



# Special Educational Needs & Disabilities (SEND) Information Report

Four Oaks Primary School

Approved by	
Date	01.12.25
SENDCo	Mrs J. Jones
School Governor for SEND	Ms N. Smith

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The aim of this information report is to explain how we implement our SEND policy in our school. If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our website.

**Note:** If there are any terms we have used in this information report that you are 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 learners with the following needs:

AREA OF NEED	
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and Learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia (SpLD)
	Moderate learning difficulties (MLD)
	Severe learning difficulties (SLD)
<b>Social, Emotional and Mental Health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety
	Depression
	Self-harming
	Substance misuse
	Eating Disorders

	Physical symptoms which are medically unexplained
	Attachment Disorder (AD)
<b>Sensory and/or Physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

The SENDCo co-ordinates the SEND provision in school and also liaises with external agencies. All teachers are trained and qualified to support children with SEND. Teaching Assistants and other support staff receive general training, and also specific training to support identified needs of individual, or groups of children.

Last year staff attended training including The Neurodiverse Classroom, Dyslexia awareness and multi-sensory approaches to learning, Effective Use of Teaching Assistants, Gestalt Language Processing, Communication Champion, Selective Mutism and Drawing and Talking. The SENDCo attends the School Improvement SEND Briefing in March and November and half termly Consortia cluster meetings.

<b>Name</b>	<b>Role</b>	<b>Contact details</b>	<b>Area of specialism/ Training completed</b>
<b>Mrs J. Jones</b>	<b>SENDCo</b>	<b>office@fouroaksprimary.com</b>	<b>National Award for Special Educational Needs Coordination (NASENCO)</b>
<b>Miss K. Howard</b>	<b>Northern Schools Trust Lead for SEND</b>	<b>k.howard@norternschoolstrust.co.uk</b>	<b>Specialist Specific Learning Difficulties Dyslexia Assessor and Teacher.</b>

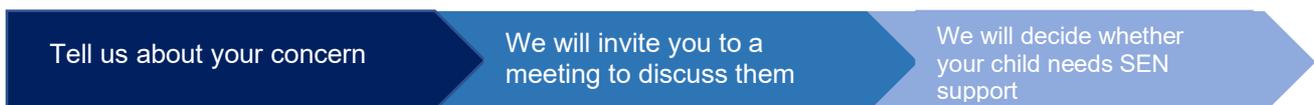
Mrs V. Richards	Governor	office@fouroaksprimary.com	Postgraduate Certificate in Special Educational Needs (Dyslexia)
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### External agencies and experts

Sometimes we need to involve other professionals to offer our learners the support they need. Whenever necessary we will work with external support services to meet the needs of our learners with SEND and to support their families. These include:

- Educational Psychology
- Special Educational Needs Inclusion Support Service (SENISS)
- Speech and Language Therapy
- Merseyside Autism and Speech Therapy (MAST)
- Outreach Support Service in Mainstream Education (OSSME)
- Beautiful new Beginnings
- Occupational Therapy
- Sensory Impairment Services
- Community Paediatrician
- Seedlings
- Mental Health Support Team
- Family Support Worker
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officer
- Social services and other local authority (LA)-provided support services

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



<p>If you think your child might have SEND, the first person you should tell is your child's class teacher.</p> <p>They will pass the message on to our SENDCO, Mrs J. Jones who will be in touch to discuss your concerns.</p> <p>You can also contact the SENDCO via the school office.</p> <p><a href="mailto:office@fouroaksprimary.com">office@fouroaksprimary.com</a></p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what has been discussed and add this to your child's record.</p>	<p>If we decide that your child needs SEND support, we will notify you, and your child will be added to the school's SEND register.</p>
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#### 4. How will the school know if my child needs SEND support?

Parents/carers have responsibility to inform the school of any known SEND for the child. This must be evidenced with professional diagnostic reports.

At Four Oaks Primary School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENDCO becomes formally involved, our teachers use regular assessment, monitoring and observations to inform next steps and modification of learning for pupils. They identify pupils making less than expected progress from their starting points and share this with the Assessment Leader during the termly Pupil Progress meetings and with the SENDCO during the termly SEND Pupil Progress meetings. This can be characterised by progress which is:

- significantly slower progress than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as such. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties at school and/or home. We will continually work with parents/carers to listen to their concerns regarding their child's development and progress.

All teachers are aware of SEND and monitor for any learners who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a learner is falling behind, they try to find out if the learner has any gaps in their learning. If they can find a gap, they will give the learner extra tuition to try to fill it. Learners who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If the learner is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND.

The SENDCO will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

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

Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register.

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

We will follow the 'Graduated Approach' to meeting your child's SEND needs. See NST SEND Policy, Appendix 1 for further information on the NST Graduated Approach.

The Graduated Approach is a 4-part cycle of **assess, plan, do, review**.

If a child's needs cannot be met through quality first teaching the pupil may be identified as having SEND. The school will take action to remove barriers to learning and put effective special educational provision in place. This will take the form of a four-part cycle: assess, plan, do, review.

At least one cycle of Assess, Plan, Do, Review will be undertaken before a pupil is identified as having SEND. The level of impact of this first cycle will determine if a second cycle will be completed, before a decision is made. If a child is identified as having SEND, they will be placed on the school SEND register. The school SEND register is a document which is used to identify and meet need so that we focus support appropriately.

**Assess:** Using school assessments, previous knowledge and experience of working with the child, each child is tracked and monitored for progress and attainment throughout the school year. The voice of the child and the views of parents and carers are discussed and used alongside the advice from outside agencies to provide appropriate support that will endeavour to meet their needs. Formal pupil progress meetings take place every half term (SEND Pupil Progress meetings at the end of each first half term and full cohort Pupil Progress meetings at the end of each full term) and any concerns raised, highlighting specific needs will inform the support and intervention to be put in place to address gaps in learning.

**Plan:** We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. In consultation with the parent and pupil, the class teacher and SENDCo agree any adjustments, interventions and support that may need to be provided. This is identified on a Provision Map. The impact of interventions and progress made is clearly identified. We write Learning Passports for our pupils with Special Educational Needs and review these as often as required. All those working with the child are informed of the needs of each child and any specific teaching adjustments that need to be made.

**Do:** The class teacher has overall responsibility for the progress of each child in their class with Special Educational Needs, including overseeing the delivery of interventions. The SENDCo supports the class teacher with appropriate reasonable adjustments and advising on the effective implementation of support and further assessments. The class teacher works closely with teaching assistants or specialist staff involved with the child, to plan and assess the impact of support and how it can be linked to classroom teaching.

**Review:** Class teachers continually review the progress of pupils with SEND, with support from the SENDCo. Outcomes on the Provision Maps are reviewed half-termly, with new outcomes set. Some children have an EHCP (Education, Health and Care Plan). The local authority, in partnership with the school must review these at least annually. These reviews are arranged at school and are part of the SENDCO's role. Our meetings are child-centered reviews, which involve key adults supporting the pupil in school, family members and the child themselves. Our meetings are designed to be open discussion forums where we can share ideas of what works for the child in different settings, what we appreciate about them and how we can help them to achieve the best outcomes. The views of parents and the child themselves are pivotal in planning next steps and it is through this partnership working that any supportive strategies will be most successful. In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings to support the transition process.

**Assess**  
If your child is not making the expected level of progress, we will assess to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as get 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 plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

**Review**  
We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

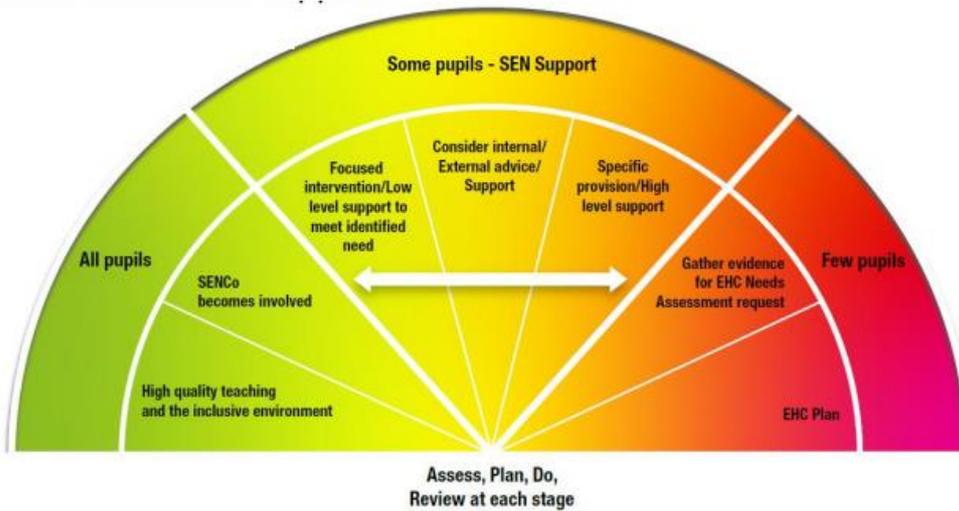
**Do**  
We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

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

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a learner 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.



We use the Graduated Approach Windscreen.

The windscreen model of support is a visual representation of the graduated approach, illustrating the levels of support.

We aim to provide support as soon as the pupil needs it to ensure early identification and meeting of need with reasonable adjustments.

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

We will provide annual reports on your child's progress.

Your child's teacher will meet you 3 times a year, to:

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

As a parent you know your child well, so we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

With your input, we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher. Class Teachers are available at 8.45am and at 3.20pm every day. If you require a longer discussion please make a mutually convenient appointment through the school office.

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

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

We may seek your child’s views through Pupil Voice which may include making a video, a drawing and / or a discussion with a member of staff.

## 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 learners 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.

Wherever possible, we will adapt how we teach to suit the way the learner 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.

These adaptations may include:

- Adapting our curriculum to make sure all learners are able to access it, e.g., by grouping, adapting the teaching style or content of the lesson, providing scaffolding, etc.
- Providing High Quality Adaptive Teaching, e.g., giving longer processing times, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE LEARNERS
<b>Communication and Interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories Now and Next board
	Speech and language difficulties	Speech and language therapy (working alongside Speech & Language Therapists) Blank Level Questioning WellComm

<b>Cognition and Learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	For pupils with these difficulties, we implement advice and strategies, specific to the pupil, as advised by the Educational Psychologist and other outside agencies.
	Moderate learning difficulties	As above
	Severe learning difficulties	As above
<b>Social, Emotional and Mental Health</b>	ADHD, ADD	Quiet workstation Calm corners
	Adverse childhood experiences and/or mental health issues	Daily check-ins Access to support from outside agencies such as Seedlings / Mental Health Support Teams / CAMHS. Helping to develop self-esteem and well-being through the curriculum, and conducting themed events. Maintaining robust anti-bullying practices and ethos throughout school. Maintaining a consistent and positive behaviour management approach throughout school. Employing a Family Support Worker to support children and their families. Providing a stimulating, nurturing and inspirational learning environment throughout school.
<b>Sensory and/or Physical</b>	Hearing impairment (HI)	We work alongside the HI and VI Sensory Services team to support pupils with these needs.
	Visual impairment (VI)	As above
	Multi-sensory impairment (MSI)	As above
	Physical impairment (PD)	We work alongside Community Occupational Therapists and Community Physiotherapists to support pupils with physical needs.

These interventions are part of our contribution to Liverpool's Local Offer.

For a full description of our Universal, Targeted and Specialist offer, please see the Graduated SEND Support Offer on the school website.

<https://primarysite-prod-sorted.s3.amazonaws.com/fouroaksprimary/UploadedDocument/c2992ae2-cc31-400e-9295-582fc6bdbb50/graduated-send-support-offer.pdf>

### **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 half term
- Reviewing the impact of interventions after 6 weeks
- Using Pupil Voice
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an Education, Health and Care (EHC) plan)

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

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

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

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our Local Authority.

Our notional SEN budget for September 2025 to August 2026 is £83,505. Expenditure was allocated to support staff, commissioned external services, additional teaching resources and training.

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

Extra-curricular activities and school visits are available to learners, including before and after-school clubs.

All learners are encouraged to take part in trips, sports days, school performances, special workshops, themed days etc.

No learner is excluded from taking part in these activities because of their SEND or disability and we will make reasonable adjustments.

All learners are encouraged to go on our school trips, including our residential trip(s). Residential trips are optional and take place partly outside of normal school hours. Reasonable adjustments are made to facilitate inclusion for all. Where possible, we provide a day delegate option as well as an overnight option.

## **12. How does the school make sure the admissions process is fair for learners with SEND or a disability?**

Please refer directly to the Admissions Policy on the school website.

<https://primarysite-prod-sorted.s3.amazonaws.com/fouroaksprimary/UploadedDocument/e660f1b6-0ace-4649-a767-8367b636691b/2026.01-four-oaks-admissions-policy-2026.pdf>

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

Please refer directly to the Accessibility Policy on the school website.

<https://primarysite-prod-sorted.s3.amazonaws.com/fouroaksprimary/UploadedDocument/8ce85040-24ac-4309-ab5c-4a7d53655806/accessibility-plan-2025-28i-1.pdf>

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

- We provide support for learners to progress in their emotional and social development in the following ways:
- Learners, including those with SEND are encouraged to be part of the school council
- Learners with SEND are also encouraged to be part of school clubs to promote teamwork/building friendships
- Daily "check-ins"
- Access to support from outside agencies such as Seedlings or Mental Health Support Teams.
- Helping to develop self-esteem and well-being through the curriculum, and themed events.
- Maintaining robust anti-bullying practices and ethos throughout school.
- Maintaining a consistent and positive behaviour management approach throughout school.
- Employing a Family Support Worker to support children and their families.

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

## Between years

To help learners with SEND be prepared for a new school year we:

- Conduct a handover meeting between the current teacher and next year's teacher where the learner's SEND is discussed.
- Hold a transition morning where the children visit their new classroom and meet their new class teacher and teaching assistant. Further transition visits for those pupils who require them are arranged.
- Provide booklets with photos of the child's new class teacher, teaching assistant and classroom where required.

## Between schools

When your learner is moving on from our school, we will ask you and your child for permission to share information with the new setting.

## Between phases (for primary schools)

Our approach involves meeting with the staff at receiving schools and ensuring that all relevant information is transferred effectively. This has also involved Team Around the Child Meetings to ensure that all professionals working with families have been involved in this process. We also welcome opportunities to conduct person-centred planning meetings with receiving schools.

Learners will be prepared for the transition by:

- Visiting the secondary school on the dedicated Transition Day at the beginning of July.
- Having the opportunity for further transition visits if required.

## 16. What has worked well this year

- Continuing to increase the effectiveness of provision in narrowing the gap between pupils identified as SEN Support and their peers.
- Continuing to capture pupil voice to demonstrate that children and young people feel supported and happy in their setting. Use of RISE questionnaires to support this.
- Continuing to support pupils by staff:pupil ratios, and in some instances employing 1:1 support.
- Liaising between staff to support transitions.
- Effective identification of children with additional needs.
- Parental involvement and communication with parents.
- 12 pupils received a detailed assessment by the Educational Psychologist.

- 8 pupils received a detailed assessment by SENISS
- A speech therapist from MAST (Merseyside Autism and Speech Therapy) was commissioned to support groups of pupils in EYFS.
- 4 pupils received support from OSSME (Outreach Support Service in Mainstream Education)
- 11 pupils received support from the ADHD Foundation
- 2 pupils received support from a Language Resource Base
- 4 pupils received support from Sensory Services (Visual Impairment & Hearing Impairment)
- Positive feedback from Northern Schools Trust Review Day (April 2025)

## **17. Further Development**

- To ensure all students, including those with SEND, access and master the core curriculum through precisely targeted interventions that overcome academic barriers and enable full participation in rigorous academic programs.
- To continue to work towards achieving the British Dyslexia Association Dyslexia Friendly Quality Mark.
- Continued evaluation of data to assess and monitor the progress and attainment of SEND pupils.
- Further training on Effective Use of Teaching Assistants.
- Continue with termly SENDCo reviews with class teachers to share concerns and review pupil progress.
- Continued development of pupil and parent/carers voice through Learning Passports.
- Continued focus on narrowing attainment and progress gaps.
- To continue to carry out regular SEND focused Learning Walks.

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

You should first raise your concerns informally with the school's SENDCo and/or Head Teacher, who will try to resolve the complaint informally in the first instance.

Formal complaints about SEND provision should be made to the SENDCO/Head Teacher in the first instance. They will be handled in line with the school's complaints policy (details of which can be found on the school's website).

If you are not satisfied with our response, you can escalate the complaint to Northern School Trust by contacting NST Trust Lead for SEND via the NST website at [Contact Us](#).

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

## 19. 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 the Liverpool Local offer. Liverpool Local Authority publishes information about the local offer on their website:

<https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>

Our local Special Educational Needs and Disabilities information, advice and support (SENDIASS) services are:

<https://www.barnardos.org.uk/get-support/services/liverpool-knowsley-sendiass>

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

### **Liverpool Parents and Carers Forum**

Telephone: [0151 727 5271](tel:01517275271) or [07504544638](tel:07504544638)

Email: [livpacpcf@gmail.com](mailto:livpacpcf@gmail.com)

### **ADDvanced Solutions Community Network**

<https://www.addvancedsolutions.co.uk/maintenance.html>

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

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

**Relevant school policies underpinning this SEND Information Report include:**

SEND Policy

Inclusion Policy

Child Protection Policy

Teaching and Learning Policy

Accessibility Plan

**Legislative Acts taken into account when compiling this report include:**

Children and Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

## 20. Glossary

- **Access arrangements** – special arrangements to allow learners with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a learner’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a learner 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 learner’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 SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the learner’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the learner
- **Intervention** – a short-term, targeted approach to teaching a learner with a specific outcome in mind

- **Local offer** – information provided by the local authority that explains what services and support are on offer for learners with SEND in the local area
- **Outcome** – target for improvement for learners 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
- **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 learners with SEND
- **SEND support** – special educational provision that meets the needs of learners with SEND
- **Transition** – when a learner moves between years, phases, schools or institutions or life stages