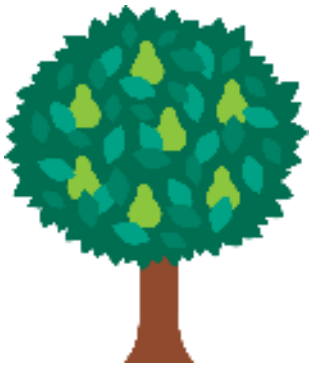
Special Educational Needs and Disabilities (SEND) Information Report

Ditton Infant School



Inclusion Team

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Approved by:	Full Governor Body	**Date:** 24.06.26
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Contents

1. What types of SEND does the school provide for? 4
2. Which staff will support my child? 5
3. What should I do if I think my child has SEND? 7
4. What happens if the school identifies a need? 8
5. How will the school measure my child's progress? 9
6. How will I be involved in decisions made about my child's education? 10
7. How will my child be involved in decisions made about their education? 11
8. How will the school adapt its teaching for my child? 11,12
9. How will the school evaluate whether the support in place is helping my child? 133
10. How will the school ensure my child has appropriate resources? 133
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 144
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 144,15
13. How does the school support pupils with disabilities? 155
14. How will the school support my child's mental health and emotional and social development? 16
15. What support is in place for looked-after and previously looked-after children with SEN? 17
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 17
17. What support is available for me and my family? (Local Offer) 188
18. What should I do if I have a complaint about my child's SEND support? 19
19. Supporting Documents 19
20. Glossary 20

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:

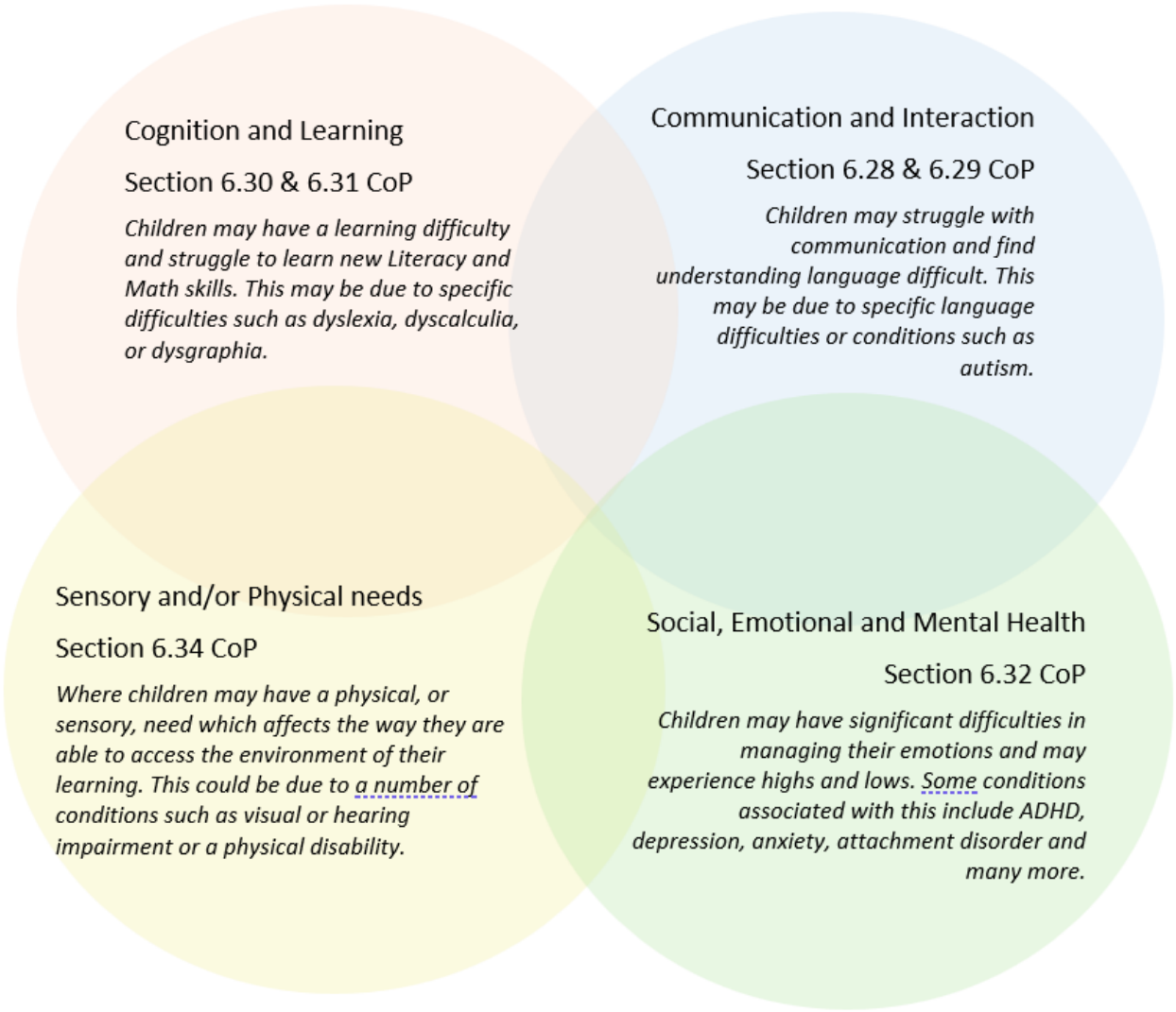
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website
https://www.ditton-inf.kent.sch.uk/Special-Educational-Needs/

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?

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



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

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

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

At Ditton Infant 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.

SENCo	Strategic responsibility for overseeing SEND across the school.
Class Teachers	Daily contact for parents. Responsible for implementing Quality First Teaching Strategies (QFT) and organising necessary addition support or interventions within their class and review this termly on the appropriate SEN provision plan.
Teaching Assistants	Responsible for using recommended strategies and running interventions planned by the class teacher or SENCo.
Inclusion team	Responsible for leading specific assessments or interventions and liaising with the SENCo.

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Mrs S Boxall. Our SENCO is also known as the Inclusion Manager.

Mrs Boxall completed her teacher qualification 13 years ago and has experience being an Early Years leader and Deputy Headteacher. She has been a SENCo for 4 years and completed her NASENCO qualification in June 2023. She is currently Acting Assistant Headteacher.

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. Some training completed in the last 2 years includes: Widget Webinar, ADHD awareness training, Hearing Impairment training, Trauma Informed training, Lego group training and on-going communication and training through the professional resource group.

Teaching assistants (TAs)

We have a team of four class TAs and one additional 1:1 TA who has experience delivering SEN provision. We have 1 additional part-time speech and language teaching assistant who is trained to assess and deliver Speech and Language Link assessments, and 1 additional TA who works as our Inclusion, Attendance and Family support Officer. She is trained to delivery 'Drawing and Talking therapy' and 'Boxall Profiles.'

In the last two academic years, TAs have been trained to use sensory Circuits, have completed ADHD awareness training, hearing impairment training, trauma informed training and Lego group

intervention training. Individual TAs have also completed training in Autism and ADHD: sensory regulation.

School Governors

Governors play a crucial role in overseeing Special Educational Needs and Disabilities (SEND) provision within a school. Their responsibilities include monitoring how the school identifies, supports, and assesses pupils with SEND, ensuring adequate resourcing, and working closely with the SENCO (Special Educational Needs Coordinator) to ensure the school meets its SEND obligations.

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:

Community of schools

Child and adolescent mental health services (CAMHS)

Education welfare officers

Educational psychologists

GPs or paediatricians

NELFT practitioners

Occupational therapists

Safeguarding services

School Liaison Officer

School nurses

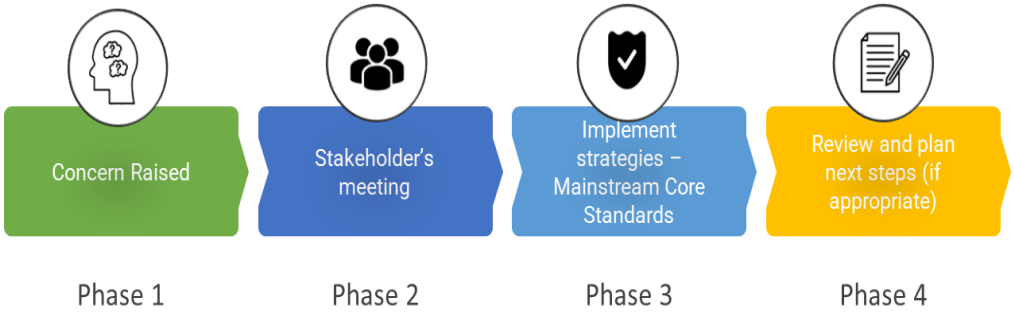
SEND Inclusion Advisor

Specialist Teacher Service

Speech and language link therapists

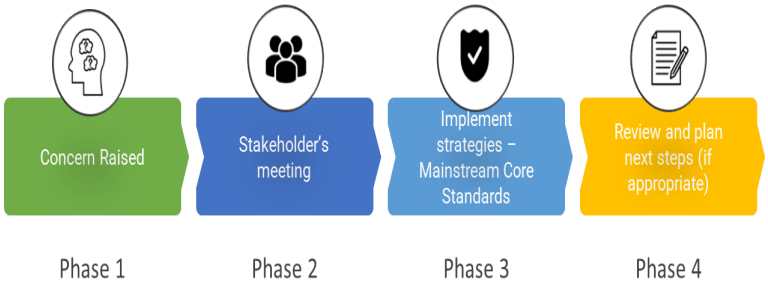
Voluntary sector organisation

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. Initially, parents can raise concerns by speaking to their child's class teacher. The class teacher will record parent concerns on a platform called CPOMS which the SENCo has access to. The teacher can also add any observations they have made.
Phase 2	If appropriate, we will meet with you to discuss your concerns and try to get a better understanding of your child's strengths and difficulties. 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 a personalised plan 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. This might include difficulties with reading and writing, finding it difficult to understand language or struggle to communicate 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. 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). See table below for more information:

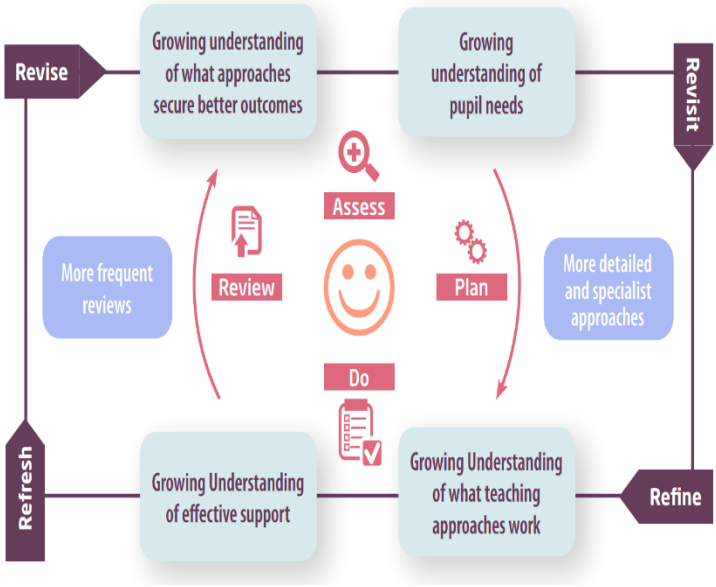
Support required		Assessment and monitoring	Provision	Parent partnerships	Professionals involved
Personalised SEN support. ***SEN register***	EHCP	Annual review	Pupil profile and provision plan broken into 4 broad areas of SEN, written with EHCP outcomes and provision.	Annual review	SENCo External professionals (may including STLS, link therapists, pediatrician etc). Possible additional adult in class through additional funding/CoS.
	SEN 2	Graduated approach Additional assessments SENCo monitoring progress.	Pupil profile and personalised plan broken into 4 broad areas of SEN.	SEN plans are sent home in September and reviewed at the end of term 2, 4 and 6. Parents invited to meet with SENCO 3x yearly.	
	SEN 1		Pupil profile and personalised plan		
Targeted additional support	Monitoring list	SENCo advice, support and observations. Additional assessments Subject leadership monitoring focusing on SEN and lowest 20%.	Changes to QFT. Additional group or individual interventions. Interventions outlined on provision timetable and monitoring list.	Intervention permission slips. Intervention outcomes shared at parents evening.	Inclusion Team - Mrs Boxall, Mrs Fermor, Miss Davis Link therapist Teachers + TAs
Universal approach **(All children)**		Curriculum/teacher assessments. Speech and language link assessments. Pupil progress termly meeting with HT and SENCo. Subject leader monitoring	Quality First Teaching strategies (QFT) Assessments for learning and targets. Planned practice and scaffolding. Additional practice/ focus support when misconception is identified. Next step marking. Visual resources.	Contact books Parents evening 3x yearly Additional conversations as needed.	Class Teacher Teaching Assistant SLT Subject leads

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

The school uses SIMS to measure progress. We expect children to make 6 steps of progress per year.

For children with SEND, we will 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.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for implementing the support 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?

At Ditton Infant School, we plan parents' evening at the end of term 1 and 4. This is an opportunity to discuss your child's needs and progress with their class teacher and receive a target sheet. Class teachers then write a report at the end of term 6 to share with parents/carers.

If your child is on the SEND register, parents will also:

- receive their child's SEND plan before the end of September which will set clear yearly/key stage outcomes and short-term SMART targets
- receive a reviewed SEND plan at the end of term 2, 4 and 6. Parent have the opportunity to add their comments (parent voice) and book an appointment to discuss the plan further.
- be invited in for a term 6 transition meeting with current teacher, new teacher and SENCo to discuss yearly progress and decide outcomes for the next year.

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. We ask that you complete the Parent Voice on Forms during each SEND review.

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.

If you have concerns that arise between these meetings, please contact with your child's class teacher via the comment book or by speaking to them at the end of the day (once they have dismissed all children). Depending on the concern, you may find it more appropriate to email the office on secretary@ditton-inf.kent.sch.uk to request an appointment with the class teacher. Alternatively, you can email the SENCo directly on sboxall@ditton-inf.kent.sch.uk.

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

Pupil voice is collected at the start of the year and then termly using the questions below.

Pupil Voice			
What I like *What interests or excites you, what you are good at, what you can do independently and how you like to be rewarded.*	What I find tricky *Think about what you find hard or don't like doing*	What I do to help myself in school *For example, use my sound mat, 100 square or use my quiet table, etc.*	What adults do to help me in school *For example, check in with me after playtime, give me clear steps etc.*

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same and different levels of support through use of visuals or observations from staff of likes/dislikes may be needed to fill out this form for some children. Parent also have the opportunity to add more pupil voice if their child is not able to communicate their voice.

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year 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 or pre-teaching of key vocabulary.
- Adapting our resources, for example, providing visuals or manipulatives.
- Using recommended aids, such as, coloured overlays, visual timetables and larger font.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need.

We may also provide the following interventions:

Area of SEN	Intervention	Description
Communication and Interaction (C&I)	Speech sessions	To support pupils to distinguish between and pronounce discrete speech sounds accurately.
	Language sessions	A programme to develop understanding of language. This includes: concepts, verb tenses, following instructions, pronouns, negatives, questions, verbal reasoning and vocab association.
	Time to Talk	A programme to develop oral and social interaction skills for reception and KS1. Children will develop: listening, increased understand of vocabulary, conversational skills and awareness if the needs and feelings of others.
	Pre-teach vocabulary	An opportunity to pre-teach vocabulary boosting pupils' confidence before the learning tasks.
	Language for Thinking	A structured approach to help children's language develop from the 'here ad now' to the 'how and why'. Supports children to apply language skills to reading comprehension.
	Lego intervention	LEGO intervention promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts.
Cognition and Learning (C&L)	Phonics catch up sessions	Additional phonics sessions to close gaps on Little Wandle assessment
	Pobble	Targeted writing programme to develop writing fluency and address key skills
	Switch-on writing	Personalised reading and writing intervention for children and young people who are underachieving across the primary and secondary age range.
	1:1 reading	Additional 1:1 reading sessions to develop fluency and comprehension
	60 second reads	Develop reading speed, fluency and comprehension.
Social, Emotional and Mental Health (SEMH)	Wellbeing boosts	Boost confidence and wellbeing in school by giving pupils the opportunity to complete wellbeing activities and talk through their feelings in school.
	Talkabout self-awareness and self esteem	A programme developed to support self-awareness and self-esteem.
	Talkabout Friendship skills	A programme developed to support the development of friendship skills.
	Drawing and Talking therapy delivered by practitioner.	A gentle, non -intrusive 12 week programme method to support children who need a little help to process past trauma. Sand play is also available.
Physical and Sensory (P&S)	Sensory circuits	A sensory circuit is a form of sensory integration intervention. The session is split into 3 parts- alerting, organising and calming. The calming section provides proprioceptive (deep pressure) input.
	BEAM	A gross motor programme developed for children with coordination difficulties to do in small groups, at school.
	Clever fingers	Fun and motivating activities to develop fine motor skills.
	Write from the start	The Teodorescu perceptuo-motor programme to develop the fine motor and perceptual skills for effective handwriting. Book 1 and book 2.

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 6-12 weeks

Having discussions with the child

Having discussions with teachers and teaching assistants delivering sessions.

Monitoring (by the SENCO)

Discussing progress at pupil progress meetings

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?

It may be that your child's needs require us to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to class support
- Adaptation and additional visuals
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with the 'community of schools' and 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.

Once we recognise that your child needs a particular resource or adaptations in class, we will record this on the pupil profile page of the SEN&D plan.

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

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

All of our extra-curricular activities and visits are available to all our pupils, including:

- Before and after-school clubs.
- Sports day
- School plays
- Special workshops
- School trips

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?

In the event of the school receiving more than 60 applications for places, the oversubscription criteria will be applied. Before this happens, children with an Education, Health and Care Plan (EHCP) which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly. Our oversubscription criteria are as follows in this order:

- Looked After Children (LAC), previously Looked After Children (PLAC) and internationally adopted previously looked after children (IAPLAC)
- Current Family Association (sibling link)
- Health and Special Access Reasons – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school
- Nearness of children's homes to school

For more information, please see our admissions policy.

https://www.ditton-inf.kent.sch.uk/Admissions/

13. How does the school support pupils with disabilities?

This accessibility plan demonstrates how we plan to increase the extent to which all pupils can participate in the curriculum, improve the physical environment to enable all pupils to take better advantage of education, facilities and services and improve the availability of accessible information to all pupils. Recently, we built an area with an accessible toilet with changing facilities which is wheelchair friendly and décor which is DDA compliant.

See Accessibility Plan for more information https://www.ditton-inf.kent.sch.uk/Policies/

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.

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:

Teachers assess all children termly using the Leuven scales and this is monitored by the SENCo and additional measures are put in place if necessary.

We use the Boxall Profile and pupil voice to gain further information of a child's social, emotional and mental health needs.

We deliver our RSE&H curriculum through Jigsaw, a child-friendly scheme which embeds emotional and social development.

We run interventions such a 'Talkabout' to promote self-esteem and friendship skills.

We have two qualified Drawing and Talking practitioners in school, Mrs Boxall and Miss Davis.

We have a 'zero tolerance' approach to bullying. All allegations of child-on-child abuse will be reported to the Designated Safeguarding Lead and will be recorded, investigated, and dealt with in line with associated school policies.

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

Our SENCo, Mrs Boxall, is also our designated teacher for looked-after children and previously looked after children. She can be contacted by email on sboxall@ditton-inf.kent.sch.uk or via the school office.

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 have a detailed transition plan for all transition, including nursery to school, changing year group and Infants to Juniors. Details are below.

Nursery to School Transition

All children:
- The EYFS lead makes contact with pre-schools in May.
- Class teachers visit main feeder pre-schools in Term 6.
- 1:1 meet the class teacher meeting in Term 6
- Stay and Plays in Term 6
- Home visit in September

Additional transitions for children with SEN&D
- SENCo visits both main feeder pre-schools and meets nursery SENCos/observes children with SEN&D (early May) to get an overview of need.
- Once we have received forms from parents, SENCo organises additional visits to observe children with SEN&D or have a phone call with nursery SENCos.
- Parents who have a child with an EHCP are invited to attend an addition meeting with new class teacher and SENCos from nursery and school.

Infant – in year transitions (YrR-Yr1 and Yr1-Yr2)

All children:
- Phased start to year 1 includes child-initiated play and shorter lessons.
- Mixed year events such as World Book Day activities and shared playtimes.
- Transition day (include visuals as needed).
- Transition posters/booklets (include photos of new teachers).

Additional transitions for children with SEN&D
- Additional social stories/visuals as needed
- Class teachers review SEN&D personalised plans 3xyearly. SENCo monitors these and sends them home to parents. Parents are invited to add comments to the plan or book a meeting to discuss it further. In July, school organises a meeting with current teacher, new teacher, SENCo and parent to discuss transition and outcomes for the following year.

Infant to Ditton Junior School

All children:
- Detailed transition plan created for term 5 &6 created by SLT.
- Year 3 teachers meet year 2 teachers for handover meeting in term 6.
- Year 2 children visit junior school.
- Full Transition day.
- Junior school share poster with photos of the year 3 team with the Infant School.

Additional transitions for children with SEN&D
- Parent SEN&D coffee mornings to meet SENCos.
- Addition visits to the junior school lead by SENCos.
- NEW 2025: school to organise a meeting with current teacher, new teacher, SENCo (junior) and parent to discuss transition and outcomes for the following year.

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 your local authority's offer. Kent County Council (KCC) publishes information about the local offer on their website known as the SEND Information Hub: https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations is IASK, Information Advice and Support Kent.

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

- For us Too - Canterbury, Swale, and Thanet
- Includes Us 2 - Ashford, Dover, Folkestone, and Hythe
- Space 2 Be Me - Maidstone, Tonbridge and Malling, and Tunbridge Wells
- We are Beams - Dartford, Gravesham, and Sevenoaks.

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

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

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

Complaints about SEND provision in our school should be made to the class teacher or SENCo in the first instance. If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the complaints co-ordinator Mrs A Hamer, will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, Mrs Hamer will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important. Please see our complaints policy for more information: https://www.ditton-inf.kent.sch.uk/Policies/

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.

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