

# Special educational needs (SEND) information report

Walter Infant school and Nursery



Approved by:

Judy Hargreaves

Date: 19/03/2025

Last reviewed on:

19/03/2025

Next review due by:

19/03/2026

## Contents

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

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy, this can be found on our website [Walter Infant School and Nursery - SEND Information](#) If you are unable to access or print a copy of this policy, you can ask a member of staff to make a copy/send it to you.

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

## 1. SEND descriptions

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<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?

Our Inclusion Manager is Louise Walker, with 9 years' experience in this role, she has worked in schools for 22 years supporting children as a Class Teacher, Key stage Leader and Inclusion Manager. She is a qualified Teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2015.

Our Inclusion Manager works alongside Samantha Goddard, our Foundation Stage SEND Lead. She has worked at Walter Infant School and Nursery since 2019 and has taught in Foundation Stage 1 for the duration of her time with us. Samantha is a qualified teacher. Previously, Samantha was a SENCO in a private setting and was awarded her level 3 qualification. In the future, Samantha's aspiration is to study for her NPQ SENCO qualification.

## **Class Teachers**

All of our teachers receive in-house SEND training, and are supported by the Inclusion Manager to meet the needs of pupils who have SEND. In school we offer the following support for Teachers:

- SEND staff meetings
- CYPIT online training
- A time to discuss children with SEND is allocated to Staff meeting and Leadership meeting agendas
- Training is provided depending on current and future needs
- Teachers attend feedback meetings alongside our Inclusion manager. These could be with LSS (Learning support service) and Foundry (Behaviour support)
- Teachers attend surgery meetings with Educational Psychologists (EP) and LSS
- Inclusion Manager attends regular training and cascades information to staff

## **Teaching Assistants (TAs)**

We have a team of 27 TAs, including 4 Nurture Assistants

- All teaching assistants regularly attend courses and training to develop their knowledge and understanding of all areas of SEND
- Three TA's are qualified as Nurture Assistants and also our Deputy Head has recently completed the training.

## **External agencies and experts**

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

Adapt this list to reflect the professionals and organisations you collaborate with in your school

- Speech and language therapists
- Educational psychologists
- Occupational therapists- In order to make a referral to this service for children without an EHCP we write to the families GP, detailing any difficulties observed
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Sensory Consortium
- Gabriel's Education
- Canine Assisted Learning

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

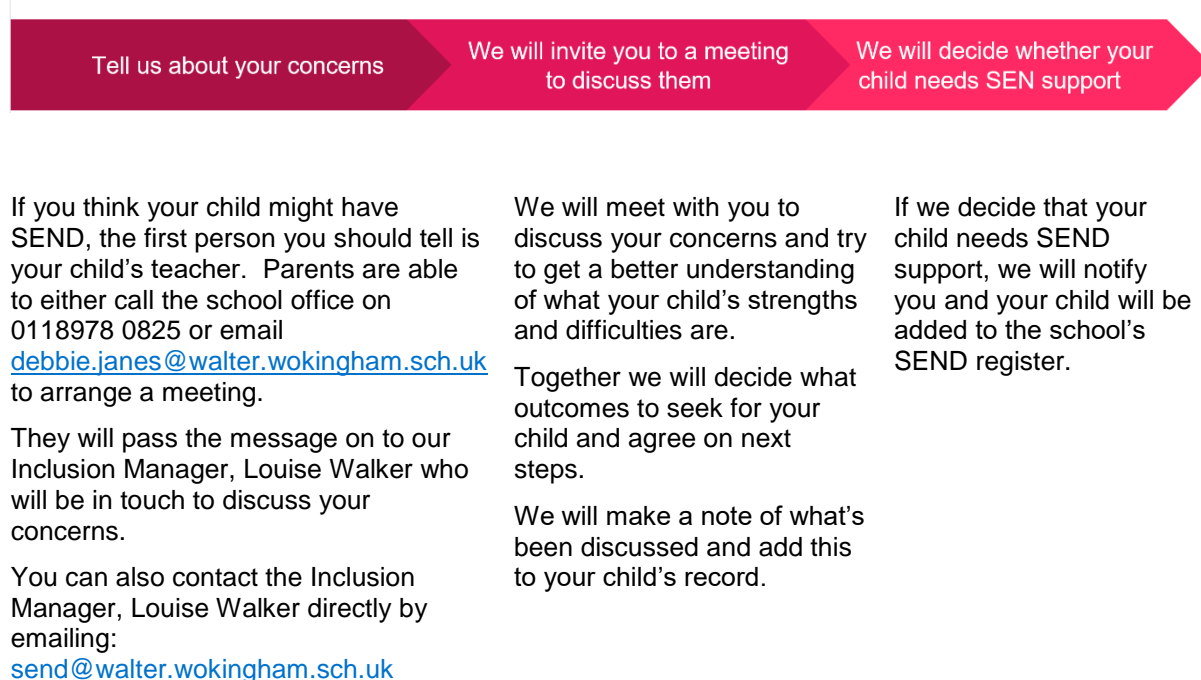
If you have any concerns about the development of your child at any stage, we are here to support you in any way that we can. You are able to share your concerns by:

- Contacting the class teacher initially regarding your concern

or you could arrange to:

- Meet with Inclusion Manager and/or Head teacher

These meetings can be arranged by contacting the school office.



## 4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include

- Class Teacher observations, Inclusion Manager observations
- Information from parents
- Teachers can/will submit an initial concern form to the Inclusion Manager, raising concerns requiring further investigation
- Experiences/data shared from previous schools/ Teachers
- Teacher assessments and tracking of progress
- Pupil progress meetings are held termly in school
- Advice from External professionals during surgery discussions are actioned

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the Inclusion Manager, and will contact you to discuss this further.

The Inclusion Manager will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They 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 Inclusion Manager 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 or an educational psychologist.

Based on all of this information, the Inclusion Manager 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, and class teacher will work with you to create a SEND one-page profile for them.

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

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time, the class teacher will complete an initial Concern Form and the Inclusion Manager will then carry out any observations and assessments that may be required. Following these and after discussion with the class teacher, the child may be added to the school SEND register following a consultation with parents.

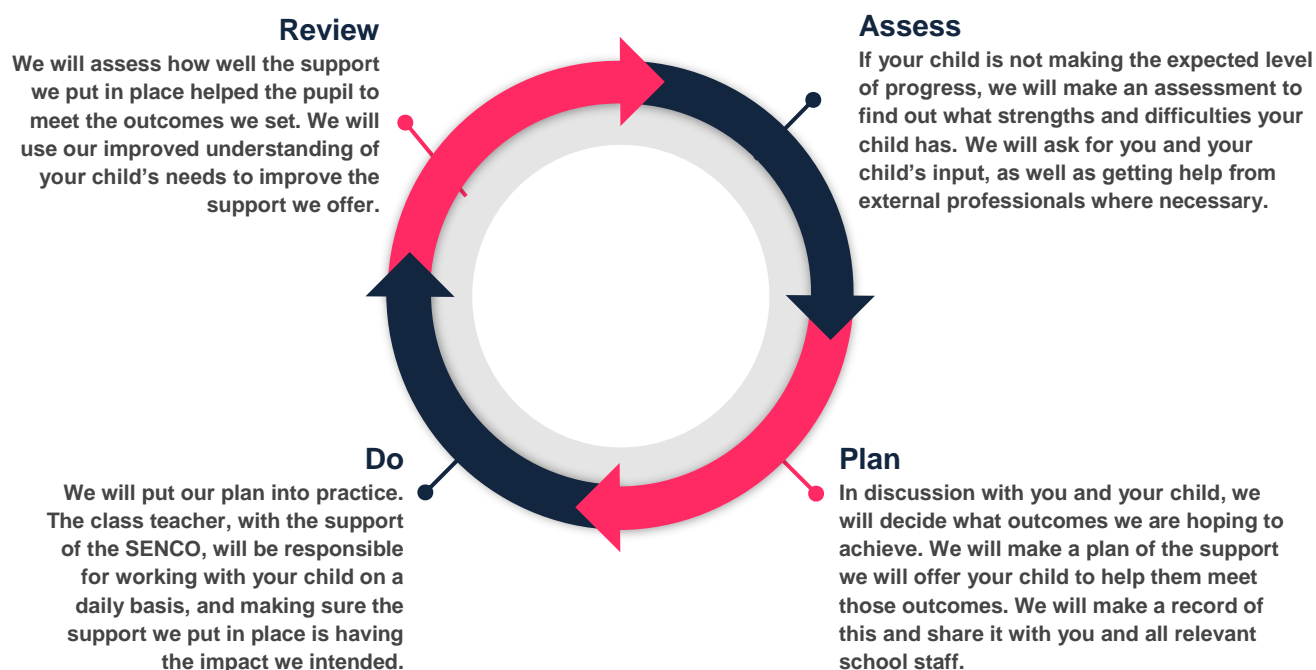
Any child/ren that require SMART targets directly linked to their academic progress will receive a personalised Learning plan written by their class teacher following a consultation/ discussion with the Inclusion Manager. The class teacher will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be supported within the classroom to meet their targets. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the Inclusion Manager, parents and pupil.

Half-termly teacher assessments include:

- Reading tests that give standardised scores and comparative ages
- Parent's evenings
- Individual Learning plan meetings with class teacher and/or Inclusion Manager
- School hold termly pupil progress meetings with Head Teacher, Inclusion Manager and Class Teacher

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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 'entry data'. 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 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.

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

We will provide termly meetings/ reports on your child's progress.

Your child's class teacher will meet you twice 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

The Inclusion Manager may also attend these meetings to provide extra support.

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

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our one-page profiles as up to date and as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher, arrangements to meet with or speak to the class teacher can be made by either calling (0118 978 0825) or emailing ([debbie.janes@walter.wokingham.sch.uk](mailto:debbie.janes@walter.wokingham.sch.uk)) the admin team.

## **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 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

Any child/ren that require SMART targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally each term.

Where a child has an Individual Learning Plan, these are reviewed every term with new targets set and comments from parents and children are added

- Individual Learning Profiles can be updated as and when necessary to reflect any new or changing needs
- Advice from outside agencies (if involved)

Our accessibility plan can also be found on the school website:

## Walter Infant School and Nursery - Policies and Procedures

Your child's teacher/s are responsible and accountable for the progress and development of all the pupils in their class.

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

We will scaffold (or adapt) how we teach to suit the way the pupil works best. There is no '1 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.

We are a very well-resourced school and have access to a number of different support aids:

- Wobble cushions/ stools
- Ear Defenders
- Fidget objects
- Thera-bands around the chair legs. When they sit in their chair, they place their feet behind the Thera-band and try and pull their legs forward. It is a great way for them to expend energy, and helps them keep a safe body in the classroom.
- Pencils and pencil grips
- Lap weights
- Shoulder weights
- Quiet areas
- Timers
- Chewelry- we have signed consent that we obtain from parents prior to issuing these

Adaptations to the curriculum are made by:

- Scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, visual timetables, larger font, etc.
- Teaching Assistants will support pupils on a 1-to-1 basis when a child has an EHCP
- Teaching Assistants will support pupils in small groups when a child/ren need the information repeated to them or support in scaffolding their responses

We may also provide the following adjustments/ interventions:

AREA OF NEED	DIAGNOSIS/ AREA OF DIFFICULTY	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism	Visual timetables Social stories Comic Strip conversations Visual prompt cards/cues Adult support at regular intervals Attention Autism- Bucket sessions
	Speech and language difficulties	Speech and language therapy
		We will complete a PhAB assessment



<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	We will engage with LSS Phonic book intervention Precision Teaching Support to help with pre-learning Support to recap key learning points Differentiated activities Writing frames Work broken down into small steps Instructions are broken down and written into task plans Alternative ways of recording work, scribes, using whiteboards
	Moderate learning difficulties	We will engage with LSS and follow recommendations
<b>Social, emotional and mental health</b>	ADHD, ADD	Movement Breaks- challenge cards for the children to complete Work broken down into small steps Instructions are broken down and written into task plans Alternative ways of recording work, scribes, using whiteboards Sensory Circuits
	Adverse childhood experiences and/or mental health issues	Nurture groups A referral will be made to the Emotional Wellbeing Hub Movement Breaks- challenge cards for the children to complete School Therapy dog sessions Possible referral to Gabriel's education
<b>Sensory and/or physical</b>	Hearing impairment	We will engage with Sensory consortium and follow their advice
	Visual impairment	We will engage with Sensory consortium and follow their advice
	Multi-sensory impairment	Where necessary a child will be offered Chewelry Ear defenders will be given Adjustments will be made where necessary following professional advice
	Physical impairment	Our school is fully accessible and we have accessible toilets. Where necessary we will follow Physio or OT recommendations Sensory Circuits run in school 5 days per week

These interventions are part of our contribution to Wokingham's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the Inclusion Manager
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Monitoring progress via teacher assessments and standardised scores
- Outside agencies review objectives set and progress made towards these
- Monitoring the impact of interventions
- Discussion with children as appropriate and parents
- Regular meetings with SEND governor to discuss SEND provision

## **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
- Additional Teaching Assistant hours
- Further training for our staff
- External specialist expertise

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

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips. All pupils are encouraged to take part in sports day, school plays, special workshops, class assemblies.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

All children are included in out of school activities and trips in discussion with parents and risk assessments undertaken in line with the Local Authority guidelines. 1:1 support maybe provided depending on level of need. Staff undertake a preparatory visit to ensure the risk assessment is appropriate. Staff ensure that the venue are fully informed of any additional support/resources that maybe required

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

Admissions arrangements for pupils with a statement of special educational need or EHC plan will be managed by the Special Educational Needs Team. Parents are invited to complete the common

application form, and where identified, preferences will be shared with the Special Educational Needs Team.

Infant school admission arrangements are managed centrally by Wokingham Borough Council. Parents, living in the Wokingham borough, will be able to apply online. Parents are required to submit an in-year application for primary school preferences up to half a term in advance of the place being required (after the May half-term 2023 for a place in September 2023) in accordance with the in-year co-ordinated scheme. Parents of children living outside the borough may apply for a Wokingham borough school using the application provided by their home authority.

The following oversubscription criteria in order of priority will be applied when a community or voluntary controlled school receives more preferences than places available. All preferences will be treated on an equal basis. Children with statements of special educational needs or an Education Health and Care Plan that name a school in the statement or plan are required to be admitted to the school that is named. The governing body does not have the right to refuse admission. Within the admission arrangements for all community and voluntary controlled schools, looked after and previously looked after children will receive the top priority for a place.

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

Walter Infant school and Nursery is committed to providing a high-quality education for the children living in our local area. We believe that every child, including those identified as having special educational needs and disabilities (SEND), have a common entitlement to an inclusive broad and balanced curriculum accessible to all. Each child's needs are assessed individually in order to determine the best strategies for them. Strategies we may use include;

- Visual timetables
- Now/ Next cards
- Visual prompt cards to help pupils start work
- Scaffolded activities
- Writing frames
- Work broken down into small steps
- Instructions are broken down and written into task plans
- Alternative ways of recording work, scribes, using whiteboards
- Individual reward systems
- Brain Breaks- challenge cards for the children to complete
- Sensory Circuits
- Attention Autism bucket sessions

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

Support will be differentiated according to the child's needs using a range of strategies which may include;

- 1:1 time with an adult
- Social stories
- Social skills group
- Nurture session
- Possible referrals made to Gabriel's education
- We have a therapy dog in school to support emotion needs of our children

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

- Pupils with SEND are encouraged to be part of the school council
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by:

Encouraging all children to:

- Always report any bullying of themselves or others – telling is OK
  - Say no in a very loud voice
  - Ask the perpetrator to stop
  - Tell a member of staff straight away
  - Never join in with bullying behaviour
  - Reflect on their own behaviour and how they can show that they care for each other
- In addition, the issue of bullying will be raised with pupils at a number of levels including:

All staff are responsible for:

- Promoting equal opportunities
- Dealing with any incidents involving discrimination, harassment or victimisation on the grounds of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities.

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

We offer an extensive transition programme to all children moving up into the next school year. This involves all children spending a number of separate visits with their new class teacher in July each year. In addition to this;

- Photos of key adults and places
- Transition meetings held with parents and key staff
- Teachers meet to pass on detailed information on their needs and strategies/support that is currently in place
- Liaison with current setting
- Additional transition visits if required
- Next teacher/teaching assistant where possible to see child in their current setting
- Transition meetings held with parents and key staff
- Inclusion Manager will attend TAFs, annual reviews and meetings with outside agencies if appropriate

### **Between schools/ phases**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting, we will share records of intervention, assessments (including teacher assessments, statutory assessments and other standardised tests), reports from outside agencies and effective strategies that have been developed and used. We support the children with their transition by:

- Additional transition visits
- Photos of key adults and places in the new setting
- Next teacher/teaching assistant where possible to see child in their current setting
- Transition meetings held with parents and key staff
- Teachers meet to pass on detailed information on their needs and strategies/support that is currently in place
- Meet and discuss individual needs if the child has an EHC plan
- Invite new school to visit child in current setting
- Teaching assistant may accompany child on visits to new school
- Invite new school to transition meetings held with parents and key staff

- Child to attend additional transition visits
- Teachers pass on all relevant information including academic and social needs, specific strategies and support in place and any medical needs

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

Judy Hargreaves, is also the designated teacher for looked-after children and previously looked-after children. Our Designated Teacher will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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 SEND support plans or EHC plans are consistent and complement one another.

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

Link to our school's complaints policy: [Walter Infant School and Nursery - Policies and Procedures](#)

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

### **The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)**

Provide free, confidential, impartial advice, guidance and support to:

- Parents of children and young people with special educational needs and/or disabilities
- Young people up to the age of 25 with special educational needs and/or disabilities

SENDIASS are the best place to start if you're unhappy with a decision. They can:

- Help resolve disagreements
- Support you in meetings with professionals
- Explain how mediation works
- Explain your right of appeal through the tribunal system

Contact them by:

- Phone: [0118 908 8233](tel:01189088233)

- Email: [sendiass@wokingham.gov.uk](mailto:sendiass@wokingham.gov.uk)

## 18. 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 Wokingham's local offer. Wokingham publishes information about the local offer on their website: <https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

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

- Encourage everyone to work together to get the best possible outcomes for every child or young person with SEND
- Help parents, carers, children and young people to express their views and play an active role in decisions about their child's/their support
- Provide high quality information, advice and support to enable parents, carers and young people to make informed choices for their child or themselves

They listen to any worries or concerns and provide a range of flexible services which include training and help with the following:

- To understand and write reports and letters
- With the Statutory Assessment process for an Education, Health and Care Plan (EHCP)
- With annual reviews
- Support in meetings with school, college or early years setting
- Support in meetings with education, health and social care professionals
- To explore different options, open to you for your child/young person's education
- Signpost to other organisations and support groups
- Promote disagreement resolution where communication with a school or Local Authority is breaking down
- Support if your child/young person is at risk of, or has been excluded from school
- To explain the right of appeal through the SEN Tribunal system

More information can be found on their website:

[https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=V\\_v5R2e-Qew](https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=V_v5R2e-Qew)

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

Parenting special children is a local charity that offers specialist parenting support to families of children and young people with Special Needs and/or Disabilities in Berkshire.

<https://www.parentingspecialchildren.co.uk/>

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

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

## 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.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing 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
- **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 which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages