

Rhyddings

SEN Information Report

Date October 2025

Dear Parents and Carers,

The aim of this information report is to explain how SEND support works in our school.

If there are any terms and abbreviations that you are unsure of what they mean in this information report. Please see the additional information and key terms explained further at the end of the report.

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1. Which staff will support my child?

The SENCO (Special Educational Needs Coordinator) at Rhyddings is Miss Widdowson. Parents should contact her if they have any queries regarding SEND/Learning Support.

Contact details: Widdowsonk@rhyddings.co.uk
01254 231 051

Higher Level Teaching Assistant (HLTA) Roles in SEND Provision

Our HLTAs play a crucial role in supporting pupils with a range of additional needs, particularly within our SEND provision. Each HLTA brings specialist expertise to their role, ensuring that pupils receive targeted support tailored to their individual needs.

Higher Level Teaching Assistant (HLTA) Roles in SEND Provision

Our HLTAs play a crucial role in supporting pupils with a range of additional needs, particularly within our SEND provision. Each HLTA brings specialist expertise to their role, ensuring that pupils receive targeted support tailored to their individual needs.

HLTA Nurture Lead – Based in the Hub

The HLTA Nurture Lead is primarily focused on supporting pupils with **social, emotional, and mental health (SEMH)** needs. Their responsibilities include:

- **Delivering the Nurture Curriculum:** Specially designed for our Year 7 cohort, this curriculum helps pupils develop emotional resilience, self-confidence, and positive relationships.
- **Providing Emotional Literacy Support (ELSA):** As a trained ELSA, the HLTA delivers targeted interventions to support pupils with emotional regulation, self-esteem, and coping strategies.
- **Communication and Interaction Interventions:** These sessions are designed to improve pupils' social communication skills, including turn-taking, active listening, and expressive language.

- **Pastoral Support:** The HLTA offers a safe and supportive environment in the Hub, where pupils can access help when they are feeling overwhelmed or need a quiet space to regulate.

HLTA Cognition and Learning Lead – Based in the Base

The HLTA Cognition and Learning Lead specialises in supporting pupils with learning difficulties and ensuring appropriate access arrangements are in place. Their responsibilities include:

- **Psychometric Testing:** As a Level 7 qualified professional, the HLTA conducts detailed assessments to identify learning needs and inform personalised support strategies.
- **SEND Access Arrangements Coordinator:** They ensure that pupils receive the necessary accommodation for assessments and exams, such as extra time, readers, or scribes.
- **Liaison with Teaching Staff:** The HLTA works closely with classroom teachers to ensure that recommended strategies and resources are implemented effectively.
- **Targeted Learning Interventions:** These include structured sessions in the Base provision to support literacy, numeracy, and cognitive development, tailored to each pupil's needs.

Roles and Responsibilities of SEND Teaching Assistants

Our dedicated team of Teaching Assistants plays a vital role in supporting pupils across the school, particularly those with additional learning needs. Their work is focused on ensuring that every child has access to a high-quality, inclusive education. The key areas of support include:

1. In-Class Support

SEND Teaching Assistants provide tailored support within the classroom environment. They work closely with class teachers to:

- Help pupils access the curriculum.
- Adapt learning materials to meet individual needs.
- Promote engagement and participation.
- Support behaviour and emotional regulation.

2. Intensive 1:1 Support

For pupils with more complex needs, TAs offer intensive one-to-one support. This may include:

- Personalised learning strategies.
- Assistance with communication and social interaction.
- Support with sensory or physical needs.
- Close monitoring of progress and well-being.

3. Targeted Literacy and Numeracy Interventions

TAs deliver focused interventions outside of the classroom to help close learning gaps. These sessions include:

- One-to-one literacy and numeracy support.
- Phonics and reading fluency programmes.
- Use of structured resources to build confidence and skills.

4. Small Group Interventions

In addition to individual support, TAs lead small group sessions aimed at:

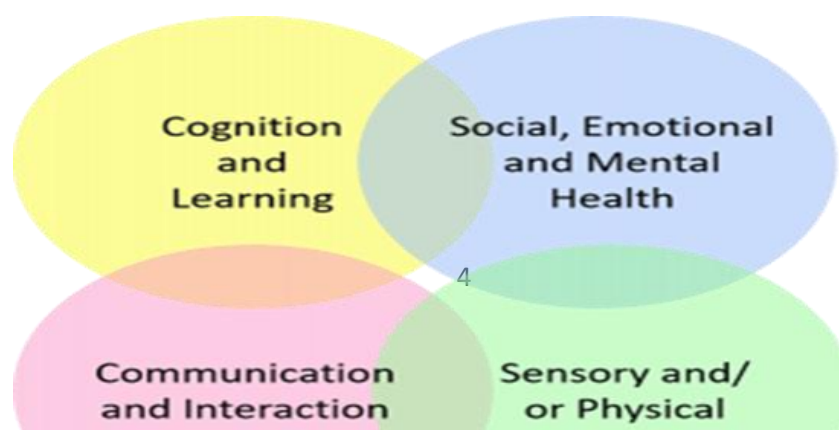
- Improving reading fluency and comprehension.
- Developing numeracy skills.
- Enhancing social and communication abilities.

5. Pastoral and First Aid Support

- Immediate care and support for pupils who are unwell or injured.
- A calm and reassuring presence in the SEND base and hub.
- Emotional support and guidance for pupils throughout the day.

2. What are the types of SEND needs that Rhyddings provides for?

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education.



If a pupil has SEND, then their needs will fit into one or more of these categories.

Here are some examples of identified areas of need, condition or identification of need.

Area of need	Condition/ Identification of Need
Communication and Interaction	Autism spectrum - communication Speech and language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties
Social, Emotional and Mental Health	Attention Deficit Hyperactive Disorder (ADHD) Attention Deficit Disorder (ADD)
Physical and Sensory	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment

3. How will the school know if my child has a special educational need?

At Rhyddings we recognise that pupils make progress at different rates. Therefore, pupils are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school / previous school
- The pupil performing significantly below expected levels
- Concerns raised by parent / carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician.

At Rhyddings –

- We believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum.

- Rhyddings curriculum statements outline the intent, implementation and impact of the curriculum for all children.
- Inclusive high-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have SEND.
- Additional intervention and support cannot compensate for a lack of high-quality teaching. Adaptive teaching for individual pupils is the first step in responding to pupils who may have SEND.

All teachers at Rhyddings are teachers of learners with SEND

- Teachers have high aspirations for all pupils in their class.
- A range of teaching strategies such as modelling and explicit instructions are in place so that pupils are fully involved in their learning and know how to move their learning forward.
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support pupils to learn.
- Communication between staff and parents/carers is ongoing to inform how their child is progressing.
- Pupils with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each pupil to reach their full potential.
- Pupils progress is regularly assessed and reviewed and any gaps in their understanding/learning will be identified and addressed through specific subject targets and subject specific interventions.
- We identify and assess pupils with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/Carers and pupils are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We endeavour to meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice in order to offer support and training in these areas to all staff in the school.

All our class teachers are aware of SEND needs. If the teacher notices that a pupil is falling behind, or are struggling with any social, communication or other areas of SEND, they will initially they try to find out if the pupil has any gaps in their learning. If they do find a gap, they will give the pupil additional support and monitor their progress. Pupils who don't have SEND more often make progress quickly once the gap in their learning has been filled and they can see they are making progress,

4. What should I do if I think my child has special educational needs?

If you think your child may have additional needs your main point of contact at school should always be your child's Form Tutor who will be able to discuss your concerns.

If you need to speak with other staff members, such as your child's pastoral year leader or the SENCO, the Form Tutor will be able to help you arrange this.

Next steps



An initial conversation / meeting will be arranged to share your concerns and identify your child's strengths and areas that may need additional support. Then further feedback from teachers and observations may take place.



We will work together to agree on the next steps to take together to support your child and arrange another meeting to review progress or any other feedback.



If we decide that your child needs SEND support, we will discuss this further with you and your child will be added to the school's SEND register.

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

At Rhyddings we are committed to 'Pupil Voice'. The young person is at the centre of their education. The views of the pupil are sought via the 'pupil Passport ' where pupils can share: -

- A little something about me
- What people like about me and what I like about myself
- What is important to me
- How I communicate
- How best to support me
- Aspirations - what I would like to do in the future
- Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:
 - The school has an active Junior Leadership Team, where pupils are elected each year to represent their peers.
 - If your child has an EHCP, their views will be sought before any review meetings.
 - SEND pupils also have access to a key worker to discuss their needs and any concerns they are having and to ensure that their voice is heard.

6. How will I be involved in decisions made about my child's education?

Parents are invited to speak with their child's subject teachers at Parents' Evenings. Each year group has one Parents' Evening per year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.

- Arbor can be used to contact school or a member of staff for a specific query. Our website will share information about the curriculum and school.
- All parents/carers with a child on the SEND register will have an opportunity to discuss their child's progress with either the SENCO or class teacher on a termly basis. The parent/carer view helps to shape the personalised provision offered to a child on the SEND register.
- The provision is documented via the pupil 'Targeted Learning Plan' which is reviewed on a termly basis. All subject teachers have access to the targeted learning plans.

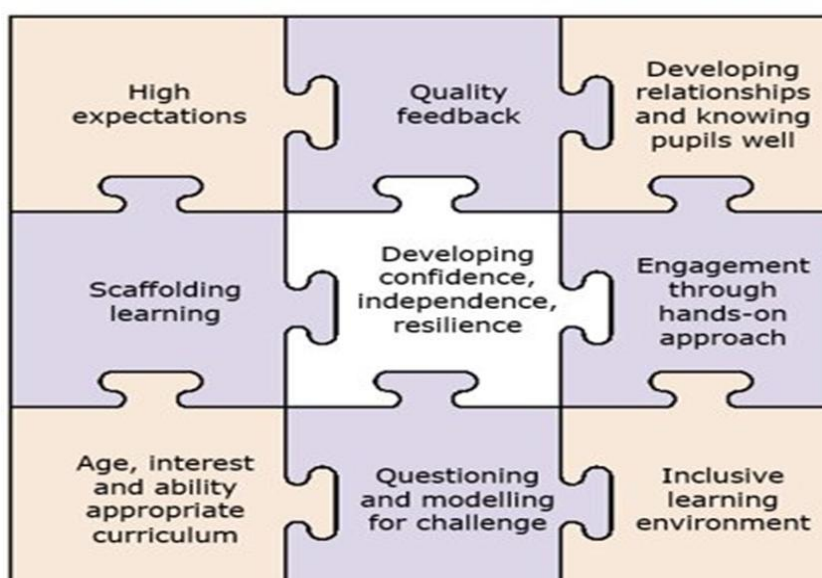
We know that it is important for parental support to be a part of your child's education and wellbeing and we value your input. We want to hear from you frequently so that we can work together to support your child and have a collaborative approach to meeting all pupil's needs, it is important that we are sharing support strategies at home and in school.

7. How will the curriculum be adapted to meet my child needs?

Universal Support

High-quality and adaptive teaching for individual pupils is the first step in responding to pupils who may have SEND. We will make sure that your child has access to a broad and balanced curriculum in every subject. Subject teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning needs and are responsible for making the curriculum accessible to all pupils. Teachers adopt many approaches to ensure that pupils have access to the curriculum.

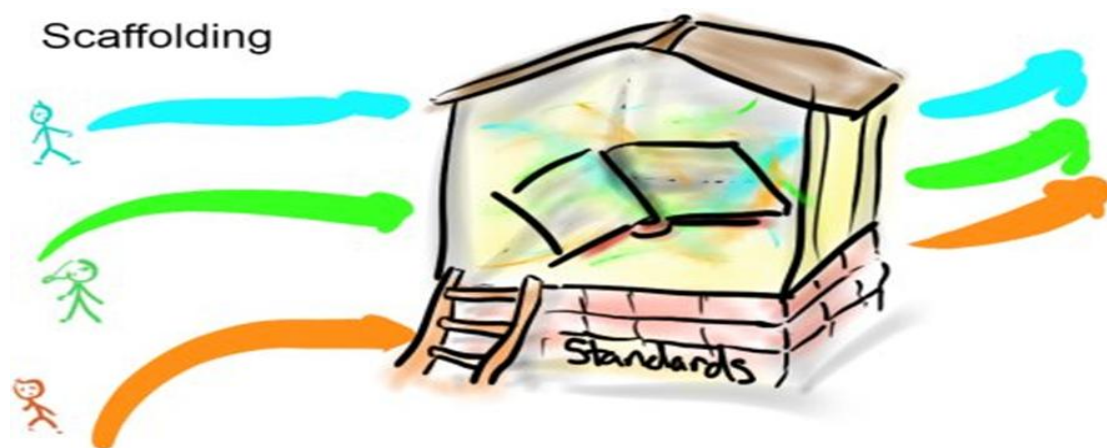
Examples - High quality and adaptive teaching



Scaffolding

Scaffolding is breaking up the learning into chunks and providing a tool, or structure, with each chunk. This makes sure all pupils can access their learning. This can look like –

- Task boards – now and next approach
- Modelling explicit instructions
- Providing longer processing time
- Pre-teaching of key vocabulary
- Reading instructions aloud
- Multisensory approaches
- Adapting our resources and staffing



- Adapting our resources and staffing
- Teaching assistants may support pupils on a 1-to-1 basis, in small groups or providing roving support for a whole class depending upon the direction of the subject teacher.

If pupils need targeted support, we may put in place additional strategies and intervention depending on each area of need.

At the start of Year 7 pupils are screened for phonics, reading, spelling and comprehension skills. This allows us to identify when pupils may need further

support, intervention, or additional assessment to detect any underlying difficulties.

Targeted support

Some pupils will have access to literacy, numeracy, speech and language or communication and interaction or social and emotional interventions. These are delivered in a small group settings.

Area of Need	Diagnosis/ Identified Need	Support/Provision
Communication and Interaction	Autistic spectrum communication	Access to our Hub provision Language for thinking programme Task boards Structure to daily routines Safe space and sensory room
	Speech and language need	Targeted intervention Lego therapy
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Coloured overlays Assistive technology IDL programme SNAP maths programme Phonics intervention Reading support
	Moderate learning difficulties	Pre-teaching / over learning opportunities Phonics support Reading buddies
Social, Emotional and Mental Health	ADHD, ADD	Movement breaks Access to the hub Self-regulation opportunities
	Adverse childhood experiences	Pastoral year leader support ELSA Hub provision
Physical and Sensory	Hearing impairment	Appropriate seating plans in place
	Visual impairment	Modifying resource's and reducing visual stress
	Multi-sensory impairment	Multi-sensory learning approaches Sensory profiles
	Physical impairment	Early movement to lessons Individual personalised accessibility plans

Specialist Support

Across all key stages some pupils will require additional TA support in class, they may have specialist teacher input, and some will be having a higher level of support for Social, Emotional and Mental Health issues which might be planned 1:1 sessions following specialist programs, these are recommended by additional agency practitioners. Some pupils may also have access to additional specialist equipment to access the curriculum as recommended by a wider agency. The school's communication and reporting system, Arbor, provides parents/carers with information about how well a pupil is engaging with the learning opportunities on offer and provides pastoral staff with evidence for how well a pupil is learning at school.

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

We regularly gather information from all teachers, showing the current level of progress of all the pupils they teach. This information is compared to each child's targets and means that teachers and academic leaders in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties.

If a pupil is identified as having SEND, we will use our best endeavours to provide support that is 'additional to' or 'different from' the adaptive approaches normally provided as part of high quality, personalised teaching.

At Rhyddings we use the Graduated Approach following a four-step system of 'Assess, Plan, Do and Review'. Additional support or any additional resources are put in place based on evidence at each stage of this cycle. The child, parent/carer, teacher and any other practitioners working with the young person can contribute to this process. The school will use its best endeavours to access all reasonable resources in the most cost-effective way.



If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support.

For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined. If the pupil's needs are such that we believe that additional top-up funding/resourcing is required to fully support their needs, then a request for an Education Health Care Plan will be made.

The pupil and the parent will be intrinsically involved in the application process. The local authority will assess the application and if in agreement will issue an Education Health Care Plan (EHCP) outlining the provisions to be made. Pupils with an Education Health Care Plan will have their needs met, as laid out in the SEND Code of Practice 2015.

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 the impact of interventions and assessing progress towards your child's goals each term.
- Speaking to both you and your child.
- Ongoing monitoring by subject teachers and the SEND department
- Using provision mapping software to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan.

10. How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a need's basis. The pupils who have the most complex needs are given the most support.

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist teacher input

We will consult with external agencies to get recommendations on what will best help your child access their learning. If additional funding is needed beyond what school can cover, we will try to seek it from our local authority.

Exam Access Arrangements

Exams are part of the school curriculum and a way in which teachers can measure the understanding and progress of their pupils.

Pupils with SEND are supported in class and in exams by being allowed access arrangements. There are a wide range of arrangements that meet the needs pupils in all the 4 areas of SEN (Cognition and Learning, Communication and Interaction, Physical and Sensory and Social, Emotional and Mental Health).

These arrangements must be the pupil's normal way of working, these have to be in place to form evidence and ensure that the pupil's normal way of working is reviewed.

11. What specialist services or expertise are available at or accessed by the school?

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

- Speech and language therapist
- Educational psychologist
- Occupational therapist
- GPs & pediatricians
- School nurse
- School councilor
- Mental Health Support Team (MHST)
- East Lancashire Child and Adolescent Services (ELCAS)
- Social Care and other LA-provided support services
- Learning disability team
- Specialist teachers

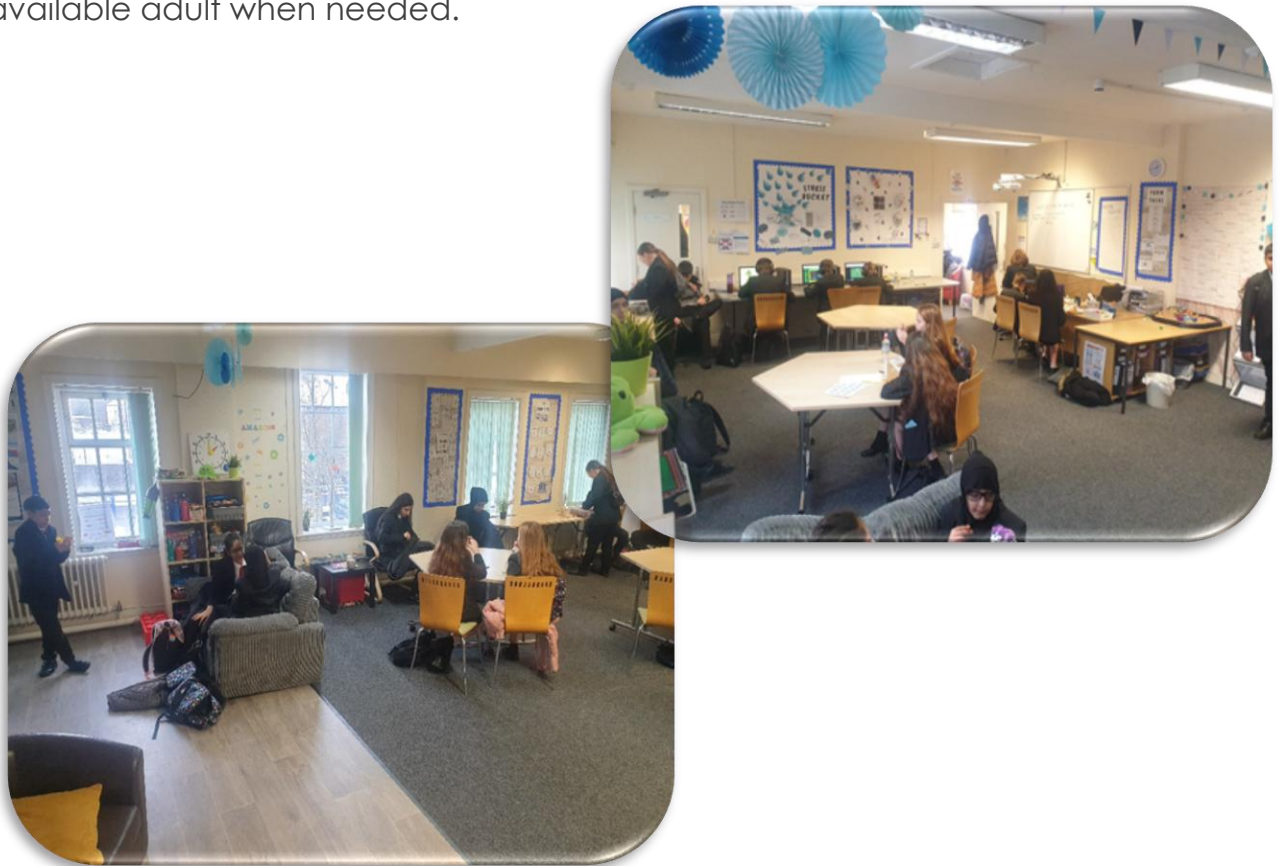
12. How will my child/young person be included in activities outside the classroom, including school trips?

All pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice where relevant. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Pupils can access The Hub at break and lunch time

The Hub

The Hub facilitates the development of social, emotional and communication skills whilst developing self-confidence. The environment of The Hub aims to be secure and predictable, providing vulnerable pupils with access to a safe space which consists of a soft furniture area, sensory room and access to an available adult when needed.



13. How accessible is the school environment?

Currently Rhyddings is based in four separate buildings that are mostly accessible to wheelchair users. All areas of the school are accessible for wheelchair access except for 3 classrooms on the second floor in the main building, The Hub, run by Learning Support staff, which is also on a second floor in the main building and the upper floor in B block, which is the performing arts/ music building. There are a number of lifts, disabled toilets and changing facilities. The school also has several disabled parking bays situated at the front of the building. A ramp is also situated to the rear of the main building to support access to the wider school.

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

Primary to Secondary - Key Stage 2-3 (Year 6 to Year 7)

- Careful transition is planned and arranged. The Transition and Induction Coordinator and Pastoral Year Leaders work closely with primary schools to organise activities, visits and experience of secondary life for those pupils who are especially vulnerable at transition.
- All pupils in Year 6 who have accepted a place at Rhyddings for Year 7 are invited to an induction day in July. The day provides a taste of secondary school life, gives experience of lessons, information about how the school runs and provides an opportunity for pupils to meet their new classmates.
- Parents/carers are invited to an 'Induction Evening' to receive information about the organisation of the school and about expectations of the next five years.
- The Transition and Induction Coordinator/Pastoral Year Leader visits feeder primary schools to meet Year 6 pupils and to gather information from Year 6 teachers and support staff.
- All teachers and teaching assistants are provided with information about all new pupils' needs, strengths and background before the start of Year 7.
- On the first day of term in September, school is open only to Year 7 and Year 11 pupils. This helps them to settle in to a daily routine before the rest of the school start the following day.
- The school arranges regular transition visits for vulnerable Year 6 pupils to get to know the school site, meet staff with whom they will work and learn about how the school is organised.

Key Stage 3-4 (Year 9 to Year 10)

- For KS4, pupils choose from a range of GCSE and vocational courses to help prepare them for the next steps in their education, be that college, work or apprenticeships. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- From Year 9 – children with an EHCP will have identified outcomes to work towards to support their preparation to adulthood and independence.

Joining mid-year

- A pupil 'buddy' is chosen to support the new pupil for the first few days of being at Rhyddings. The buddy takes the new pupil to lessons, introduces them to other pupils and answers questions.
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

Moving to another school

- Contact is always made with the new school to ensure the transfer of information and the child's school file.

After Rhyddings (Year 11 to Year 12)

Preparation for adulthood

- The school arranges visits to open days and further education establishments for all pupils. Support is available when making decisions.
- All pupils in Year 11 are provided with 1-1 careers advice to help them plan possible routes for training or education.
- The Learning Support department liaise closely with local colleges about individual pupils with SEND. This liaison is arranged in accordance with the pupil's needs but typically can include extra visits or tours; meetings with college support staff; or guidance and advice on meeting the pupil's needs for college staff.
- All information relating to a pupil's exam concessions and required differentiation is passed on to colleges and training providers during the summer term of Year 11, when college places have been confirmed.

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

Rhyddings operates a Continent House system alongside a pastoral head of year system, which means that pupils are placed in Continent groups and pastoral guidance and care is provided by their form tutors and year leaders who stays with them for their five year journey through high school.

This encourages communication with parents/carers and enables the member of staff to get to know their tutor group very well. This system also means that pupils are able to share their experiences and provide support for pupils experiencing the same changes and transitions as themselves. Year Leaders and form tutors are the main point of contact for parents/carers about their child's pastoral and social well-being.

There are four Continents and between four and 6 tutor groups per year group and each year group has a Pastor Year Leader who works closely with

the Form Tutors. With regards to concerns regarding bullying issues, please see the **Antibullying policy which is available on the website.**

Pupils who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school, where they are supported by Teaching Assistants to manage unstructured social time. If a pupil is unwell during the school day, then they will be sent to their year leader to assess their situation. If the pupil is too ill to stay at school, their parent/carer will be contacted and asked to decide for collecting them as soon as possible. In a medical emergency, a member of staff who is first aid trained will attend urgently or may call for an ambulance if the pupil requires hospitalisation. Pupils who have severe allergies or other significant health / medical needs are flagged-up to all staff throughout the school year. Please see the **Supporting Pupils with Medical Condition Policy which is on the school website.**

The school uses a positive behaviour system. Rewards are given to pupils which are recorded using Arbor. These rewards also are linked to various termly incentives and an end of year trip. There are sanctions for poor behaviour, which are outlined in our Behaviour for Learning Policy. The Pastoral Year Leaders and Attendance Officer help parents/carers manage their child's attendance at school and can support with outside agencies coming into school. The Attendance Officer and our Education Welfare Officer monitors attendance, oversees legal action against parents/carers whose children do not attend school regularly and helps liaise with outside agencies, who can support families in difficult situations. The Pastoral Year Leaders and Family learning Support Worker works with pupils when their learning is affected and they may need additional emotional support, sign-posting to sources of guidance and advice, liaising with external agencies relevant to improving emotional, social, emotional and wellbeing.

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

Mr Ashfaq (Designated Teacher for CLA) works closely with Miss Widdowson to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What support is available for me and my family?

If you have any questions about, SEND, or are struggling, have any other worries or concerns, 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, you can view The Lancashire Local Offer at

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

SENDIAS offer guidance on independent support for parents.

<https://lancssendias.org.uk/>

Further information can be found on the Lancashire SEND partnership website.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/>

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

- <https://www.ipsea.org.uk/>
- <https://sendfs.co.uk/>
- <https://springnorth.org.uk/asdsupport/>
- <https://www.specialneedsjungle.com/>

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

If you have any complaints the first port of call is the SENDCo, Miss Widdowson, on 01254 231051. If this is not appropriate or you feel that your matter is more serious, you can contact the headteacher, Mr Williams, via school@rhyddings.co.uk. 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.

For further information regarding complaints please see the **Policy and Procedure for Handling Complaints which is available via the school website.**

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

EHC 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.

EHCP – 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.

SEND Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.

SENDCO – the Special Educational Needs Co-ordinator SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

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