



Special Educational Needs and Disabilities (SEND) Information Report

Leeds and Broomfield C of E Primary School



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Chair of Governors

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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 Policy](#)

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

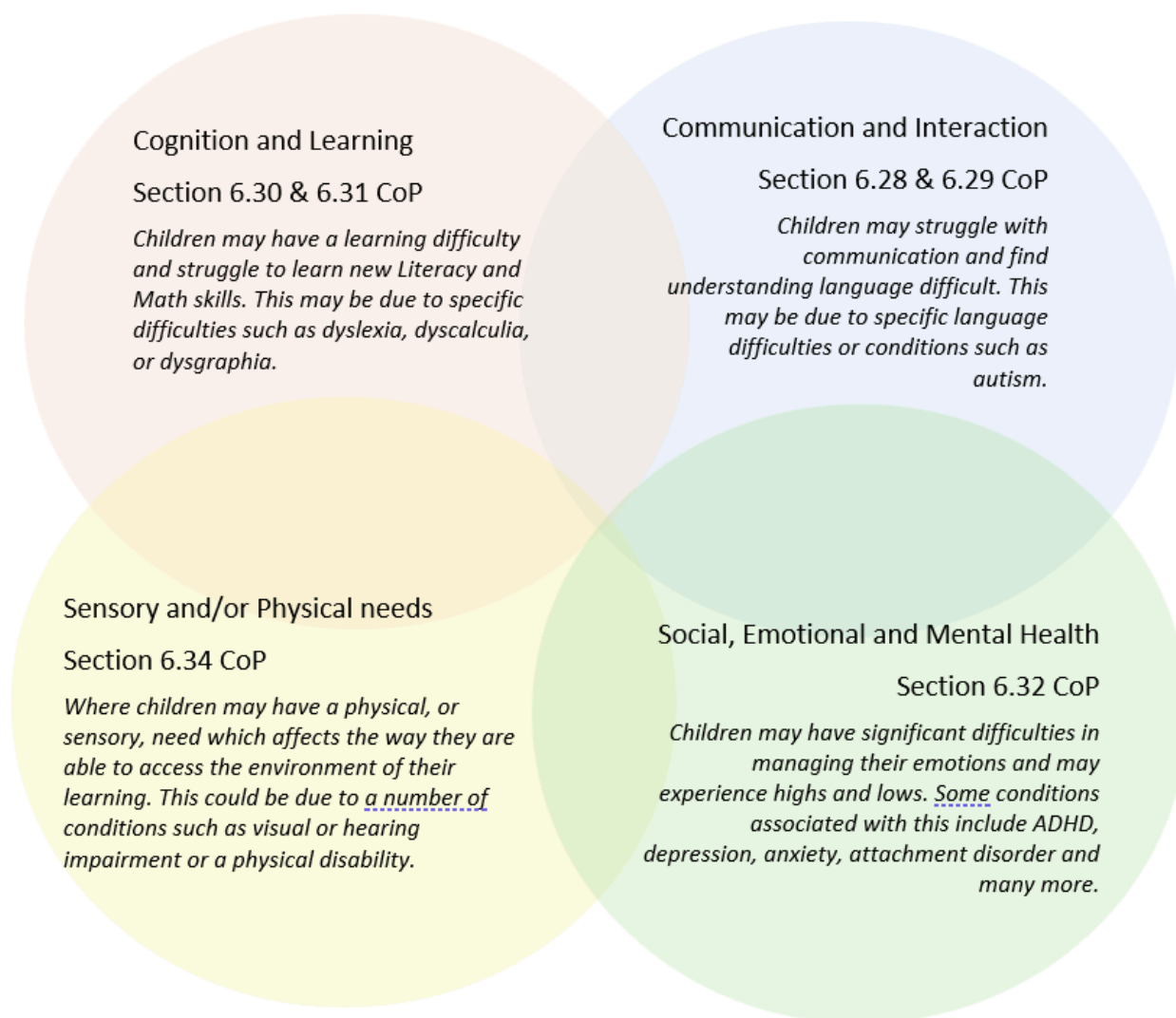
1. What types of SEND does the school provide for?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEND as follows: "A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: a) has a

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significantly greater difficulty in learning than the majority of others the same age, or b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”

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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270115/SEND_Code_of_Practice_January_2015.pdf)

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



At Leeds and Broomfield C of E Primary School all staff are considered 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.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

- Avril Nimmo Nurture HLTA
- Anna Russell- Family Liaison Officer
- Carla Orchard- SEND Assistant
- Tabitha Maclaurin SEND Teaching Assistant

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Naomi Coleman

They have 15 years experience in this role and have previously worked in a SEMH specialist school for 3 years prior to starting at Leeds and Broomfield and Ulcombe CEP. They are a qualified teacher and have 17 years of teaching experience working with a wide range of children from Early years up to key stage 3.

They achieved the National Award in Special Educational Needs Co-ordination in 2013.

The SENCO is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with SEND
- Ensuring that you are
 1. Involved in supporting your child's learning
 2. Kept informed about the support your child is getting
 3. Involved in reviewing how they are doing

- Liaising with external specialists that may advise on specific programmes for your child or offer staff training eg Speech and Language Therapy, Educational Psychology, School Nursing Services, Outreach support from Special Schools etc.
- Updating the school's SEND register (a system for ensuring that all SEND needs pupils in this school are known) and ensuring records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Writing individual care plans for specific conditions and putting safeguards in place for your child's welfare.
- Planning for transition in your child's education between key stages and schools

The SEN Governor is Zoe Brown she is responsible for:

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

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.

Class Teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help that your child may need (this could be things like targeted work, additional support) and letting the SEND Coordinator know as necessary.
- Writing Pupil Progress targets, sharing and reviewing these with parents and planning for the next term. Personalised teaching and learning for your child as identified on the school's provision map.
- Providing 'Quality First Teaching' for ALL pupils.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teaching with any SEND.
- Being the main point of contact for parents at the beginning/end of the day and through homework and/or home contact books as appropriate

All staff have accessed external training in a range of areas. *Please note that this list is not exhaustive.*

- Understanding Autism
- AET Good Autism Training
- Bucket time

- Emotional regulation
- De-escalation techniques
- Hit the ground running- Precision teaching
- Theraplay
- Adapting the curriculum
- Mainstream core standards
- ADHD Training
- Zones of regulation
- Sensory Circuits – Teachers and TAs
- Restorative conversations.
- Fizzy and Beam motor skills programmes
- Clever Hands and Clever Fingers fine motor skills programmes

Teaching assistants (TAs)

We have a team of 8 TAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 8 teaching assistants who are trained to deliver interventions such as:

- Speech and Language link (Infant and Junior)
- Precision teaching
- Theraplay
- Bucket Time
- Zones of regulation
- Toe by Toe
- Plus One
- Phonics Boosters
- Colourful semantics

In the last academic year, TAs have been trained in:

- Bucket Time
- Precision teaching
- Theraplay

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) | ● Education welfare officers |
| | ● Educational psychologists |

- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation.
- Project Salus



Communities of schools:

What changes are being made and how will they help my child?

Schools will now work in groups called Communities of Schools (CoS). These groups will share ideas and support each other so children can get better help and access to local resources. This system replaces accessing individual support for children through high needs funding. Pupils will not longer receive 1:1 adult support through high needs funding.

Please see information on KELSI-

https://www.kelsi.org.uk/_data/assets/pdf_file/0009/215577/Support-for-Schools-Conversations-with-Parents-June-2025-Updated-180625.pdf

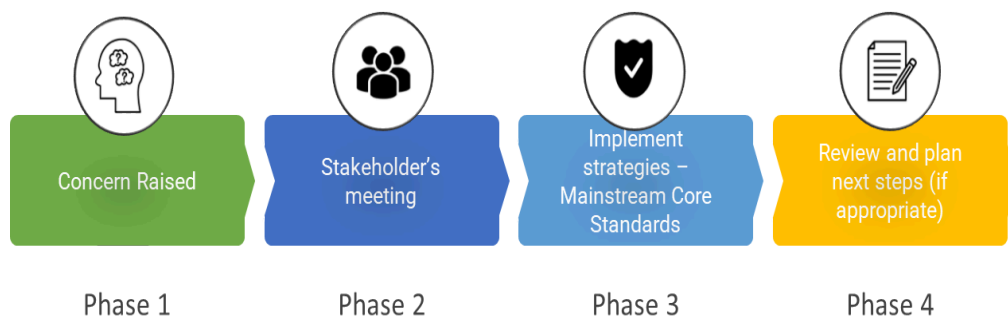
How will the Communities of Schools approach aim to benefit my child?

- Schools learning from and supporting each other: Schools will work together by sharing ideas, tools, and ways to help children learn and grow.
- Less red tape, so schools can focus on pupils: With less paperwork, teachers will have more time to support and teach the children in their class.
- Quicker, more direct access to support services: Children will get the help they need more quickly, from the right people, at the right time.
- Protected SEND Funding for 2025/26: Some funding in schools has been protected to support SEND provision based on the needs of the school.
- Stronger partnerships with parents and carers: KCC and schools will work closely with families to make sure children feel happy, do well in school, and have support when moving to secondary school. All schools in Kent have access to helpful tools and resources to support your child. They also receive expert advice from Educational Psychologists, SEND Inclusion Advisers, and Specialist Teaching and Learning Services (STLS), so they can offer the right support at the right time for your child.

The communities of schools will:

- Address specific local needs while also aligning with wider Kent, regional or national objectives
- Share best practices for SEN inclusion in mainstream settings
- Review local SEN, education and other relevant data to identify trends and issues - district dashboard.
- Be flexible to adapt approaches accordingly as local populations and needs evolve over time
- Discuss provision and agree coordinated approaches
- Coordinate allocation of specialist SEN resources and support
- Ensure fair and effective distribution of resources across the community
- Keep members actively engaged and committed to the LM community meetings
- Maintaining a skilled workforce within the community and provide peer to peer opportunities for professional development
- Use and review secure, efficient data-sharing systems
- Complement, not duplicate, existing services
- Commit to strong leadership, with regular evaluation and adjustment of LM community strategies, to ensure long-term sustainability and effectiveness
- Monitor progress on local SEN improvement initiatives.

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



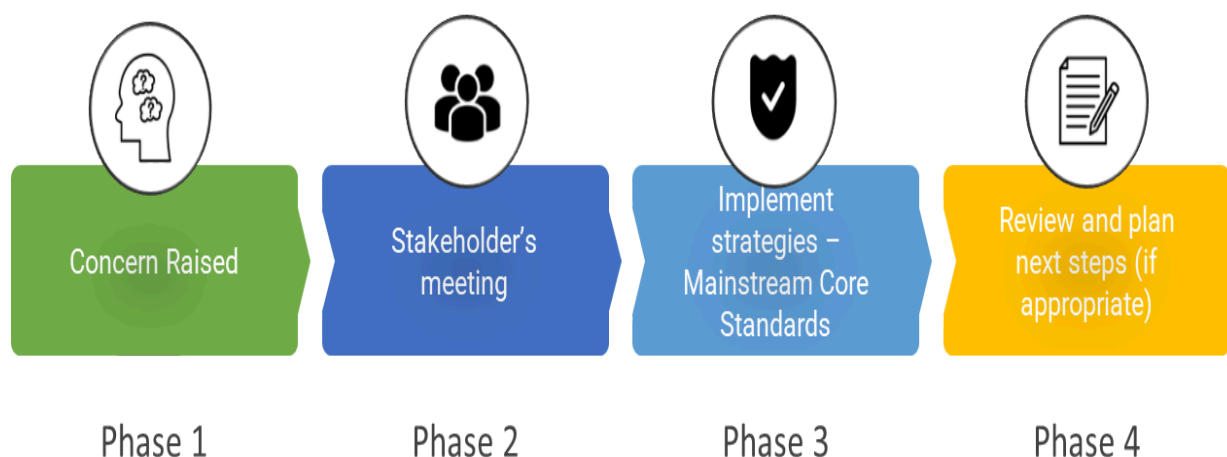
Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.
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	Firstly, request a meeting with your child's class teacher to share your concerns. The class teacher is able to complete a cause for concern form if she feels further advice or guidance is needed from the SENCO.
Phase 2	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.
Phase 3	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.
Phase 4	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.

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 schoolwork or socially.

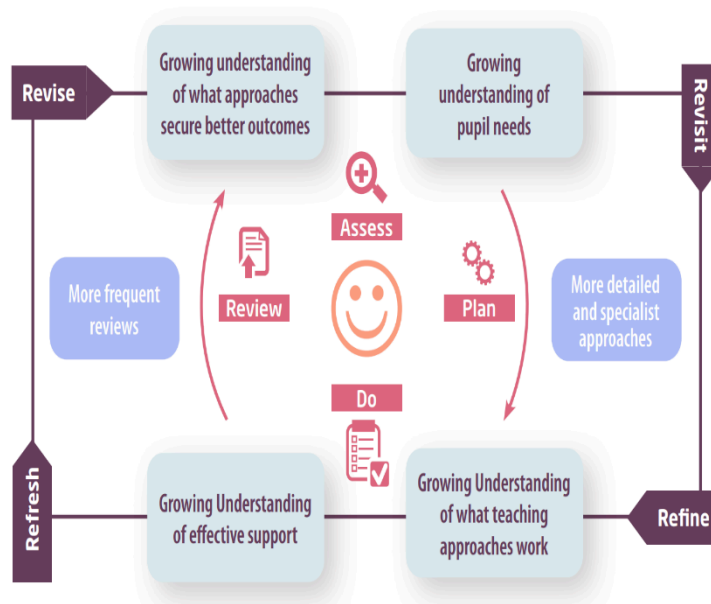
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support, through booster or small interventions. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

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**.



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 termly reports on your child's progress for those children who have a provision plan or are receiving additional support listed on a provision map. In addition to this all children will also receive a yearly academic report and there are 2 parent meetings.

A member of staff who knows your child well will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the 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 we can keep our provision as relevant as possible.

Should outside specialist teaching services be involved, all reports will be copied to you, and the school will arrange a meeting to allow information and findings to be shared and agree the next steps to support your child further.

If, as a parent, you have any concerns regarding your child's progress or wellbeing, then you should make an appointment to see the class teacher initially to agree a plan to monitor the situation. If you continue to be concerned, please contact:

- Naomi Coleman SENCO in the first Instance on ncoleman@aspire-kent.org.uk
- Fiona Steer Head of School fsteer@aspire-kent.org.uk

- Miss E Hickling- Executive Head exehead@aspire-kent.org.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's are responsible and accountable for the progress and development of all the pupils in their class.

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

We will adapt our approaches to 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 and are guided by the Mainstream Core Standards in the first instance.

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.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials



- Providing a nurture Space or area outside of the classroom to work

Whilst additional adults are used to support pupils, the school monitors their use closely to avoid children becoming over-reliant on adult support and to encourage children to be self-reliant and independent, thus preparing them for next steps in their education.

We may also provide the following interventions:

- Speech and Language link (Infant and Junior)
- Precision teaching
- Theraplay
- Bucket Time
- Zones of regulation
- Toe by Toe
- Plus One

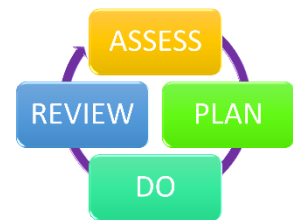
- Phonics Boosters
- Colourful semantics
- Pre-teaching
- Reactive Maths and English

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

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 after 6-8 weeks. Some interventions are shorter depending on whether a child needs to develop an understanding of a specific concept.
- Using pupil questionnaires
- Monitoring by the SENCO
- 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 ensure my child has appropriate resources?

Our school is able to use some of our SEN budget on the allocation of specific resources for pupils to help them to succeed, for example

-Sit and move cushions

-Adapted writing slopes

Intervention materials for groups or specific pupils.

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 to get recommendations on what will best help your child access their learning and use our best endeavours to ensure 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 providing 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 our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in sports day, worship, church service and Aspire enrichment days.

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?



Before starting school

1. We hold a series of open evening / drop in events for all prospective families in Terms 1 and 2 of the year before children are due to start school. The SENCO is available to discuss your child's needs and support that the school can provide.
2. Foundation Stage staff will meet with families prior to children starting school. They will also visit nurseries to liaise with nursery staff that have supported the children. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with families, previous setting, health visitor etc.
3. Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone the previous school, or meet in person, to discuss individual needs.

Pupils an EHCP

School admissions are processed by the head teacher, who will consider the information sent by the consulting authority who takes responsibility for the administration of the pupils EHCP.

The head teacher will consider whether the school can meet the pupils SEN needs as stated in their EHCP plan and may request further information to determine this, for example previous school reports, risk assessments and other professional reports.

The head teacher will facilitate a school visit as part of the referrals process The head teacher will respond to the LA with a formal acceptance if the school has the provision to meet the need of the pupil; this offer may be subject to a request for additional funding to ensure need can be met.

The head teacher and SENCO will liaise with parents to discuss admission dates and transition timetables.

Where a pupil may have been out of education or have been placed on a reduced timetable for a significant period of time prior to admission to Leeds and Broomfield, the school may consider a gradual integration to enable a positive and manageable start to the school is experienced by the pupil.

13. How does the school support pupils with disabilities?



The school is subject to the Equalities Act, 2010 and makes reasonable adjustments, providing auxiliary aids and services to prevent a disabled child being disadvantaged.

You're 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.

Our current accessibility plan and equalities information and objectives, can be obtained from the school office or on the school website (<https://leedsandbroomfieldkentsch.co.uk/policies/send>).

- Outside agencies are consulted when necessary for their expertise and advice, e.g. The Sensory Team, The Hearing Service, Occupational Health and Physiotherapy, Specialist Teaching and Learning Service. They will visit the school and/or provide support to teachers and other staff working with identified pupils.
- Specialist equipment or resources may be sourced by the inclusion team to enable identified pupils to access all aspects of the curriculum, e.g. writing slopes, wobble cushions, different coloured exercise books.
- For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured SRE curriculum to support this development. However, some children find these aspects of development more difficult than others so we have developed an established nurture provision.

All our staff have undertaken comprehensive training to enable them to identify and address individual needs and to put support in place to address difficulties with a child's mental health and wellbeing.

Within the school our mental health practitioner are;

- **Avril Nimmo Nurture HLTA**
- **Fiona Steer Head of School**
- **Nina Stott Teaching Assistant**
- **Pauline Silk Teaching Assistant**

They have achieved:

First Aid for Youth Mental Health

FAA Level 2

Lucas First Aid Training

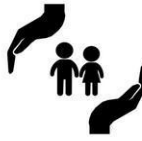
All our classrooms are nurture classrooms. When deemed necessary, some children will join a full or parttime nurture class for a specified period of time until they are emotionally ready to re-join their mainstream class. They will continue an educational curriculum in an environment that is able to fully address their social and emotional needs using a more targeted approach.

We have a dedicated nurture space in the learning zone for pupils who need additional support throughout the school day.

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

- Lunch time and play time support, including organised lunchtime activities run by adults
- Lego therapy sessions
- Buddy system
- Drawing and Talking sessions
- Theraplay
- Cooking/Craft activities
- Advice from external agencies and professionals
- Teaching Assistants trained in how to support children's mental health.

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



Mrs Steer Head of School will work with Naomi Coleman our SENCO, 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?

We recognise that transitions can be difficult for all children, including those with SEND and take active steps to ensure that any transitions are as smooth and sympathetically managed 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 final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

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 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



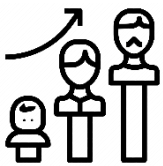
Between phases (for secondary schools)

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Onto adulthood (for secondary schools)



We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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 Kent County Council's local offer. Kent County Council publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

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

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/kent>

<https://www.iask.org.uk/>

Kent PACT are a forum for parents and carers of children and young people who have special educational needs and disabilities (SEND) within Kent local authority.

Kent PACT is a way to empower you as parents and carers and enable you to have your say

<https://kentpactnew2022.co.uk/>

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

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

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

Our Compliments and Complaints Procedure can be found at: [Compliments and Complaints Procedure](#)

Where someone has a concern or query about any aspect of the school or their child's education or wellbeing, they should raise this with their child's class teacher in the first instance.

Ideally they will be able to address the concerns immediately or can arrange a meeting with them to discuss the issue.

All concerns will be dealt with confidentially, although it may be necessary to take notes if the matter may need to be taken further or may arise again in the future.

You can:

- talk to your child's class teacher
- **email the school office** – office@leedsandbroomfieldkentsch.co.uk
- **write to the school** – Leeds and Broomfield School, Lower Street, Leeds, Maidstone Me171rl
- **call the school** – 01622 861398

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.

<https://www.globalmediation.co.uk/service/special-educational-needs-disability/> for kent.

19. Supporting documents

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

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



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