

# Special Educational Needs (SEN) Information Report

Moss Valley Primary Academy



<b>Approved by:</b>	David Nightingale	<b>Date:</b> 5.7.24
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [www.mossvalleyacademy.co.uk/information/policies-procedures](http://www.mossvalleyacademy.co.uk/information/policies-procedures)

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate/complex learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Many children who have SEND may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as diabetes and epilepsy.

In our school, we have number of resources to support children with dyslexia available in each class.

The local authority resource provision for pupils with Autistic Spectrum Conditions (ASC) is run by Moss Valley Primary Academy. The Resource Provision (The Orchard) has places for 18 pupils with an Education, Health and Care Plan and a diagnosis of ASC. The pupils in the resource may integrate into the mainstream but this is based on individual needs. Moss Valley Primary Academy also has an additional resource provision (The Acorn) accommodating children in EYS-KS1 who have moderate learning difficulties. This has places for 12 pupils with an Education Health and Care Plan. These children do not integrate into mainstream due to the complexity of their needs.

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

### **Our Mainstream SENCO is Natalie Spencer**

Natalie has have 15 years experience of working within SEND and is a qualified teacher. She is an advanced practitioner of Attention Autism and an ELKLAN Trainer in Verbal communication for ASD pupils. She has recently completed an NPQML with a focus on ASC and is currently registered to start the new NPQSENCO qualification.

### **Our SENCO for the Acorn and Orchard Provisions is Suzanne Lewis.**

Suzanne has \_\_\_\_\_ experience and worked at Moss Valley for a number of years within the SENCO role. She is a qualified teacher and has achieved the Postgraduate Certificate in Autism and Asperger Syndrome. Suzanne is registered to start the new NPQSENCO qualification.

### **Class Teachers**

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

### **Learning Support Assistants (LSAs)**

We have a team of LSAs, including HLTAs who are trained to deliver SEN provision.

### **Training**

3 members of staff have undertaken ELKLAN training to support speech and language needs with one member of staff focusing on ASC ELKLAN. 8 members of staff have taken part in Lego Therapy training. Many of the staff have completed Team Teach Training and there is a rolling programme for the training of others.

Staff have had training including AET: Autism Education Trust standards; talk strategies; metacognition and behaviour, phonics training and dyslexia training with our school achieving the Dyslexia Friendly Award.

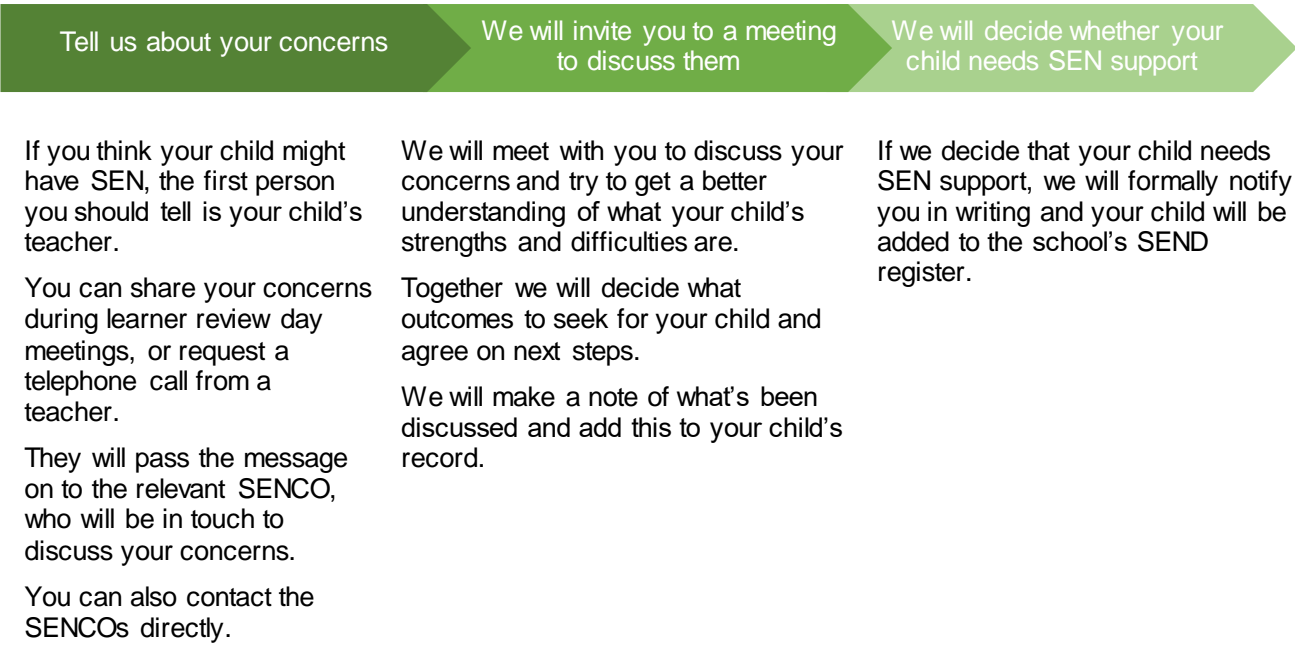
The Orchard and Acorn staff have taken part in a variety of training around autism including the Attention Autism programme; Signalong and Attachment play.

### **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 include:

- Speech and language therapists (SaLT)
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Learning Difficulties nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

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



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

We assess pupils on entry with a baseline assessment for learning and speech and language and use an assessment tracker to record progress and attainment.

Children are assessed 3 times a year against national expectations. Scholar Pack and SOLAR are our school tracking systems in which teachers update the children's assessment results. SOLAR is used to assess children with identified SEND and are working well below ARE.

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 their reading, writing, maths, communication, social skills, concentration, and gross/fine motor skills.

If the teacher notices that a pupil is falling behind, they will check for any gaps in their learning. If they can find a gap, they will give the pupil extra 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 talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

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

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

Children with SEND who require further support will be provided with targeted intervention support, which includes specific small group or 1:1 interventions and strategies to address their specific area of need.

Interventions and strategies include;

- Pre-teaching/post-teaching of vocabulary and concepts; precision teaching, phonics booster sessions, targeted numeracy, use of visuals and concrete resources.
- ZOR, use of sensory room, Lego therapy, play/class buddies, individual reward systems, reflection time.
- Pencil grips, differentiation of physical activities (fine and gross motor skills).
- Advice from outside agencies including SaLT (speech and language therapist), Education Psychologist, Occupational therapist, Medical team.

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

Children are assessed 3 times per year using Pixel assessments and logged into our school Scholar Pack system. SOLAR is used to assess children with identified SEND and are working well below ARE to capture smaller steps of progress.

Interventions are planned to support children to bridge gaps and make progress. The SENCO monitors the provision maps termly and any children who have not made individual progress towards their targets/interventions are discussed and advice given or sought from other professionals.

Termly learner review meetings take place to share information with parents. IEPs are used to identify smaller targets linked to the EHCPs. Every child that has an EHCP will have an annual review meeting to discuss outcomes and next steps linked to their EHCP targets.

To meet the needs of all children with SEN, We follow the 'graduated approach'.

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

### 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

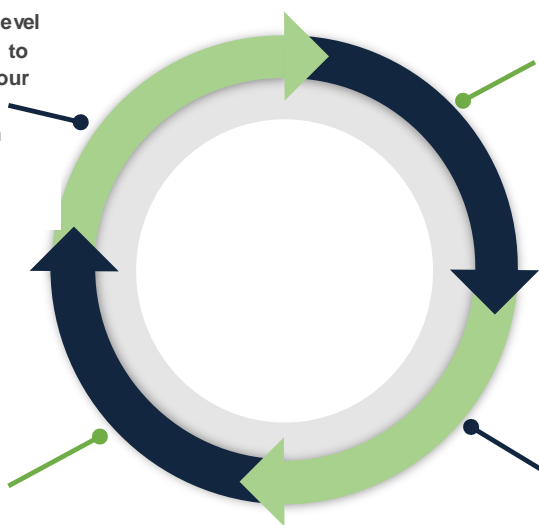
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

### 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.

### 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.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and amend where necessary 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 annual reports on your child's progress.

Your child's class teacher will meet you 3 times a year for learner review meetings where we discuss:

- clear outcomes for your child's progress including targets from IEPs (Individual Education Plan) and curriculum pathway plans to support integration into mainstream for some individual pupils.
- 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 be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Your child's teacher can be contacted on Seesaw or by calling the school and arranging a suitable time to the speak to the teacher.

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- Complete a child friendly questionnaire adapted to their needs.
- Discuss their views with a member of staff who can act as a representative during the meeting

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

Staff are very proactive in seeking expertise to further understand children's SEND needs. We are a very inclusive school and have children with varying needs both in our mainstream classes and Resource Provisions. The ASC Resource Provision (The Orchard) caters for 18 pupils with an EHCP for Communication and Language and Social and Learning Needs. They all have a diagnosis of ASC. The provision provides an education for children who require ASC specific provision which is tailored to meet their social, sensory and communication needs, as well as providing support to enable them to manage levels of anxiety. Lessons and activities are planned around children and their individual needs and learning styles.

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.

All children take part in all areas of the curriculum with the same aims and outcomes. We differentiate and adapt to meet the needs and preferred learning styles of all learners.

The Orchard provision has three curriculum pathways:

**Pathway 1:** The Engagement Framework forms the basis of our teaching and learning in pathway 1. The first pathway functions to support pupils with the knowledge and skills required to access subject specific learning. Pupils are assessed using the engagement model and SOLAR. Pupils may also access autism specific teaching strategies such as TEACCH workstations to promote independent learning and feelings of success. The workstation activities are carefully tailored to pupils' IEPs and EHCP needs ensuring learning is bespoke to each child.

**Pathway 2:** Pathway 2 provides pupils with formal learning structures in subjects where pupils are ready for this stage of learning and this is taught within year group expectations. Some pupils in Pathway 2 may access workstations but also begin inclusion into mainstream classes where appropriate.

**Pathway 3:** Pathway 3 follows the National Curriculum with adaptations to meet the pupils' complex and diverse needs. Pupils access the same schemes of work as their mainstream peers and are taught within year group expectations. Pupils may access work in the mainstream classrooms with staff who use high-quality adaptive teaching methods to ensure learning is embedded for all pupils.

Staff deployment is crucial in ensuring all children are supported as well as given time to be independent. Visual timetables are put into place in all classrooms. Every table has a basket of resources to help to support pupils in their lessons. Other resources are available for children with more specific needs, e.g. ear defenders, 'move-it' cushions and coloured overlays.

Some activities are taught 1-1, groups and whole class. Each class has a variety of dyslexia friendly resources and strategies in place. Our additional provision (The Acorn) caters for children in EYs-KS1 with moderate learning difficulties. Lessons and activities are planned around children and their individual needs and learning styles. Some activities are taught 1-1, groups and whole class.

We make the following adaptations and interventions to ensure pupils needs are met:

- 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, etc.
- Differentiating 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.

We may also provide the following interventions:

- Retrieval practice at the start of each lesson to embed learning into long term memory, reducing cognitive load
- Use of working wall/ vocabulary displays to aid learners in recalling prior learning.
- Working in of Kagen groups



- Working as a guided group with additional adult support/ expert learners
- Stem sentences
- Visuals to support learning
- Sharing reading texts and vocabulary multiple times
- Chunking the lesson into parts
- Regular opportunities for talking about their learning
- Use of scaffolds
- Visual, concrete practical resources (numicon)
- Use of multi-sensory approaches
- Pre teaching vocabulary.
- Visual timetables.
- Use of Now – Next cards
- Small group or 1:1 support from the Teacher or Learning Support Assistant
- Guided group work with an adult
- Paired work / peer support
- Adapted personalised learning tasks.

## **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 each term
- › Reviewing the impact of interventions half termly.
- › Monitoring by the SENCO including IEP targets and outcomes.
- › Using provision maps to measure progress
- › Holding an annual review (if they have an education, health and care (EHC) plan)

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

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- 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. We may need to seek support from the local authority for extra funding to support individual pupils.

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

All pupils have the same opportunities and curriculum as their mainstream peers although there may be some adaptations required to support them in accessing it. Parts of the day are adapted to give SEND pupils the opportunity for sensory breaks, if required, to help them regulate and prepare for the next lesson or part of the day. Zones of regulation are used in classes with all SEND pupils having a ZOR scale to support their understanding of their own emotions. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs and lunchtime clubs.

All pupils are encouraged to go on our school trips and to take part in our sports day/school plays/special workshops etc. We will always endeavour to 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?**

At Moss Valley, we ensure that we consult with parents/carers and other agencies/provisions about the needs of pupils with SEND to make allowances and prepare for any additional support a child will need on admission to the school. Where a child has an Education and Health care plan, the local authority consult with the SENCo and Headteacher to ensure that all provision is in place to meet the individual needs of the child. All necessary amendments to facilities or additional support will be sought to ensure our school is an inclusive environment for all pupils. An Accessibility Plan is in place which identifies how Moss Valley is a barrier free school.

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

We are a fully inclusive and accessible school and have a drive for inclusion from staff, e.g. DFS award, baskets of resources, Zones of Regulation scale. As a school, we recognise that our approach to each child is about equity not equality. We understand that each pupil that comes to our school with SEND has different circumstances and different needs. We ensure that we allocate trained staff, resources and opportunities that are personalised to individual pupils needs for them to reach equal outcomes. Assemblies and Jigsaw lessons address diversities so that pupils can develop an understanding.

Main entrances to the school building via the main office, and other key entrances are all step free access and have wide doors suitable for wheelchair access if required.

We have two disabled toilets in the school. One in the main foyer area of school, and one in the Acorn provision, both of which are suitable for use by staff, children and any visitors to our school.

Specific equipment and resources are accessed for individual pupils/students' needs as appropriate.

We have a sensory room that is accessible to all pupils who require use of it.

The school has an autism and dyslexia friendly environment with consistency throughout the classrooms and visuals for environmental support. Use of symbols and visuals are on display in both provisions and visual timetables are used in every classroom.

For more information, you can view our Accessibility Policy on our website.

## **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 the school council
- We provide extra pastoral support for listening to the views of pupils with SEN.
- We have a 'zero tolerance' approach to bullying.

We have links with The Primary Inclusion Team. PIT offer support to all primary schools for pupils with SEMH needs. We buy into a package of support from them. The PIT Lead meets with the SENCO to discuss children that have been prioritised by staff and the Senior Leadership Team (SLT). A variety of interventions are available in school that have been provided by the PIT team. These interventions including calm kids, drawing and talking, friendship and social skills, enhancing self-esteem.

Throughout the school, staff deliver a curriculum that promotes Personal, Social, Emotional Development (for EY children) and Personal, Social and Health Education (Year 1-6). The school buys into a programme called Jigsaw to allow staff to plan for PSHE lessons. Our school has a counselling intervention called

'Place2Be' to offer support to children, parents and staff. Support available through this service includes counselling sessions, play therapy, group work, place to talk therapy and parent-child therapy.

Assemblies are used to discuss key issues which may include bullying and diversity which are discussed to create awareness and develop understanding of 'differences'. Talk and P4C lessons are also used to explore a variety of issues and gives pupils a voice when discussing.

Additional teaching of PSHE in our Orchard provision ensures that our vulnerable cohort are aware and secure in their understanding. This may take place as group work or with individual pupils. We link with parents when discussing key areas such as exploitation so pupils can also be supported outside of school.

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

### **Between years/Provisions**

To help pupils with SEND be prepared for a new school year or transition from a provision on site, we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed.
- Schedule visits to classrooms and taster lessons with the incoming teacher towards the end of the summer term. These visits may differ in occurrence and length from child to child dependent on their particular needs.

### **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.

### **Between phases (phases for primary school)**

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

Pupils will be prepared for the transition by:

- Allocated time to discuss and view visuals and information regarding their new school, e.g pictures, social stories, transition information.
- Transition visits to their new school.

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

Mr D Nightingale our designated teacher will work with Mrs S Lewis our SENCO, 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.

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

At Moss Valley we work closely with our families and young people and we hope that parents feel supported and can work alongside school in supporting their child. We would encourage all pupils to initially speak with their child's teacher, SENCo or the head teacher should they have any concerns.

If parents feel that they need to make their concerns more formal then they should request a copy of the school's Complaints Procedure from the office.

All formal complaints need to be made in writing and an acknowledgment will be sent within 3 days. An investigation will be carried out and then a full response to the complaint will be received within 10 working days. Should parents/carers remain dissatisfied with the response they can then escalate this to the chair of governors.

Each child with an EHCP has a Special Educational Needs case worker, you can also reach out to them, however 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 mediation, where you try to resolve your disagreement before it reaches the tribunal.

For further information about this please follow the below link

<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/mediation-and-disagreement-resolution-services/>

## 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.

Salford Information and Support Services 0161 778 0343/0349	Early Support/Portage Home Visiting Team/Inclusion Officers (0-5 years) <a href="https://www.salford.gov.uk/children-and-families/early-help-forfamilies/early-support-key-workers-and-portage/">https://www.salford.gov.uk/children-and-families/early-help-forfamilies/early-support-key-workers-and-portage/</a>
Statutory Assessment Team/Local Authority	Learning Support Service

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

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

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages