

Special Educational Needs (SEN) Information Report

Harrison Primary School



Approved by:	[Sara Gmitrowicz]	Date:	[September 2025]
Last reviewed on:	[September 2024]		
Next review due by:	[September 2026]		

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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 special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy on our website:

You can find it on our website (<https://www.harrisonprimaryschool.co.uk/>)

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

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech, language and communication needs (SLCN)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCo

Our SENCo is Sarah Thornley, a highly experienced educator with 29 years in education (including 15 years at Harrison Primary School) with a strong commitment to supporting children with special educational needs (SEN). Sarah holds the National Award in Special Educational Needs and this is her third year as the SENCO. In addition to her SENCo role, Sarah is the Designated Teacher (DT) for Looked After Children (LAC) and serves as one of our Deputy Designated Safeguarding Leads.

Class teachers

All of our teachers receive regular in-house SEN training, and are supported by the senior leadership team, including the SENCo, to meet the needs of pupils who have SEN.

All teaching and support staff at Harrison receive accredited and non-accredited ongoing professional development training. All staff are members of The National College and are expected to complete webinar training as part of their ongoing Core Professional Development.

Teaching assistants (TAs)

All of our teaching assistants receive in-house SEN training, and are supported by teachers, the SENCo to meet the needs of pupils who have SEN.

Some of our TA team have bespoke roles and have had additional accredited training.

- Accredited training includes the Emotional Literacy Support Assistant training, Makaton programme, Initial and advanced LEGO® Based Therapy, Ascentis, Elklan, Team TEACH.
- Non-accredited training is delivered by private providers, school-based experts in behaviour management/ special educational needs/ subject leaders.
- This has also included whole-school training on Makaton.; training by external specialists to develop staff understanding of Attention Deficit and Hyperactivity Disorder (ADHD) (Fintan O'Reagan – a leading Behaviour and Learning Specialist in the UK and an ADHD, Neurodiversity and Behaviour Consultant); and training to support the needs of all children with SEN, 'Helping Harry Learn' (Lucy Manger-Educational Psychologist).
- Whole-staff training has been delivered on supporting emotional regulation through understanding our Zones of Regulation®.
- Whole-staff training has also been delivered on the Empowerment Approach with Kit Messenger, founder of Changing Chances CIC®, to develop improved classroom management and creating a positive climate for learning.
- All teachers are fully qualified to teach Primary-aged pupils and some staff have more specialist training (eg. SLCN, ELSA and TALA) to support their roles as mental health leads.

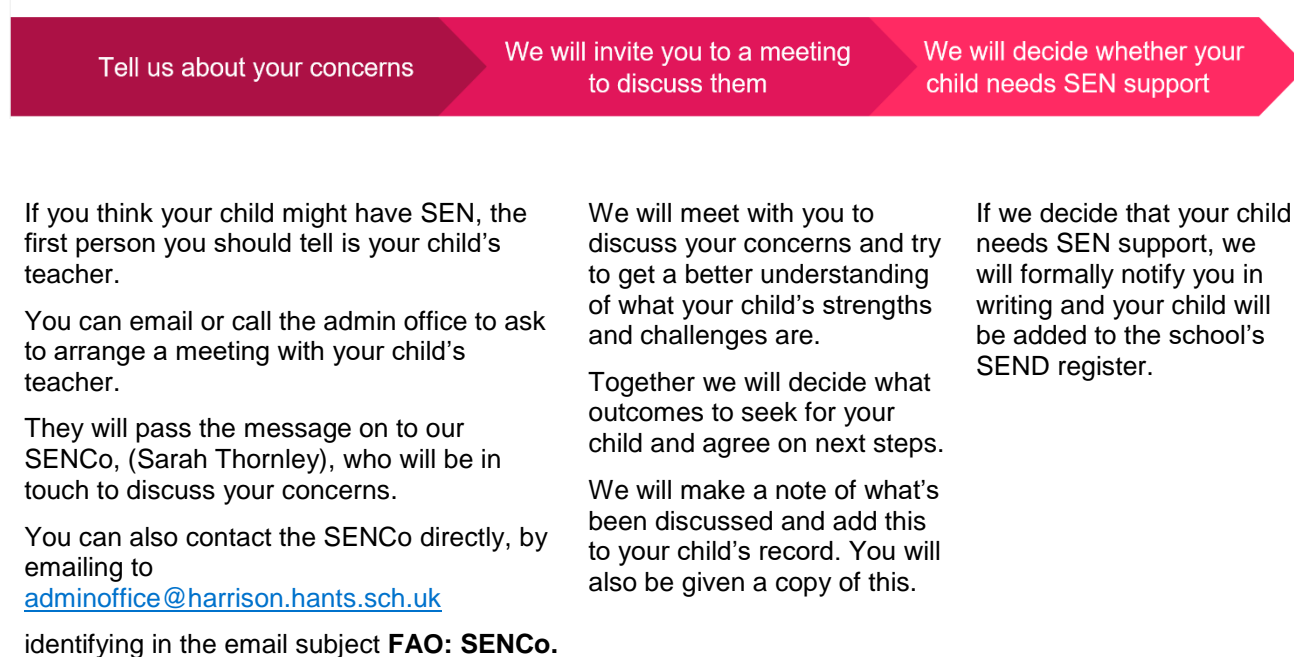
External agencies and experts

Sometimes we need extra help to offer our pupils the support 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 therapists
- Hampshire Specialist Teacher Advisory Service (STAS)
- Physiotherapists
- Occupational therapists
- Hampshire Educational Psychology Service

- Outreach/In-reach support from specialist provisions where appropriate eg. Heathfield School and The Waterloo School
- Primary Behaviour Service (PBS)
- Hampshire Inclusion Team
- A Private Counsellor
- 'Alternative Provision' Provider – Fresh Air Learning
- GPs or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services – including the Early Help Hub, Social Workers, NSPCC, Barnardo's
- EMTAS – Ethnic Minority and Traveller Achievement Service

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



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

All our class teachers are aware of Special Educational Needs (SEN) and consistently monitor pupils for signs that they may not be making expected progress—academically or socially. This includes reviewing assessment data and observing pupils in the classroom.

If a teacher notices that a pupil is falling behind, they will explore possible barriers to learning and identify any gaps in understanding. Our goal is to remove these barriers and provide inclusive teaching that enables every pupil to reach their full potential.

When learning gaps are identified, teachers provide targeted support to help close them. Pupils without SEN typically respond well and make rapid progress once these gaps are addressed.

If a pupil continues to struggle despite this support, the teacher will consult with the SENCO and contact you to discuss the possibility that your child may have SEN.

The SENCo will then observe your child in both the classroom and playground to understand their strengths and difficulties. They will speak with your child's teachers to review any concerns related to progress, attainment, or behaviour, and compare your child's development with their peers and national benchmarks.

Your views will be sought, and your child will be given the opportunity to share their own perspective. Where appropriate, the SENCo may also consult external specialists, such as a speech and language therapist, educational psychologist, or pediatrician.

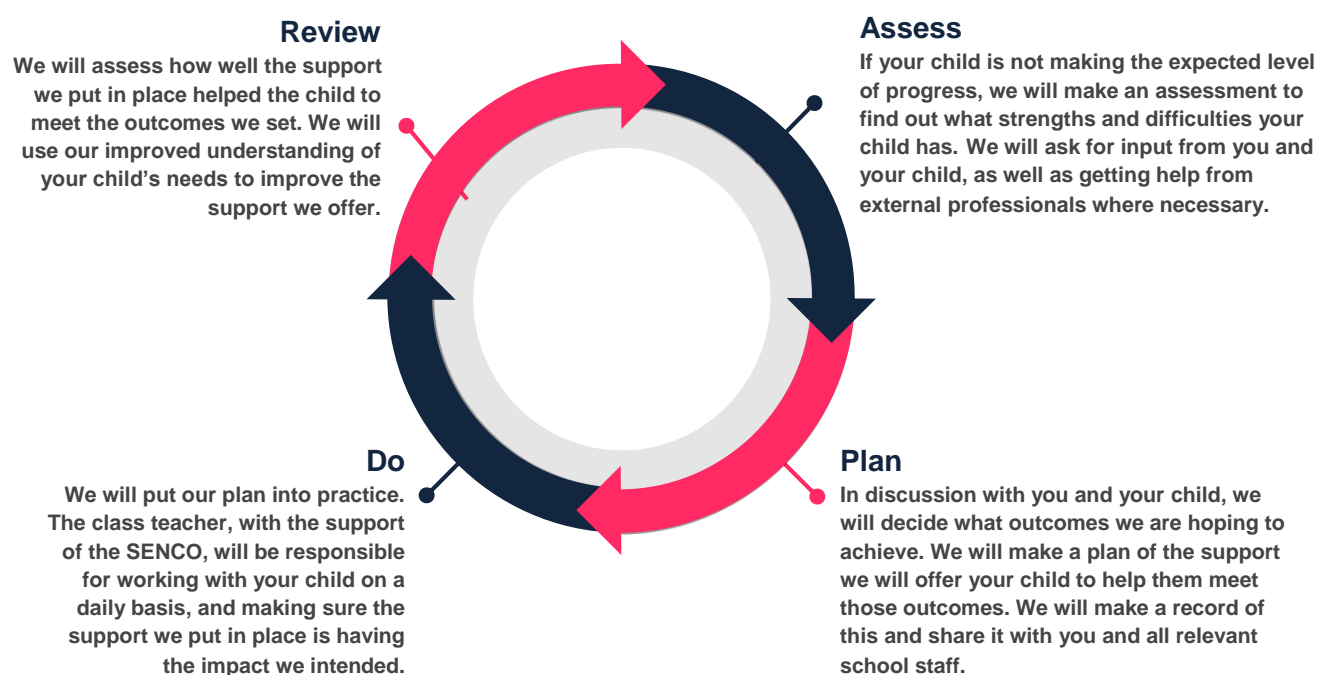
Based on all the gathered information, the SENCo will decide whether your child requires SEN support. You will be informed of the outcome.

If SEN support is needed, your child will be added to the school's SEND register. The SENCo will work with the class teacher to develop a personalised SEN Support Plan, which will be shared with you.

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

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 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 pupil has made progress, they may no longer need the additional provision made through SEN 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?

Staff review children's progress termly. We will provide reports on your child's progress annually.

If your child has been identified as having SEN, your child's class teacher will meet you three times a year to ensure the following:

- 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 SENCo may be invited to attend meetings to offer additional support and guidance.

We recognise that you are the expert when it comes to your child's needs and aspirations. That's why we want to ensure you fully understand the support we're providing, and have the opportunity to share your insights on what you believe will work best for your child.

Your input is vital. By hearing from you regularly, we can build a more complete picture of how the SEN support is affecting your child both in and out of school.

If your child's needs or aspirations change at any point, please let us know as soon as possible so we can adjust our provision to remain relevant and effective.

After each discussion, we will record any agreed actions, outcomes, and support strategies. This record will be shared with relevant staff and a copy will be provided to you.

If you have any concerns between meetings, please contact your child's teacher via the school's admin office: adminoffice@harrison.hants.sch.uk

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

The level of your child's involvement in SEN support decisions will depend on their age and level of understanding. We recognise that every child is unique, so we will make these decisions on a case-by-case basis, with your input.

Wherever possible, we aim to involve children and young people in decisions about the support they receive. To gather their views, we may invite them to:

- Attend meetings to discuss their progress and outcomes
- Share their thoughts by drawing or writing before meetings
- Talk with a trusted member of staff who can represent their views during discussions

This approach helps ensure that your child feels heard and valued, and that the support we provide reflects their individual needs and preferences.

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

Your child's class teacher is responsible for the progress and development of every pupil in their class.

Our first step in meeting your child's needs is through High-Quality Inclusive Teaching and Ordinarily Available Provision. We ensure that all children have access to a broad and balanced curriculum throughout their time at our school.

Teachers continuously adapt and refine the curriculum to meet individual needs. Through regular and rigorous monitoring, we identify any areas where your child may need extra support. If necessary, we provide additional interventions, such as short-term intervention/booster groups, to help close gaps in learning.

If your child requires a higher level of support, we will discuss this with you and begin the process of assessing whether they may have a Special Educational Need (SEN).

How We Identify Special Educational Needs and/or Disabilities (SEND)

We use a range of methods to identify children who may have SEND, including:

- Concerns raised by you, the parent or carer
- Ongoing monitoring of your child's academic progress
- Observations from the class teacher regarding academic or emotional wellbeing
- Information shared by pre-schools or previous schools
- Input from external agencies (e.g. Educational Psychology Service, pediatricians)
- Concerns expressed by your child themselves

We will differentiate (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.

These adaptations include:

- Differentiating 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.
- Making adaptations to our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting resources and staffing support at different points within a lesson to facilitate children's independence
- Use of recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teachers or Teaching assistants may support pupils on a 1-to-1 basis if this is deemed appropriate to the task and child
- Teachers or Teaching assistants may support pupils in small groups
- Special access arrangements to be able to perform to the best of their ability during assessments and the Statutory Assessment Tests (SATs) at the end of KS2.
- Please see additional information in our Accessibility policy: <https://www.harrisonprimaryschool.co.uk/key-information/policies/>

We may also provide the following support strategies and interventions:

- Emotional Literacy Support Assistant (ELSA) programs
- Therapeutic Active Listening Assistant (TALA) support
- Social communication programmes like Time to Talk, Lego therapy, Friendship groups
- Literacy support, eg. ELS, Reading Eggs, Cued spelling, Colourful Semantics, Blank levels
- Maths support eg. Third Space Learning

AREA OF NEED	CONDITION	SOME EXAMPLES OF HOW WE SUPPORT PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	<ul style="list-style-type: none"> • Speech, Language and Communication Need Support eg. Speech/Language Link, NHS/private SALT programs • Advice from the Speech and Language Therapist is followed by teaching staff and includes short 1:1 sessions to practice developing sound skills or language skills • Time to Talk and Socially Speaking to develop language and social skills • Lego Therapy to develop language and social interaction skills • Pre-tutoring new concept and topic words • Visual timetables/schedules • Social stories, Social Situation mapping and Comic Strip conversations to support Social communication skills.
	Speech and language difficulties	<ul style="list-style-type: none"> • Speech, Language and Communication Need Support eg. Speech/Language Link, NHS/private SALT programs
Cognition and learning	Specific learning difficulties, including dyslexia,	<p>Individualised Support</p> <p>Personal Visual Timetables: Tailored to help pupils manage their day in smaller, manageable sections.</p>

	dyspraxia and dyscalculia	<p>Target Awareness: Pupils are aware of their learning targets and review them regularly with their teacher.</p> <p>Pre-Teaching & Pre-Tutoring: Key concepts and vocabulary are introduced ahead of lessons to improve access.</p> <p>Writing Scaffolds & Word Banks: Support pupils in organising and expressing their ideas.</p> <p>Bespoke Learning Sessions: Includes strategies like concept mapping to promote independent learning.</p> <p>Resources to Promote Independence</p> <p>Visuals & Concrete Materials: Used to support understanding and encourage autonomy.</p> <p>Specialist Equipment: Includes writing slopes, laptops, coloured overlays, dyslexia-friendly fonts/books, and books with coloured pages.</p> <p>Literacy Support Strategies</p> <p>Additional Reading/Writing Support: Provided where needed by teachers or teaching assistants.</p> <p>Phonics and Spelling Activities: Targeted support to reinforce foundational skills.</p> <p>Paired Reading: One-to-one reading using materials suited to individual needs.</p> <p>The Literacy Toolbox: Designed to improve reading fluency.</p> <p>Precision Teaching: A personalised 1:1 programme focused on specific literacy goals.</p> <p>Cued Spelling: Helps children identify spelling strategies that work best for them.</p> <p>Colourful Semantics: A visual and structured method to support sentence construction and language development.</p> <p>Numeracy Support Strategies</p> <p>Additional small group support: Tailored help for pupils who need it.</p> <p>Diagnostic Assessments: Identify specific areas of need to guide targeted support.</p> <p>Basic Maths Skills support: Smaller group sessions focused on core numeracy skills.</p> <p>Ability-Based Setting: Used in some year groups to tailor teaching more effectively.</p>
	Moderate learning difficulties (all of the above and further support)	<ul style="list-style-type: none"> • Differentiated learning tasks • 1:1 / small group adult support
	Severe learning difficulties (all of the above and further support)	<ul style="list-style-type: none"> • Highly adapted curriculum with differentiated learning tasks • 1:1 / small group adult support

Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none"> • Access to bespoke resources or equipment eg. fiddle objects including kick bands, wobble cushions • Separate workstation within the classroom
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> • Therapeutic Active Listening Assistant support (TALA) • Emotional Literacy Support Assistant sessions (ELSA) • Therapeutic Story Writing (LAC/PLAC) • Access to a private counsellor
Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none"> • Children sat near to class teacher • Support from STAS team
	Visual impairment	<ul style="list-style-type: none"> • Children sat at front of classroom • Reduced visual clutter and wall displays • Access to relevant technology support • Support from STAS team
	Multi-sensory impairment	<ul style="list-style-type: none"> • See accessibility policy
	Physical impairment	<ul style="list-style-type: none"> • See accessibility policy

These interventions are part of our contribution to Hampshire'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:

- Regular reviewing of the impact of interventions (using provision maps to record and measure progress)
- Termly pupil progress meetings to review and measure your child's progress towards their targets
- Monitoring by the CT and SENCo
- Discussion with pupils
- 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
- Additional teaching assistant support
- 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.

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.

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

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 take part in our school trips, including residential visits to Beaulieu (Year 4) and Little Canada (Year 6). Where appropriate, and if we feel it is in the child's best interests, we may request parental support to help ensure each child has a positive and successful experience.

All pupils are encouraged to take part in sports day, school events and workshops.

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

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

Pupils with an Education, Health, and Care Plan (EHCP)

Any child with an EHCP where the Special Educational Needs service has named Harrison Primary School will be admitted. Where possible such children will be admitted within the Published Admission Number (PAN). The PAN for Harrison Primary School for 2025-2026 is **90**.

Please refer to the school's admissions policies on the school website for further details:

<https://www.harrisonprimaryschool.co.uk/key-information/policies/>

13. How does the school support pupils with disabilities?

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Please follow the link here: <https://www.harrisonprimaryschool.co.uk/key-information/policies/>

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

We believe every child should feel safe, happy, and secure at school. We aim to foster positive attitudes towards self, others, and learning.

The Harrison Learning Tree underpins everything we do, guiding our focus on citizenship, learning attitudes, responsibility, and excellence. This framework helps children and staff understand themselves as learners

and take ownership of their behaviour and mindset, supporting our vision of developing 'Lifelong learners with open minds'.

Our five core values—Collaboration, Honesty, Equality, Respect, and Responsibility—are shared across the school community. These values are explicitly taught to help pupils build positive relationships, develop self-regulation, and understand the importance of belonging to a respectful and inclusive community.

Bullying is never accepted at Harrison. Where a child may need further support with their behaviour we use coaching conversations to involve the child in planning steps for success to help them to build their self-regulation skills. Coaching conversations play a central role in supporting children's development of autonomy, emotional literacy, and self-efficacy. The coaching conversations approach guides rather than directs, helping children to become the authors of their own behaviour and choices in a supportive, respectful context.

We recognise that sometimes we may need to provide additional SEN support for pupils to progress in their emotional and social development:

- We provide extra pastoral support for listening to the views of pupils with SEN by offering them time with our Therapeutic Active Listening Assistant (TALA).
- Some children, identified as needing additional support with their social or emotional development, may be offered Emotional Literacy Support (ELSA) sessions. These sessions can include work on the Zones of Regulation, building self-esteem, developing social skills, and fostering a Growth Mindset to help children better understand themselves as learners.
- To develop self-esteem, we offer children the opportunity to take on responsibilities within the school—for example, becoming a School Counsellor; Older pupils may become lunchtime buddies for children in Reception or Year 1, helping to support positive play and social interaction.
- Some pupils may be invited to attend Kindness Cove, our pastoral lunchtime club led by an ELSA and an HLTA. The club provides a calm, nurturing environment where children can practise mindfulness, share worries, build friendships, and develop teamwork skills.

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 pupils prepare for a new school year we do the following to enhance the transition process for all children:

- Invite both the current teacher and the next year's teacher to attend a final meeting of the year, when the pupil's SEN is discussed.
- Children are taken to visit new areas of the school and meet year leaders
- Whole year group assemblies held by new year leader for new cohort in the summer term
- Social stories sent digitally to all children to see new classrooms, areas of the school and photographs of their new teaching team.
- Children identified with higher levels of anxiety (eg. ASD) are informed of their new teacher before meeting their new teacher. Parents are also informed.
- TAs and teachers visit children in the current classes during the summer term to become a familiar face and to see support strategies employed with the child.
- Additional meetings between TAs and teachers to discuss SEN needs.

Between schools

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.

Between phases

SENCoS in both settings arrange to meet/call to discuss the needs of the incoming/outgoing pupils during the summer term.

Before entering Harrison Primary School, in Year R, if a parent or pre-school/nursery setting has identified a child as having SEN, Transition Partnership Agreement meetings are coordinated; parents, staff and the SENCo are invited to attend.

We arrange additional meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

For secondary transfer, the secondary school SENCoS are invited to attend annual review meetings held for Year 6 pupils in the Spring or Summer term.

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

Sarah Thornley (Designated Teacher) will work with all relevant professionals' to 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 SEN. 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 should I do if I have a complaint about my child's SEN support?

Please find the link here for the school's complaints procedure: <https://www.harrisonprimaryschool.co.uk/key-information/policies/>

Complaints about SEN provision in our school should be made to the Executive Head 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 [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, 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.

Please contact the Local Authority: <https://www.hants.gov.uk/educationandlearning/send/sen-pathway/appealing-decision>

Impartial and confidential information, advice and support to parents and carers can be accessed from Hampshire SENDIAS: <https://www.hampshiresendiass.co.uk/>

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

If you have questions about SEN, 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 Hampshire's local offer. Hampshire publishes information about the local offer on their website: <https://www.hants.gov.uk/educationandlearning/send>.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://www.hampshiresendiass.co.uk/>

Other local charities that offer information and support to families of children with SEN are:

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

<https://www.hampshirescp.org.uk/parents-and-carers/organisations-that-can-help/>

<https://hiveportsmouth.org.uk/hive-directory/search/269>

<https://home-starthampshire.org.uk/>

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

› [IPSEA](#)

› [SEND family support](#)

› [NSPCC](#)

› [Family Action](#)

› [Special Needs Jungle](#)

› <https://bibic.org.uk/> BIBIC

› <https://www.barnardos.org.uk/get-support/support-for-parents-and-carers/support-for-send-children>
BARNARDOS

› <https://www.braain.co.uk/sen> BRAAIN

(hyperlinks need renaming)

19. Glossary

› **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams

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

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

- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCo** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages