



MEADOW PARK SCHOOL

Special Educational Needs (SEN) Information Report

Approved by: LGB

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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?.....	5
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?.....	8
9. How will the school evaluate whether the support in place is helping my child?	11
10. How will the school resources be secured for my child?	12
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	12
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	12
13. How does the school support pupils with disabilities?.....	13
14. How will the school support my child's mental health, and emotional and social development?.....	13
15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?	14
16. What support is in place for looked-after and previously looked-after children with SEN?	15
17. What should I do if I have a complaint about my child's SEN support?	15
18. What support is available for me and my family?	16
19. Glossary.....	16

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.

You can find it on our website <https://meadowparkschool.com/wp-content/uploads/2024/06/SEND-Policy-NOV-23.pdf> or you can ask a member of staff to send you the policy.

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 and language difficulties
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?

The Orchard is a calm, inclusive and safe space for students to be supported in their academic, social and emotional development through access to co-regulation, planned interventions, alternative provision and external professionals; the Orchard team work collaboratively with classroom teachers, Pastoral and Attendance to ensure the best possible outcomes for our students.

The Orchard comprises of a SENDCO, SEND Manager, Inclusion Manager and Physical and Mental Health Lead. In addition, the team comprises of HLTA's and SEMH coaches who support our students through in class support, interventions, mentoring and with bespoke plans as required.

We also have an in-house assessor, 2 autism champions, Thrive specialists and 2 counsellors within the Orchard Team.

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Michelle Billyeald, title is Director of Inclusion.

They have 1 years' experience in this role, prior to this was the Deputy SENDCo. Michelle Billyeald is a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in July 2024, Northampton University.

Over the 17 years working at Meadow Park School, Michelle Billyeald has gained experience of working with class cohorts of largely SEND students. This has given Michelle Billyeald a clear insight into strategies and provision that can be supportive of SEND students in a classroom and to access their education. In the past 4 years, Michelle Billyeald has also attended a range of CPD around neurodivergence with various agencies and external professionals.

They are allocated 3 days per week to manage SEN provision.

SEND Manager

Our SEND Manager is Sarah Adams.

Prior to this our SEND Manager has worked as a Teaching Assistant, Higher Level Teaching Assistant and Associate Teacher.

They have undergone multiple training courses including Psychometric Testing and are an Autism Champion.

Subject Teachers

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

Higher Level Teaching Assistants (HLTA's)

We have a team of support staff, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. We also have an additional HLTA specialising in EAL support, starting in June 2025. An additional 2 SEMH coaches are trained to deliver and support SEMH provision.

We have 3 HLTa's and 2 EAL HLTa's who are trained to deliver interventions such as IDL Literacy and IDL Numeracy, Fresh Start and Social Communication interventions. Additionally we have 1 SEMH coach trained to deliver a wide range of SEMH related interventions such as Resilience, Anxiety, Risky Behaviours and Social Communication.

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:

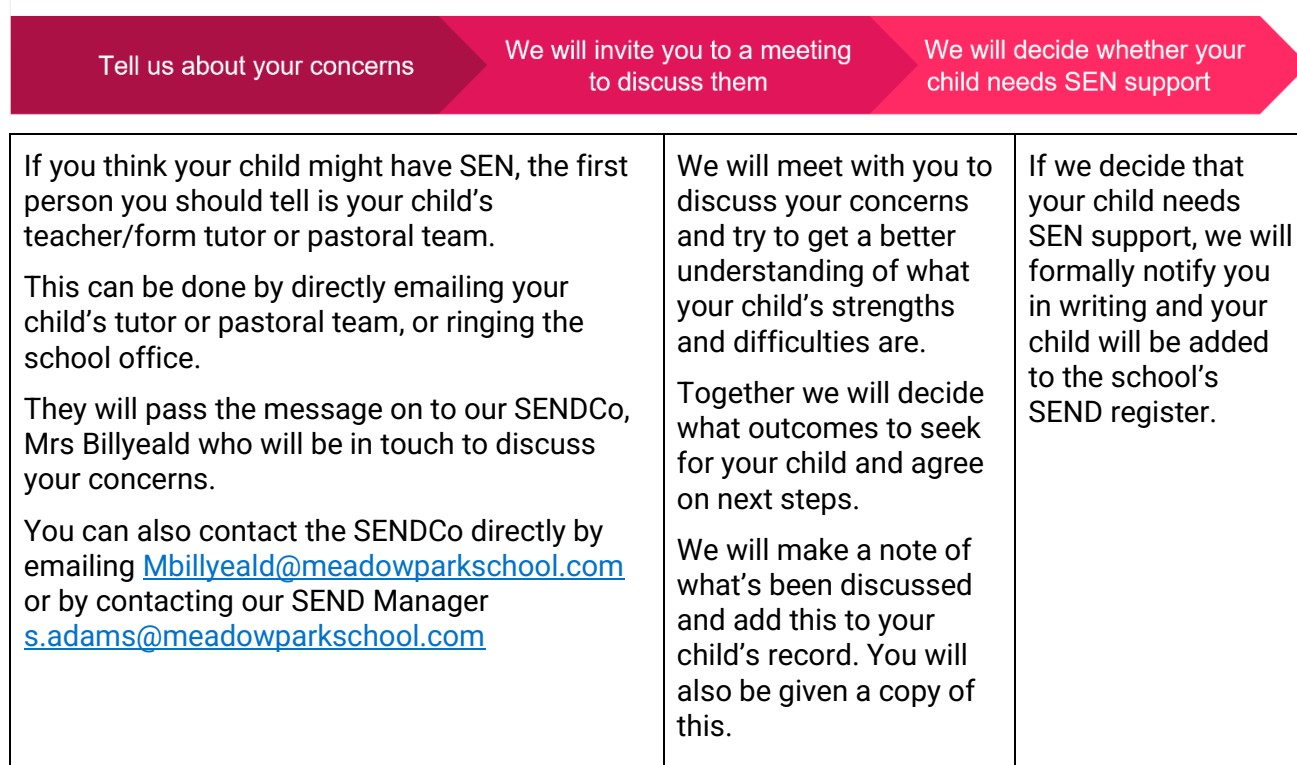
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

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

If you believe or suspect your child needs further support, a good starting point is to speak with their tutor and Pastoral team. Their tutor and Pastoral team will then liaise with subject teachers and this then enables you to have an understanding of how your child manages and access their learning in a range of subjects. Their tutor will at this stage direct you to the Orchard Team.

You know your child best, you may wish to discuss this with your child at this stage, to gain their voice and thoughts around their learning. Or you may feel a meeting with school is more appropriate in the first instance.

Once the Orchard Team are aware of your concerns, you will be invited to a meeting to discuss these. At this stage we would consider what additional information may need to be gathered and as such what further assessments may be necessary. In line with the national SEND framework 'Assess, Plan, Do, Review'.



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

At Meadow Park School, our inclusive approach is to implement strategies and provision for students to access their learning. To do this we strive to identify student's needs in a timely manner. As part of our SEN CPD, all class teachers are trained to identify and refer any students who may have challenges accessing their learning or presenting with possible SEN needs. We have a simple system of referrals to make the process accessible, and a weekly meeting is held to review any referrals.

All our class teachers are aware of SEN and are monitoring any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include lower than expected reading ages, issues with socialising, requiring support to write longer passages, understanding and following clear instructions, reading and processing or memory issues.

If the teacher notices that a pupil is falling behind, they identify if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN 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 has SEN.

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

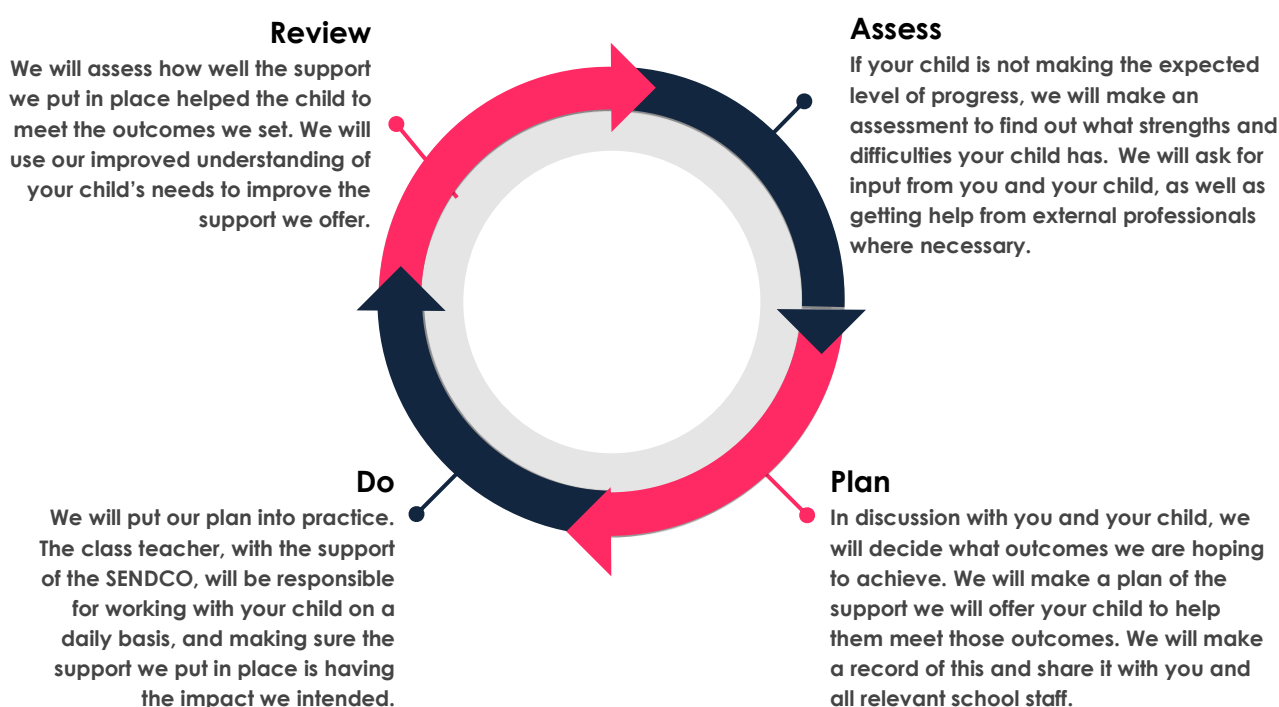
Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEN support plan for them.

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?

We will provide termly reports on your child's progress and if your child is on the SEND register, each term you will also receive an updated (as appropriate) passport. The passport contains key information about your child, as well as strategies and provision to support your child's identified needs. This is to ensure all stakeholders are aware of the child's needs and provision.

Your child's class/form teacher will meet you three times during the school 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 SENDCO may also attend these meetings to provide extra support.

We know that you have valuable insight when it comes to your child's needs and aspirations and 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 SEN 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 provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact the class teacher via their email address, which can be obtained from the school office. Alternatively you can contact the office, asking for the relevant member of staff to contact you.

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
- Prepare a presentation, written statement, video, drawing, etc.
- 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?

Special Educational provision means educational provision that is additional to and/or different from, that made generally for other children or young people of the same age by mainstream schools. As such we strive to ensure an inclusive approach through reasonable adjustments to teaching, curriculum and school environment. Adhering to the national framework providing the support through a graduated approach and following the Assess, Plan Do, review process, as we are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

As is clear on our SEND policy, accessibility and recognising that reasonable adjustment is required to ensure all students are able to access their learning is key. This includes students who have protected characteristics as stated by the SEND and Disability Act 2001 and any students with medical needs. These adaptations may include adapting the curriculum or resources, it can also include adapting our teaching. This is extended to ensuring that there are no barriers to students with SEND accessing extracurricular activities and trips. We have provided CPD to ensure staff are aware of the necessary adaptations when discussing potential trips with SEND students, including sensitivity to how the information may be received and appropriate adjustments during the trip itself.

You can find our SEND policy here; <https://meadowparkschool.com/wp-content/uploads/2024/06/SEND-Policy-NOV-23.pdf>

Your child's teachers 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations 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.
- Differentiating 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.
- Teaching assistants will support pupils on a 1-to-1 basis when external professionals have identified a child as requiring additional support to Wave 1, in the classroom and additional support to Wave 2, small group interventions.

- Teaching assistants will support pupils in small groups when students have been identified as requiring additional support to the learning they receive in the classroom at Wave 1.

We may also provide the following interventions:

- IDL Numeracy / IDL Literacy
- Fresh Start
- Lego therapy
- Numeracy
- Dockside – Literacy
- Social Communication
- Nurture Group
- Sensory Circuits
- Anxiety
- Resilience
- Protective Behaviours

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Small group interventions around social communication or to support relationships with peers Autism Champions within the Orchard team Communication cards Structured routines QFT adoptions within the classroom such as adapted instructions or preparing and allowing time for any changes Mentoring Additional Transition support
	Speech and language difficulties	Communication Cards External Professional: Speech and language therapy

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<p>Writing slope</p> <p>Overlays</p> <p>Laptop</p> <p>QFT adapted resources such as utilising technology, providing scaffolding and key word mats.</p> <p>Structured Small group Interventions such as IDL Literacy and Numeracy.</p>
	Moderate learning difficulties	<p>Small Group academic Interventions</p> <p>QFT adaptations to access learning such as chunking of information / visual aids</p>
	Severe learning difficulties	<p>Small Group academic Interventions</p> <p>QFT adaptations to access learning</p> <p>Screeners to establish specific need clearly</p> <p>Early Exam Access considerations</p> <p>Additional Transition support</p>
Social, emotional and mental health	ADHD, ADD	<p>Quiet workstation</p> <p>QFT adaptations to access learning such as adapted communication style or movement breaks.</p> <p>Social stories</p> <p>Mentoring</p> <p>Additional Transition support</p>
	Adverse childhood experiences and/or mental health issues	<p>Nurture groups</p> <p>Counselling</p> <p>Mentoring</p> <p>Additional Transition support</p>

Sensory and/or physical	Hearing impairment	Seating pan considerations Clear communication Communication cards Visual Aids Printed notes or assistive devices Independent Health Care Plans as appropriate
	Visual impairment	Limiting classroom displays Specialised equipment such as electronic magnifier Pass to enable the student to move around school when its quiet Additional transition sessions
	Multi-sensory impairment	Seating plan considerations to windows/lights Colour of worksheets/ exercise books Limiting classroom displays Independent Health Care Plans as appropriate Additional Transition support
	Physical impairment	Pass to enable the student to move around school when its quiet Lift Pass Independent Health Care Plans as appropriate Additional Transition support

These interventions are part of our contribution to Coventry City Council'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
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

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

If that'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 go on our school trips, including our residential trips and DFE experiences.

All pupils are encouraged to take part in extra-curricular activities such as clubs, trips, sports day/school plays/special 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?

Meadow Park School follows and complies with the advice from DfE and the law relating to admissions process, as set out in the admissions policy.

All children who have an EHC plan will be admitted before any other places are allocated. The process includes the Local Authority who consults with various schools appropriate to that individual student and the provision required as stated on the EHC plan.

The admissions policy clearly states the criteria on which students are allocated should the school be oversubscribed, demonstrating equality of all sub-groups and to ensure equality when allocating places.

As part of the Key Stage 2 to Key stage 3 transition, once students are allocated places, all Year 6 students who are identified as K coded or who have an EHC plan are invited for additional transition. This includes a meeting with parents or carers, to begin the process of establishing sound relationships and the Assess, Plan, Do, Review process as appropriate. This is with collaboration of the student's primary school and the information gathered from primary school class teacher or SENDCo.

13. How does the school support pupils with disabilities?

The DDA, Disability Discrimination Act 1995 as amended by the SEND and Disability Act 2001 placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students. As we strive towards an inclusive teaching environment our goal is to ensure students with a disability are not hindered and are able to thrive and supported to meet their potential. This is achieved through ensuring an accurate and up to date SEND register and medical register. This also includes ensuring staff have access to and are aware of students who have, as appropriate, additional documents such as passports, EHCP crib sheets, risk assessments and Independent Health Care Plans (IHCP). That staff receive appropriate CPD around these documents and on how to implement the right provision and support.

Ensuring that, as appropriate students who require additional equipment such as to support visual impairment, have access to this and that students and/or staff are trained in how to use it. This may require seeking additional support from external professionals.

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

At Meadow Park school, we have established a strong pastoral team and promote a strong sense of belonging with our House team ethos. This has been achieved through our House system, whereby students are united by the House they are in, with a clear pastoral team who support them in their daily school lives. This includes Head of House, Deputy Head of House and the wider pastoral team, such as the tutors. Further to the pastoral support, students have access to The Orchard SEND and Inclusion team to support their mental health and social and emotional development. This team also includes two in-house counsellors.

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the wide range of clubs to promote teamwork/building friendships
- We run various interventions for students with a specific SEMH aim, for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by developing an anti-bullying council, that is led by students. It is clearly stated in our behaviour policy that bullying is categorised as a 'serious misbehaviour'. And as such, any bullying incidents are taken seriously.

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

Our approach to supporting students as they move between years, phases or the key stages, early identification is key. This can then inform planning and ensuring the graduated approach is adhered to, in turn ensuring the right support is in place.

Between years

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

Ensure a collaborative and personalised approach is taken involving early communication, shared information, shared information, phased entry and ongoing support. This may include, but is not limited to round robins to review progress and identify potential barriers, a review of the student passport, pre-emptive meetings with incoming teacher and increased short-term SEND support,

- Ask 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 – is this viable for all subjects?
- Schedule lessons with the incoming teacher towards the end of the summer term

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.

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

Between phases

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming pupils near the end of the summer term.

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

We offer additional transition support to students identified, this could be through information received from home or from the primary school. Additional support may look like additional sessions at Meadow Park School, additional information booklets or receiving their timetable early.

Moving to adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

Activities to support this may include our in-house Careers Events whereby a wide range of external companies and agencies set up stalls and students are invited to visit, to see what opportunities are available and discuss how these opportunities might be achieved.

Our internal careers advisor and our Orchard team can also support with applications to colleges or apprenticeships or preparing for interviews.

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

Mr Paul Rule; Child Protection Officer & Senior Pastoral Support Manager
p.rule@meadowparkschool.com

Mr Paul Rule will work with Mrs Michelle Billyeald, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has 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?

<https://meadowparkschool.com/wp-content/uploads/2024/11/Meadow-Park-COMPLAINTS-POLICY-2024.pdf>

Should you wish to make a complaint regarding the SEND support your child is receiving, please follow our complaints procedure, which is available on our website, or by contacting the school office, or by following the link below.

<https://meadowparkschool.com/wp-content/uploads/2024/11/Meadow-Park-COMPLAINTS-POLICY-2024.pdf>

As is explained in the complaints policy, we do recognise that at times things can go wrong. In the first instance, part of the procedure is to encourage a resolution in an informal capacity. Whilst ensuring an impartial, respectful approach.

Complaints about SEN provision in our school should be made to the SENDCo 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.

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 Coventry City Council's local offer. Coventry City Council publishes information about the local offer on their website:

<https://letstalk.coventry.gov.uk/coventry-send-local-offer>

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

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

<https://www.coventry.gov.uk/coventry-send-support-service/school-education-children-special-education-needs-disabilities/10>

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

<https://www.facebook.com/people/Coventry-Action-For-Autism-Group/100064488557805/>

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

<https://www.icancharity.org.uk/>

<https://www.barnardos.org.uk/get-support/services/warwickshire-base-cse>

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

➤ [IPSEA](#)

➤ [SEND family support](#)

➤ [NSPCC](#)

➤ [Family Action](#)

➤ [Special Needs Jungle](#)

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
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages