

# DODFORD FIRST SCHOOL



*Achieve, Believe, Create and Fly High*

## DODFORD FIRST SCHOOL SEND INFORMATION REPORT What our school offers 2022 - 2023

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## 1. About our school

Dodford First School pupils come from many different areas in Bromsgrove. The school was established in 1877 and was traditionally one of the focal points of village life. It has maintained close links with the community and is able to draw on this relationship to offer pupils an even more varied school experience.

The school has three classes, Wren class – Reception (max 15 pupil), Robin class – Years 1 and 2 (max 30 pupils) and Owl class – Years 3 and 4 (max 30 pupils). The teachers are highly skilled and are supported by a strong team of teaching assistants. The traditional Victorian school has expanded over the years and now has 3 classrooms, a teaching and learning base (the original school classroom), library area and a hall.

The school has a thriving Parent's Association, Friends of Dodford, who are actively involved in fundraising. This year they have purchased play items to transform our outdoor areas, part funded visits and visitors and the Year 4 residential trip and a whole school trip for Christmas to the pantomime. They put on craft afternoons and this year have put on a summer fayre and planned a Christmas fayre.

The school is well maintained and cared for. A stunning Year 3 and 4 classroom is based in a wooden building in the garden, which also houses a pond, growing beds and a natural garden with walkway through.

As a small school with a maximum of 75 pupils, the learners develop excellent relationships both with their peer group and throughout the school. Our learners are happy, motivated, capable, enthusiastic, well-behaved children who are a delight to teach.

We are a mainstream school committed to the integration and inclusion of all pupils, including those with a range of special educational needs. At Dodford it is our ethos that each child will achieve, believe and create through a balanced and adaptable curriculum, to ensure that each child can fly high onto the next part of their educational journey once they leave us at the end of Year 4.

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

### Definition of SEND

**'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'**

### Children and Families Act 2014

- Children have a learning difficulty if they:
- Have a significantly greater difficulty than the majority of children of the same age
- Have a disability that prevents, hinders, them from making use of educational facilities of a kind that are generally provided for children of the same age in schools and within the area of the local educational authority
- Are under compulsory school age and fall within the definitions above or would if special educational provision was not made for them,

Children are not regarded as having a learning difficulty solely because the language that they speak is different from the language in which they are taught.

At Dodford we currently have 16.6% on the SEND register, compared to national data 16.6%, however in a small school each child is equivalent to 1.4%.

Our school provides for pupils with the following needs:

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech, language and communication difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties – working at a much slower pace even with scaffolded work.
	Severe learning difficulties – complex learning difficulties in all areas of the curriculum which may also be physical or sensory.
<b>Social, emotional and mental health</b>	Behaviours may include mental health difficulties such as anxiety, depression and eating disorders. Relationship difficulties resulting in challenging, disruptive, or disturbing behaviour.
	Attention deficit hyperactive disorder (ADHD), Attention deficit disorder (ADD) and Attachment disorder
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment – combination of visual and hearing difficulties.
	Physical impairment – disability which may need ongoing support and equipment to access the same as their peers.

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

### **Our special educational needs co-ordinator, or SENDCO**

Our SENDCO is Mrs Lisa Parkes (Headteacher)

They have 8 years' experience in this role and have worked as a class teacher, deputy head and now is headteacher at Dodford. They are a qualified teacher with over 25 years' experience of working in schools.

They achieved the National SENDCO award 5 years ago. Training has been completed in areas such as autism, attention deficit disorder and dyslexia. Mrs Parkes is a member of the Worcestershire SEND network and attends the annual conference each year. Mrs Parkes is Mental Health First Aid trained and trained in supporting families with bereavement and loss.

### **The role of the headteacher is to:**

- Report to the governing body on issues arising from SEND provision within the school.
- Oversee the work carried out by the SENDCO and class teachers.

### **The role of the SENDCO is to:**

- Provide leadership, support and direct staff and parents
- Ensure that the teachers in the school are aware of the importance of identifying and providing for pupils who have SEND.
- Advise teachers and assist with identification and assessment
- Make applications for Education Health Care Plans
- Manage the annual review for children with an Education Health Care Plan
- Use assessment data to monitor progress
- Maintain and update the register for SEND pupils
- Report to and liaise with the Senior Leadership Team
- Inform the Headteacher of training that is required for staff who are working with pupils with SEND
- Ensure that where the Local Authority have informed the school about a child with SEND, their needs are known to all
- Support the school with writing an accessibility plan
- Publish an annual SEND information report
- Report to the governing body on issues arising from SEND provision within the school

### **The role of the Governors is to:**

- Ensure that the necessary provision is being made for any pupil who has SEND
- Support and challenge the Headteacher with regards to SEND within the school

### **The role of the Teacher is to:**

- Identify children within the class with a special educational need and record concerns

- Plan an appropriate curriculum and intervention programme where needed
- Create a conducive learning environment for all pupils
- Communicate and work closely with support staff
- Communicate with parents about their child's needs, agreeing targets in school and advise how they can be encouraged and supported at home
- Liaise with the SENDCO
- Take responsibility for demonstrating the impact of provision and pupil progress
- To identify, create and evaluate individual targets for pupils on the SEND register which are then shared with parents

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN. All teachers have been mental health first aid trained and trained in autism and dyslexia. Training is decided by the current needs of the children in school and staff will request courses to help them plan and deliver an inclusive curriculum.

### **The role of Teaching assistant (TA) is to:**

- Under the direction of the class teacher, work on the day-to-day management of SEND provision
- Support pupils to work towards targets identified by the class teacher
- Work alongside the teacher to ensure children are learning in a safe and supportive environment
- Contribute towards reviews of children's progress
- Give positive feedback, encouragement and praise to develop children's confidence
- Liaise with outside agencies as appropriate
- Identify appropriate resources for use throughout the school
- Support pupils with their social development
- Where, appropriate, support pupils when on a school trip

We have a team of 4 TAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

Examples of training received by TAs in the last five years are, mental health first aid, speech, language and communication, autism, precision teaching, attachment disorder and dyslexia. As with teachers, training is organised to meet the needs of the pupils receiving support.

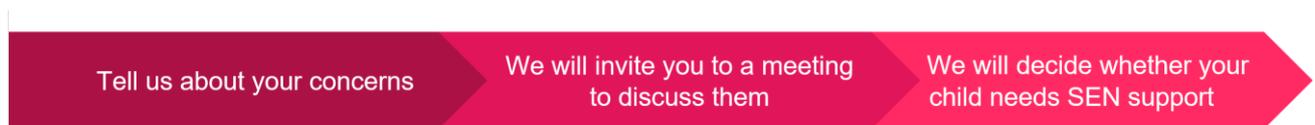
### **External agencies and experts**

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists

- GPs or paediatricians
- School nurse
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- LA-provided support services – for example learning assessments and dyslexia assessments

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



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

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

You can also contact the SENCO directly via the school office.

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

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

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

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register. Staff may occasionally request a meeting and suggest SEND support before a parent does, this will be after a period of observation.

### 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 work completed in their maths and English lessons, communication exercises, social situations such as the playground.

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 within the classroom to try and address the gap. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been closed.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO about what next steps they should take. The SENDCO 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 class teacher, in agreement with the SENDCO will contact you to discuss the possibility that your child has SEN.

The SENDCO 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. This will only be done with parental permission.

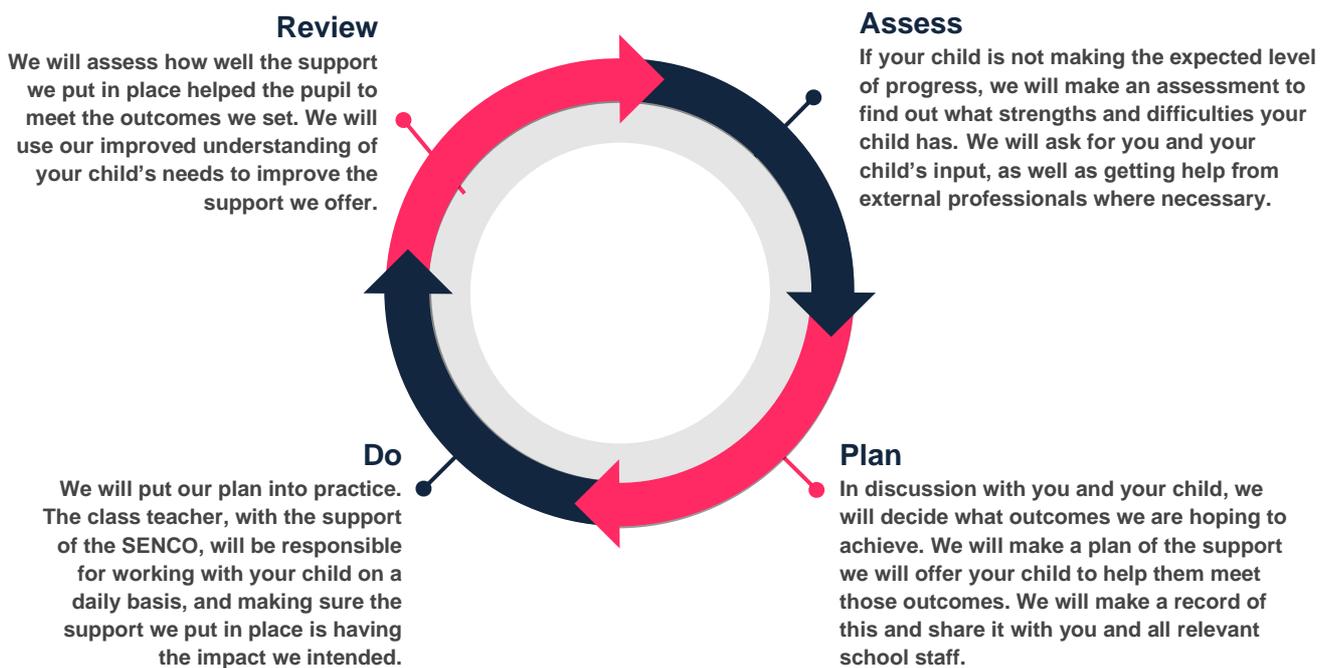
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing and be invited in to school to talk through the decision with the SENDCO and your child's class teacher.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with the class teacher to create a SEN individual education plan (IEP) for them. A copy will be sent home, the IEP will contain ideas on how you can support your child at home and a child friendly version will also be created and discussed with your child.

## 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 by reviewing the impact of the IEP and the targets set via a SEND meeting with the class teacher and sometimes the SENDCO will also attend if asked to do so.

The purpose of these meetings is 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'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 be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Discuss the targets created for them and how these can be achieved
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey about their strengths and areas they would like help with

## **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.

Quality first 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 scaffold or adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Scaffolding 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, etc.
- Varying our approach to our teaching, 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.
- Teaching assistants will support pupils on a 1-to-1 basis when a child requires support that no other child requires
- Teaching assistants will support pupils in small groups when similar needs are identified

We may also provide the following interventions:

<b>AREA OF NEED</b>	<b>CONDITION</b>	<b>HOW WE SUPPORT THESE PUPILS (SOME EXAMPLES, EACH CHILD'S NEEDS ARE DIFFERENT)</b>
<b>Communication and interaction</b>	Autism spectrum disorder	Environmental changes to the classroom, visual timetables, personal task boards, headphones, quieter spaces, support on visits and transition points.
	Speech, language and communication difficulties	Speech and language therapy sessions delivered by TA to work on their particular sounds, speech and language assessments by team, word cards, emotions cards, listening groups, Lego therapy, phonics catch up sessions.
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, coloured overlays, workbooks with coloured paper, sensory interventions, extra reading or writing sessions, fine motor and gross motor skills sessions, packs to take home, picture cue cards, precision teach sessions.
	Moderate learning difficulties	Scaffolded work, adult support, personal task boards, precision teach sessions, small group interventions based on needs, scaffolded homework tasks, home packs.

	Severe learning difficulties	All of the above for moderate learning difficulties, depending on severe learning difficulty – may require some 1:1 intervention, individually prepared work, adult support more frequently. The support may be dictated by an EHCP (Education Health Care Plan). Outside agency support.
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation space if needed, adult support, outside agency support, nurture groups – small group and 1:1 sessions. Individualised timetables, visual timetables, extra support for visits and transition points, social stories, empathy and emotions sessions.
	Adverse childhood experiences and/or mental health issues	Nurture groups – social stories, bereavement and loss, attachment, low self esteem, Lego therapy, gardening clubs, monitor roles, adult support in school, outside agency support for child and family, growth mindset and MHWB school – focus weeks on mental health.
<b>Sensory and/or physical</b>	Hearing impairment	Seating arrangements, loop system if needed, adult support with aids, outside agency support.
	Visual impairment	Seating arrangements, enlarged texts, larger work books, colour overlays, braille versions, laptop, speaking microphones, environmental changes to clearly mark hazard points around school, adult support, outside agency support.
	Multi-sensory impairment	Changes to school uniform, sensory sessions, adult support, adjustments to environment, headphones, sunglasses, light dimmers, whiteboard settings, support for 'loud' activities, support on school visits.
	Physical impairment	Dependent on physical impairment, school can be accessed via slope and is on one level. Advice would be sought from health professionals on the reasonable adjustments which would need to be made to the school building and classrooms.

These interventions are part of our contribution to Worcestershire's local offer. This can be read by clicking on the following link, [SEND Local Offer | Worcestershire County Council](#)

## 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 half term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires – gather the child's view
- Monitoring by the SENDCO and discussion with class teacher and support staff
- Pupil progress meetings which happen termly
- Using provision maps to measure progress – look at impact of support
- 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 – this can be books, specific writing tools, slopes, wobble cushions as examples.
- More teaching assistant hours – interventions will be carefully planned into the timetable and support staff deployed to meet the needs of the children across the school but if a child requires more specialised 1:1 adult support, then this can be achieved by using the school budget alongside applications for high needs funding or a funded EHC
- Further training for our staff – depending on children's needs – this will be sought through WCF or Chadsgrove School
- External specialist expertise – applications for assessments can be made to learning specialists or healthcare professionals to seek advice and support on how to best meet the child's needs.

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. This would require parental permission.

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 (WCF).

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

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 school trips, including our residential trip to Malvern for our Year 4 pupils.

All pupils are encouraged to take part in School Games Day, special sporting events, interschool events, bellboating in Year 4, enrichment clubs after school, enrichment days planned in school, performances at Harvest and Christmas.

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?

- Our arrangements for the admission of prospective pupils with a disability and prospective pupils with SEND is non-discriminatory. However, we expect parents to visit the school site before choosing our school to ensure they are happy with the provision their child will receive.
- Any prospective pupils whose EHC plan names the school will be admitted before any other places are allocated, this would require a multi-agency response in ensuring that support and resources are in place before the child begins at the school.
- The school rarely exceeds its PAN unless it is unavoidable or requested and agreed by the admissions team and the school governors. Our admissions policy is inclusive so will avoid unfairly disadvantaging prospective pupils with a disability or special educational needs.

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

- The school has several entrances to accommodate children with physical disabilities. The school is on one level and therefore all classes are accessible on one floor. Toileting facilities are limited but the adult toilet would allow a larger space and could be adapted with handrails to meet disabled needs.
- The school would seek support from outside agencies and healthcare professionals on how to meet the needs of a child with a mental or physical disability. For example, modified texts, loop systems, special seating, adaptations to writing materials.
- The school's accessibility plan is available on the school website or by request from the school office. The plan identifies how the school:
  - Increases the extent to which disabled pupils can participate in the curriculum
  - Improves the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services we provide
  - Improves the availability of accessible information to disabled pupils

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

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

- Pupils with SEN are encouraged to be part of pupil voice teams such as the school council, sports crew, eco team
- We provide extra pastoral support for listening to the views of pupils with SEN by regular interviews using the Child's view sheet
- We run nurture groups for pupils who need extra support with social or emotional development such as Lego Therapy, listening group, social stories
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by promoting our behaviour policy and taking part in anti-bullying week and the relationships curriculum delivered in class

## 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 final meeting of the year when the pupil's SEN is discussed, our mixed age classes mean that there are less transition points whilst they attend Dodford First as they are with the same class teacher for two years once leaving their reception year
- We have a transition day late on in the summer term when they spend the whole day as the next year group, which can mean being in a different classroom with a new class teacher for the whole day
- Are a small school and therefore the children meet all the staff each week as each class teacher delivers an assembly each week and all staff cover break and lunchtime duties

### 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. However, certain documentation will automatically be passed on to the school, for example, recent IEP, support currently in place, information on funding and data on your child's attainment and progress. We will strongly advise you to organise a meeting with the new school's SENDCO and organise extra visits to the middle school to aid your child's transition to middle school.

The SENDCO of the middle school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a middle school timetable and PSHE sessions with the class teacher
- Transition events over the year with other schools in the local area
- The residential trip which they attend with another local first school
- Learning how to get organised independently and discussion around the challenges of moving around a school building for lessons
- Continue to plug as many gaps as possible in their knowledge before moving on to their next school
- Some children like a passport of photos of staff and the building at their next school

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

Our SENDCO, Mrs Parkes, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Our complaints procedure and policy is on the school website and can also be obtained via the school office. Complaints about SEN provision in our school should be made to the class teacher in the first instance. The SENDCO will be made aware of the complaint and investigate the points raised and feedback to the class teacher and the parents. If a parent feels the issues have not been addressed sufficiently then they will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Advice can also be sought via SENDIASS, the local number and email address are:

- [01905 768153](tel:01905768153)
- [sendiass@worcestershire.gov.uk](mailto:sendiass@worcestershire.gov.uk)

## 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 Worcestershire (WCF) which publishes information about the local offer on their website: <https://www.worcestershire.gov.uk/thelocaloffer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is listed above.

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## Worcestershire Useful links

[Onside Advocacy \(opens in a new window\)](#) - Onside Advocacy provides practical and proactive support to ensure disadvantaged people are treated fairly as citizens and have equal rights within all aspects of their lives.

[Patient Advice and Liaison Service \(PALS\) \(opens in a new window\)](#) - PALS is available to help patients, relatives and carers with questions and concerns about health services.

[Healthwatch Worcestershire \(opens in a new window\)](#) - Healthwatch helps to give a voice to the public, patients and users of health and social care services in Worcestershire. They can signpost you to organisations that can support you and help you to share what you think about local health and social care services.

[Citizens Advice \(opens in a new window\)](#) - the Citizens Advice website has lots of advice to help you find a way forward, whatever the problem. You can also call a local team who can give you free, confidential and impartial advice.

## 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
- **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
- – when teachers adapt how they teach in response to a pupil's needs

- **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