zones of Regulation curriculum and approach to develop children's emotional literacy, emotional intelligence and executive functioning skills. This works alongside our PSHE Jigsaw curriculum, which supports the personal, social, health and emotional development of all pupils.

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

- Pupils with SEND are encouraged to take on pupil leadership roles, such as being part of the school council or eco council; anti-bullying ambassadors; wet play leaders; house captains etc
- Pupils with SEND are also encouraged to take part in extra-curricular clubs to promote teamwork/building friendships
- We have a 'zero tolerance' approach to bullying. We take part in the annual Anti-Bullying Week and follow our Behaviour and Anti-Bullying Policies: [Behaviour Policies | Lunsford Primary School](#)
- We take part in the annual Place2Be's Children's Mental Health Week
- Children causing concern are discussed weekly to ensure staff are aware of any concerns or difficulties.

Lead staff members to contact if you are concerned about your child's mental health:

- Ms Beckett – Senior Mental Health Lead and SENCO, responsible for promoting the health and wellbeing of pupils and staff
- Miss Graves – Mental Health Lead and Mental Health First Aider, responsible for promoting the health and wellbeing of pupils and staff
- Mrs Lomax – Mental Health First Aider and Deputy Headteacher
- Mr Anscombe – Headteacher
- Mrs Taylor - Family Liaison Officer – promotes the wellbeing and education of the pupils, and provides support to their families, as well as liaison between them and school.

For children requiring additional support in this area, we also provide the following:

- Check-ins with nominated members of staff
- Zones of Regulation interventions

- Sensory Circuits intervention (a sensory motor skills programme which helps children become more organised and achieve the 'just right' level of alertness they need to help them prepare for the day's learning)
- Access to Sensory boxes and safe areas to self-regulate using calming, grounding or activating activities.
- We use the Boxall Profile to assess the social, emotional and wellbeing of identified pupils
- We have three members of staff trained to provide support through a Drawing and Talking intervention
- Mrs E Barton and Mrs M Crips are trained ELSAs (Emotional Literacy Support Assistants)
- We have an NHS Emotional Wellbeing Practitioner, who can provide 1:1 support; group support; class workshops or parental workshops.
- FLO (Family Liaison Support)
- External referrals to the School Health team or CAMHS

For more information about our approach to Mental Health and Wellbeing, please see our school website: [Mental Health and Wellbeing | Lunsford Primary School](#)

15. What support is in place for looked-after and previously looked-after children with SEND?



Ms S Beckett (SENCO) is our designated teacher for looked-after children and previously looked-after children, who works alongside Mr Anscombe (Headteacher), to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils 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 SEND support plans or EHC plans are consistent and complement one another.

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

At Lunsford Primary School, we understand how important transition is for our pupils and have a number of events in place to ensure it is as smooth as possible.

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 transition meeting when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the Summer Term
- Children with SEN may have additional transition activities or time allocated in their new classroom for short periods of time, to familiarise themselves with the environment, staff, cloakrooms, facilities, playgrounds and routes in and out of their new classroom.
- Children with SEN are provided with a transition booklet, including photographs, so that they can familiarise themselves with new staff and environments.

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. Your child's SEN records and Personalised Plan will be passed on to the new school. Information will be shared with the new SENCO.

Between phases (starting at primary school)

The SENCO from the EYFS setting and/ or your child's key worker will have a meeting with our SENCO, either in person, via TEAMS or via a telephone call. They will discuss the needs of all pupils who are receiving SEN Support.

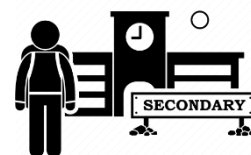
Pupils will be visited in their setting and/ or receive a home visit by the SENCO and/ or the EYFS teacher prior to starting at our school so that a full picture of need is acquired. The child and their family may also be invited for additional school visits to support a smooth start at primary school.

Between phases (going to secondary school)

The SENCO of the secondary school will have a meeting with our SENCO either in person, via TEAMS or via a telephone call. They will discuss the needs of all the pupils who are receiving SEND support.

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
- Attending additional transition events organised by the Specialist Teaching and Learning Service



17. 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 the Kent local offer. Kent publishes information about the local offer on their website:

[Special educational needs and disabilities \(SEND\) - Kent County Council](#)

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

Information, Advice and Support Kent (IASK):

[Home | IASK](#)

and Kent Parents and Carers Together (PACT):

[Home - Kent PACT](#)

Local charities that offer information and support to families of pupils with SEND are:

[SEND Directory - Search Results | Local Kent Directory](#)

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

➤ [IPSEA](#)

➤ [SEND family support](#)

➤ [NSPCC](#)

➤ [Family Action](#)

➤ [Special Needs Jungle](#)

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

Concerns about SEND provision in our school should initially be discussed with the class teacher. Should you feel that your concerns have not been addressed, complaints should be made to the SENCO or headteacher in the first instance. If you feel that your concerns have not been resolved, you will then be referred to the school's complaints policy: [School General Policies | Lunsford Primary School](#)

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 [SEND 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.

[Mediation and Resolution - KELSI](#)

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policies*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance Policy*
- *SEND policy*



[Policies | Lunsford Primary School](#)

- *SEN & Disabilities Code of Practice 2015*

[SEND code of practice: 0 to 25 years - GOV.UK](#)

- *Mainstream Core Standards*

[The Mainstream Core Standards - KELSI](#)

20. 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 SEND 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 SEND 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 pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages