



Ringwood School

Special Educational Needs and Disabilities Policy

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Policy Introduction

This Special Educational Needs and Disabilities (SEND) Policy explains how Ringwood School identifies, supports and monitors pupils with SEND in accordance with national legislation and local authority guidance.

Its purpose is to ensure that every pupil — regardless of their individual needs, starting points, or circumstances — can access a broad, balanced, and ambitious curriculum and thrive academically, socially and personally.

The policy also sets out the school's commitment to:

- Fulfilling its statutory duties under the *Children and Families Act 2014*, the *SEND Regulations 2014* and the *Equality Act 2010*
- Promoting an inclusive ethos that values diversity and equality of opportunity
- Ensuring pupils with SEND are supported to achieve the best possible outcomes and lead fulfilling lives

This policy should be read alongside the school's SEN Information Report, Accessibility Plan and other linked policies listed in section 15.

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into post-16
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Ringwood School aims to maintain the same level of ambition for all pupils, including those with special educational needs and/or disabilities. Our curriculum aims to be ambitious and meet the needs of all learners, giving them access to a broad and balanced curriculum while supporting them to succeed.

We recognise the importance of:

- creating a positive learning environment in which Quality First Teaching meets the needs of all pupils, including those with special educational needs and/or disabilities, enabling rapid and sustained progress
- ensuring communication systems and Continued Professional Development are such that teachers understand pupils' needs and are tooled and supported with implementing strategies to meet them
- ensuring early identification of SEND at any point during a student's school career and implementing Wave 2 and/or 3 provision to enable the student to access learning
- instilling courage for pupils, including those with special educational needs and/or disabilities to embrace the opportunities school has to offer
- nurturing the whole child and celebrating academic, social and extra-curricular achievements.

Ringwood School is committed to creating an inclusive environment in which all pupils feel respected and understand the value of integrity, making the right choices and doing the right thing.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

➤ [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

➤ The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

➤ The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to endorse an inclusive environment rid of discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

➤ The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND

➤ The [School Admissions Code](#), which sets out the school's duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Policy Development and Consultation

This policy was developed collaboratively to reflect the shared vision of inclusive education across Ringwood School.

During its development and review, consultation took place with:

- The SENCo and SEND Team
- The Senior Leadership Team and Governing Board (including the SEND link governor)
- Teaching and support staff across departments

- Parents and carers of pupils with SEND, through informal feedback and discussions
- Pupils with SEND through learning conversations and student voice on the effectiveness of existing support and inclusion

The policy is reviewed annually to ensure it continues to reflect best practice, current legislation, and the needs of pupils and their families

5. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and ambitious curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

6. Definitions

6.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

6.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
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Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

7. Roles and responsibilities

7.1 The SENCo and SEN Team

- SENCo
- Deputy SENCo
- Numeracy Catch-up Support Tutor
- Literacy Coordinator
- Teaching Assistant Team
- SEN Administrator

The SENCo and SEN team will:

- Ensure that any parents are informed if there is reason to believe that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned

When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

7.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

7.3 The SEND link governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

7.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- With the SENCO have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

7.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with the SEND team if they have any concerns about the presentation or progress of a pupil in their class.

7.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

1. The school will take into account the views of the parent or carer in any decisions made about the pupil.

7.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

2. The pupil's views will be taken into account in making decisions that affect them, whenever possible.

8. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

You can find the SEN information report here: [Ringwood School - Policies and Statutory Information](#)

9. Our approach to SEND support

9.1 Identifying pupils with SEND and assessing their needs

Individual special educational needs are identified, met, monitored and reviewed through the Graduated Approach of the Assess, Plan, Do and Review cycle.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress

- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SEN team to have an initial discussion about whether this lack of progress may be due to a special educational need.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as friendship difficulties or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and consideration of the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

Their previous setting has already identified that they have SEN

They are known to external agencies

They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

9.2 Consulting and involving pupils and parents

The school will seek to have early discussions with the pupil and their parents when we are aiming to identify whether a pupil needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

9.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The SEN team, Heads of Year, pastoral team and subject teachers will work together to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment, observations and experience of the pupil

The teaching assistant's assessment, observations and experience of the pupil

Their previous progress and attainment or behaviour

Other assessments, where relevant e.g. reading, dyslexia screening

The individual's development in comparison to their peers and national data

The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

2. Plan

In consultation with the parents and the pupil, the teachers and the SENCo will decide which adjustments, interventions and support will be put into place and the expected outcomes.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Arbor, our management information system and will be made accessible to all staff.

Parents will also be made aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 intervention away from the main subject teacher, the subject teacher still retains responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SEN team will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil
- The views of the parents and pupil

The teacher and the SENCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

9.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be eligible for an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

9.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach
- Having learning conversations with pupils
- Using teacher questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

10. Expertise and training of staff

We recognise that the quality of teaching and staff expertise are fundamental to effective SEND provision.

All staff receive ongoing training to ensure they are confident in supporting pupils with a range of needs. The Senior Leadership Team (including the SENCO) identify training priorities each year based on staff feedback, pupil needs, and national developments in SEND practice.

Recent and ongoing professional development has included:

- Differentiation and adaptive teaching strategies
- Supporting pupils with dyslexia, reading and literacy difficulties
- Supporting pupils with speech, language, communication and interaction difficulties
- Emotional regulation and supporting pupils with ASD, ADHD or SEMH needs

- Use of assistive technology to support access to learning for specific pupils

Training is delivered through whole-school CPD sessions, external courses, and in-class coaching. New staff receive SEND induction as part of their onboarding process.

11. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will seek to work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

12. Admission and accessibility arrangements

The admission of all pupils, including those with learning or social, emotional and mental health difficulties whose needs are not accommodated by an EHCP, are subject to the School's Admissions Policy. This policy in no way discriminates against pupils with special educational needs. In the case of pupils with non-EHCP physical difficulties, the same standard criteria will apply (see Ringwood School Admission Policy).

12.1 Admission arrangements

We value our relationship with our feeder schools and liaise with them closely prior to pupils beginning at Ringwood School to acquire information about the specific needs of the individual. This information enables staff from the SEN team, pastoral team and teaching staff to plan accordingly for the individual pupil's arrival.

We arrange enhanced transition for pupils who may require some extra support to adjust to the demands of Ringwood School.

3. The governors will admit any student whose final Education Health and Care Plan (EHCP) names the school. Where possible these children will be admitted within the PAN.

If a child is an in-year admission, it is important that we have any information about the specific needs of the individual ahead of them beginning so that staff can plan accordingly.

12.2 Accessibility arrangements

Ringwood School has an accessibility in plan to prevent pupils with disabilities from being treated less favourable than other pupils and to help them to access the school.

You can find our school's accessibility plan on our school website: <https://www.ringwood.hants.sch.uk/policies/>

13. Complaints about SEND provision

We value working closely with parents and carers to support their children while they attend Ringwood School.

Parents are always welcome by appointment to discuss provision for their child with the SEN Team. You can book an appointment by emailing senteam@ringwood.sch.uk.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the subject teacher, Head of Year or SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents will be made aware of the school complaints system by request.

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

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 2.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

14.2 Monitoring the policy

The effectiveness of this policy and the wider SEND provision is evaluated through:

- Analysis of pupil progress and attainment data for pupils with SEND at each progress check
- Teachers tracking outcomes from the Assess–Plan–Do–Review cycle on their enabling strategies proformas
- Learning conversations with pupils on their SEND provision and wellbeing
- Lesson observations and work scrutiny for pupils with SEND focusing on school priorities
- Regular SEND updates at student welfare committee governors' meetings
- Review of staff training impact and professional development records

This policy will be reviewed each year, or sooner if required due to legislative changes or internal review findings. The governing board will approve all updates before publication.

15. Links with other policies and documents

This SEND Policy is available to all staff and families and is published on the Ringwood School website under *Policies and Statutory Information*.

A printed copy can be requested from the school office or the SEND Team. The policy can also be provided in alternative formats upon request to ensure accessibility for all stakeholders.

This policy links to the following documents:

- Admissions Policy
- Attendance Policy
- Accessibility Plan
- Behaviour for Learning
- Complaints policy
- Exam Access Arrangement Policy
- Prevention of Bullying Policy
- Safeguarding Policy
- SEN Information Report
- Single Equality Statement
- Supporting Students at School with Medical Conditions (Inc. First Aid)
- Teaching and Learning Policy
- The Local Offer

16. Glossary

Access arrangements – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN

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 that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages