

SEND Information Report 2026–2027

Our Lady of the Rosary Catholic Primary School, Bristol

The aim of this information report is to explain how we implement our SEND policy and to explain the type of SEND need we are able to provide for at Our Lady of the Rosary Catholic Primary School.

If you would like more information on our arrangements for SEND you may also read our SEND policy.

Our SEND Vision and Values

At Our Lady of the Rosary Catholic Primary School, we are guided by our faith and our mission to see Christ in every child. We believe every pupil is unique and made in the image of God. We are committed to providing a welcoming, inclusive environment where all children — including those with Special Educational Needs and Disabilities (SEND) — can thrive spiritually, academically, socially, and emotionally.

We work in partnership with families and outside agencies to ensure that all pupils have access to a high-quality education that meets their individual needs.

What Are Special Educational Needs and Disabilities (SEND)?

A child has SEND if they have a learning difficulty or disability that requires special educational provision beyond what is normally available in a mainstream classroom.

We follow the four broad areas of need outlined in the SEND Code of Practice (2015):

- **Communication and Interaction e.g.** Autism spectrum disorder (ASD), Speech and language difficulties
- **Cognition and Learning e.g.** Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, Moderate learning **difficulties**
- **Social, Emotional and Mental Health e.g.** Attention deficit hyperactivity disorder (ADHD)
- Attention deficit disorder (ADD)

Sensory and/or Physical Needs e.g. Hearing impairments Visual impairment, sensory processing needs

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 (C&I)	Autism Spectrum AS
	Speech and Language difficulties
Cognition and Learning (C&L)	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, Emotional and Mental Health (SEMH)	Attention Deficit Hyperactivity Disorder (ADHD)
	Attention Deficit Disorder (ADD)
Sensory and/or Physical (SP)	Hearing Impairments
	Visual Impairment
	Sensory Processing Disorder
	Physical impairment

Our current cohort reflects the national trend of children with SEND in main stream school in England e.g. speech and language, autism spectrum and social emotional mental health needs.

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

Kathy Burden is the SENDco and has over 20 years of experience of being a SENDCo in two schools. She has completed the National Award for Special Educational Needs Co-ordination. Staff are trained to meet the specific needs of the children they are working with. Collectively, Our Lady of the Rosary Primary School has staff trained in: Zones of Regulation, Dyslexia, Phonics, Numicon, Number Sense, Switch On Reading Programme, Socially Thinking, Precision Teaching, The Inference Programme, A-Z literacy intervention,

Speech and Language, Attention Autism, working with autistic children and Better Move On and Team Teach.

Identification of SEND

We identify and support children with SEND as early as possible. Teachers monitor progress carefully, if a child is not making expected progress, support is adjusted through a graduated response of Assess, Plan, Do, Review:

Assess	We identify barriers to learning and gather information from parents, teachers, and (if appropriate) external agencies.
Plan	We set short-term targets and agree on strategies or interventions.
Do	The class teacher implements support, with guidance from the SENDCo.
Review	We review progress regularly with parents and the child.

Parents are involved at every stage, we welcome early conversations about any concerns.

Our Approach to Supporting Children with SEND

Quality First Teaching is at the heart of our provision. Class teachers, working alongside the SENDco and other staff members, are responsible for the progress of pupils in their class.

Support may include:

Adapted teaching strategies

Small group or 1:1 intervention and provision

Additional adult support

Specialist resources or equipment

Adaptations to the learning environment

Reasonable adjustments according to the needs of the child

For pupils with an Education, Health and Care Plan (EHCP), support is tailored to meet the specific outcomes agreed with families and professionals.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class teacher	SENDco Kathy Burden	Head teacher Sally Lux	SEND Governor – Teresa Gilpin:
Responsible for: •Being the first point of contact for any parent who is concerned about their child's progress or well-being in school. The teacher is available to talk about any concerns and meet with parents to discuss additional SEND support if needed. •Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary. •Along with the SENDco writing Support Plans e.g. Passports and ITPs and sharing and reviewing these with parents at least three times a year. •Ensuring that all staff working with your	Responsible for: •Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. •Ensuring that parents / carers are : - involved in supporting their child's learning - kept informed about the support their child is getting - involved in reviewing how their child is progressing •Liaising with outside agencies e.g. Speech and Language Therapy •Updating the school's SEND register •Maintaining records of your child's progress and needs. •Monitoring the progress of children	Responsible for: •The day to day management of all aspects of the school, including support for children with SEND. •Giving responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met. •Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.	Responsible for: •Liaising with the SENDCo on a regular basis and reporting back to the Governing Body that the school is meeting its statutory duties for SEND provision.

child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. • Along with the SENDco responsible for writing the class Provision Map and monitoring its impact.	with SEND, at least three times a year. • Providing training and support for staff in the school		
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Learning Support Assistants (LSAs):

We have a team of LSAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision e.g. speech and language, emotional regulation, movement breaks.

LSAs may work in the class room alongside the class teacher supporting with the delivery of the learning, or they may work with small groups of children or on a one to one basis.

LSAs work with the class teacher and the SENDco to assess, plan, deliver and review interventions and provisions.

External Agencies:

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

These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists and Physiotherapists

- GPs or paediatricians
- School nurses
- Primary Mental Health Specialists
- Education Mental Health Practitioners
- Bristol Autism Team
- Sensory Support service
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

The Local Authority SEND Team

Responsible for:

- Supporting teachers, learning support assistants, children and parents in the Local Authority.

Parents can contact Bristol SEND team and find out further information on the Bristol Local offer site: <https://www.bristol.gov.uk/bristol-local-offer>

What are the different types of support available for children with SEND at Our Lady of the Rosary Catholic Primary School?

(See Whole School Provision Map for more detail)

Class teacher input using adaptive class teaching to meet the needs of all children on a daily basis.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work with a smaller group of children.

These groups are known as intervention groups. Your child may be taught in intervention groups for a number of sessions during the school week.

- Run in the classroom or outside of the classroom in a quieter space
- Run by a teacher or most often a learning support assistant who has had training to run these groups.

For your child this would mean:

- They will engage in group sessions with specific targets to help them to make more progress in key areas identified as priorities for their development.
- These small group sessions are overseen by the class teacher.

Specialist intervention run by outside agencies e.g. Speech and Language Therapy or Occupational Therapy

Sometimes children have been identified by the class teacher/SENDco as needing some extra specialist input in school from an agency outside the school. This may be from the Speech and Language therapy (SALT) Service, Educational Psychology team or Occupational Therapy Team.

This would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific expertise and provide advice where appropriate
 - A group run by school staff under the guidance of the outside professional e.g. a Speech and language group
 - A group or individual work with outside professional

Specified Individual Support

This is usually provided via an Education, Health and Care Plan (EHC Plan). Please see link to Bristol SEND local offer.

<https://www.bristol.gov.uk/bristol-local-offer/parents-and-carers/education-health-and-care-plans/ask-for-an-ehc-needs-assessment>

This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority outside agencies such as the Speech and Language therapy (SALT) Service.

This could mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with additional information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- If your child's needs meet the criteria, the Local Authority will write an EHC Plan.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short-term outcomes for your child.
- The provision / intervention provided through Local Authority funding, may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How can I let the school know I am concerned about my child's progress in school?

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

If you think your child might have SEND, the first person you should contact is your child's teacher.

You can do this via class dojo or by emailing the school at: ourladyp@bristol-schools.uk

Your child's class teacher will pass the message on to our SENDCO, Kathy Burden, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly via class dojo or email:

We will arrange a meeting with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

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.

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

Our Lady of the Rosary Catholic Primary School uses a range of indicators to help identify children with Special Educational Needs and Disabilities (SEND) including:

- The definition in the SEND Code of Practice:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

- Daily assessment for learning through questioning, observing and marking.
- Discussions with staff, the child (where appropriate), parents/carers and outside agency support.
- Deciding whether the child is at risk of not meeting age-related expectations. Sometimes this can be caused by gaps in a child's learning. 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 additional 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 SENDCO, and will contact you to discuss the possibility that your child needs SEN support. The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and needs are. 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. Standardised assessments such as NFER assessments, ABCC charts, Sandwell Numeracy Test, phonics screening, speech and language screening, PM bench mark may be used to gather data. Assessments by external agencies may also be used.

- The SENDCO will meet with you to share observations and speak to your child to gather their voice 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.
- Bristol City Council guidance - Ordinarily Available Provision, Bristol's Local SEND Offer, will also be used to support knowledge and understanding of assessment tools which can be used with pupils with special educational needs and disabilities (SEND) to identify their needs and monitor their progress over time.

<https://www.bristol.gov.uk/files/documents/3826-assessing-send-in-schools/file>

- Based on all of this information, the SENCO will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you and the class teacher to create a SEND support plan called a Pupil Passport for them.

How will the school measure my child's progress?

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

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

Review

We will assess how effective the support meets the outcomes we set.

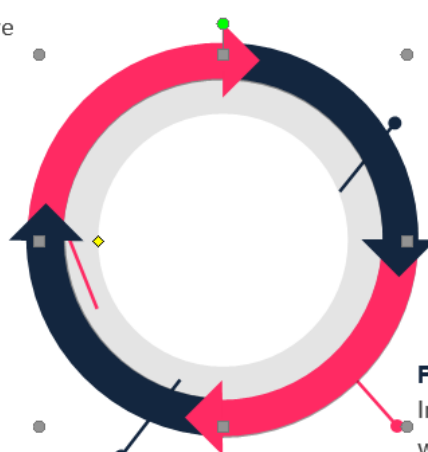
We will record this on your child's Pupil Passport.

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 LSAs and the SENDCO, will be responsible for working with your child, and making sure the support we put in place is having impact.



Assess

- If your child is not making the expected level of progress, we will make an assessment to find out what strengths and needs your child has. We will ask for input from you and your child, as well as getting help from external agencies where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes. We will record this on a document called a Pupil Passport

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 review 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.

How will I be involved in decisions made about my child's education and the wider school community?

Parents will be involved throughout the SEND process via co- production meetings and informal and more formal meetings to review their child's progress. Parents will be consulted during identification, planning, assessing and reviewing stages. Parental involvement will also be sought in the wider school life e.g. support on trips, carrying out risk assessments, attendance at assemblies, Masses, performances and workshop sessions. Coffee mornings and Parental Surveys will also be used to gather parental views.

In addition to the above we will provide meetings throughout the year: Autumn Term, Spring Term and Summer Term. During these meetings we will discuss the support that has been put in place and review progress towards your child's outcomes; if necessary we will set new outcomes. The evaluation of progress and any new outcomes set will be recorded on your child's passport. We will listen to your views so that you can provide insight into what you think would work best for your child.

In the Summer Term you will also receive a written report.

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

The level of involvement will depend on your child's age and stage of development and communication needs.

Your child's views will be gathered at least 3 times year.

We will seek your child's views by talking to them to gain their pupil voice and by asking them to complete a pupil voice record sheet. Where necessary, children who are non – verbal will communicate their views by visually. A known member of staff or parent will help them complete this if necessary. Children with EHCPs will participate in their Annual Reviews by completing Pupil Questionnaire

How will the school adapt its teaching for my child?

See Accessibility Plan and Whole School provision Map

Your child's teacher/s is/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 use Bristol's Ordinarily Available Provision (OAP). This refers to the resources and support that mainstream schools are expected to provide for children with special educational needs and disabilities (SEND) without requiring a formal Education, Health and Care Plan (EHCP).

We will 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 draw from a wide range of provisions as recommended by the Education Endowment Fund.

These adaptations include:

- Adapting 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.
- Adapting 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, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning Support Assistants will support pupils according to need, this may be in small groups or 1:1
- Please see School Provision Map for interventions and provisions

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 outcomes each long term
- Listening to parental views
- Reviewing the impact of interventions
- Using pupil questionnaires
- Analysing assessment tools
- Monitoring and observations by the SENDCO
- Holding Parental meetings 3 x times a year
- Holding an annual review (if they have an Education, Health Care (EHC) Plan)

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. We will work with you to ensure you are confident with the accessible arrangements in place.

All pupils are encouraged to go on our school trips, including our residential trip in Year 6. On occasion residential trips may have alternative activities provided or shorter stays to meet the needs of individual children.

All pupils are supported to access all aspects of wider school life e.g. sports day, assemblies, performances, Masses and workshops.

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

Transport for trips for wheelchair users is arranged on a child to child basis.

How accessible is the education setting?

See school's Accessibility Plan for more detail.

Our building is accessible via the front and the back entrance and there are appropriate toilet and changing facilities. There is accessible parking on site. EYFS areas are fully accessible. Classrooms in KS1 are all on the ground floor. Year 3 and 4 classrooms are located on the ground floor, however Year 5 and 6 and the ICT suite are situated upstairs and there is currently no lift in the building to get upstairs. The school hall, where assemblies are held, is accessed by a small set of stairs and we have recently had a lift installed so this can be accessed by all. Under the Equalities Act 2010, the school's Accessibility Plan endeavours to continue to improve accessibility all aspects of school life e.g. the physical aspect and d the curriculum.

How does the school make sure the admissions process is fair for pupils with SEND?

See Admissions Policy <https://www.ourladyoftherosary.org.uk/policies/>

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

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 all of school life e.g. apply to be in the Chaplaincy Team, House Captain, Play Leaders and other areas of responsibility.

We provide extra pastoral support for listening to the views of pupils with SEND by having daily check ins for children if needed.

For pupils who need extra support with social or emotional development we have an ELSA trained member of staff who works with groups of children or on a one to one basis.

This may include using programmes such as Social detectives, or bespoke sessions on building self-esteem, developing and maintaining friendships.

We have a 'zero tolerance' approach to bullying and recognise that children with SEND may be more vulnerable to bullying.

See Behaviour policy / Anti bullying policy <https://www.ourladyoftherosary.org.uk/policies/>

How are the education setting's resources allocated and matched to children's Special Educational Needs?

Our Lady of the Rosary Catholic School's resources are allocated each year following an Audit of Need completed by class teachers which is then analysed alongside attainment information by the SENDCo and the SLT. Due to the overview the SENDCo has of all of the children, interventions and provision are well matched to the children's needs. Allocated resources are evaluated continuously for impact and changes are made when needed.

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

Between years:

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

Have a transition morning towards the end of the summer term. Classes spend time with their incoming teacher in the classroom they will be moving into.

If appropriate some children are provided with a transition booklet which has photos of the staff members they will be working with and the classroom they will be going into.

Between schools:

When your child starts our school mid – year, we will ask you and your child what information you would like us to share with the new setting.

Between phases:

Pre-school to school:

Children starting our school in reception year will receive a home visit and have a number of transition visits into school depending on need. The SENDco and reception class teacher may also visit the pre-school / nursery setting of the child. Transfer information and any reports will be requested and parents will be asked to complete a SEND questionnaire to share any needs their child may have.

Primary to Secondary school:

The SENDco of the secondary school will come into our school for a meeting with our school SENDco. They will discuss the needs of all the children who are receiving SEND support.

Any relevant information will be passed on to the secondary school e.g. Pupil passports, professional reports

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable

- Learning how to get organised independently

- Parents may meet with the secondary school SENDco to discuss their child's SEND.

- SEND children may have extra transition visits to the secondary school

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

Kathy Burden (school SENDco) is the designated teacher for looked-after children (LAC) and previously looked-after children. The school SENDco will work with staff so they 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 and social and emotional development. If necessary SEMH support will be provided via ELSA, counselling, EMHP, Primary Mental Health Specialist

Children who are looked-after or previously looked-after will be supported with a personal education plan (PEP). We will work alongside any outside agencies who may be involved e.g. social care or Kinship. We recognise that LAC may have additional vulnerabilities and our support considers trauma informed approaches and recommendations from the HOPE Virtual school. We make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

We aim to resolve any concerns promptly and sensitively.

Parents should first speak to the class teacher, then to the SENDCo or Headteacher.

If concerns remain, please follow the school's Complaints Policy, available on our website.

<https://www.ourladyoftherosary.org.uk/policies/>

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.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

If you feel that our school has 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.

Insert contact details of the disagreement resolution and mediation services for your local authority/ies here.

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 Bristol's local offer.

<https://www.bristol.gov.uk/localoffer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://www.bristol.gov.uk/bristol-local-offer/professionals/all-ages/special-educational-needs-and-disability-information-advice-and-support-service>

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

www.bristolparentcarers.org.uk

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

- IPSEA- <https://www.ipsea.org.uk/pages/category/education-health-and-care-plans>

- SEND family support- <https://www.bristol.gov.uk/bristol-local-offer/parents-and-carers/advice-and-support/advice-and-support-for-parents-and-carers>

- NSPCC- <https://www.nspcc.org.uk/>

- Family Action- <https://family-action.org.uk/>

Special Needs Jungle- <https://www.specialneedsjungle.com/>

FLORA- <https://www.bristolparentcarers.org.uk/2021/05/24/flora-bristols-send-local-offer/>

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 SEND

Graduated approach – an approach to providing SEND 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

SENDCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

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

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

SEND support – special educational provision that meets the needs of pupils with SEND

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