

# North Halifax Grammar School

## SEND Information Report



This policy was considered by the Governance Board on:	Autumn Term 2024
To be reviewed on an annual basis. Next review:	Autumn Term 2025
Policy Owner:	SENDCo

## Contents

1. NHGS SEND Information Report – Aim	3
2. Legislation and guidance	3
3. What types of SEND does NHGS provide for?	4
4. Which staff will support my child and what training have they had?	4
5. What should I do if I think my child has SEND?	6
6. How will school know if my child needs SEND support?	6
7. How will the school measure my child's progress?	7
8. How will I be involved in decisions made about my child's education?	8
9. How will my child be involved in decisions about their education?	9
10. How will NHGS adapt its teaching for my child?	9
11. How will NHGS evaluate whether the support in place is helping my child?	11
12. How will NHGS's resources be secured for my child?	11
13. How will NHGS make sure my child is included in activities alongside students who don't have SEND?	12
14. How does NHGS make sure the admissions process is fair for students with SEND or a disability?	12
15. How does NHGS support students with disabilities?	13
16. How will NHGS support my child's mental health, and emotional and social development?	13
17. How does NHGS support the transitions for students with SEND? (Primary to Secondary school and Post-16)?	14
18. What support is in place for looked after and previously looked after children with SEND?	14
19. What should I do if I have a complaint about my child's SEND support?	14
20. What support is available to me and my family?	15
21. Glossary	16

## 1. NHGS SEND Information Report

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works at North Halifax Grammar School (NHGS).

If you want to know more about our arrangements for, SEND read our [SEND Policy](#).

To make it as simple as possible to navigate this document, 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.

## 2. Legislation and guidance

This document adheres to legislation and guidance set out in the following:

- Schedule 1 of the Special Educational Needs and Disabilities (SEND)

Regulations 2014

- Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice
- Section 69 of the Children and Families Act 2014

Our SEND Information Report should be read in conjunction with the Core Offer found and set out in Calderdale's Local Offer [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer) which details the provision available in all Calderdale schools and academies.

Contact Details	
Headteacher	Mr Desmond Deehan
Telephone – School Office	01422 244625
Email – School Office	<a href="mailto:admin@nhgs.co.uk">admin@nhgs.co.uk</a>
Address	NHGS, Moorbottom Road, Illingworth, Halifax, HX2 9SU.
Age Range	11-18 yrs
Special Educational Needs Co-ordinator (SENDCo)	Miss Elizabeth Bryan
Email - SENDCo	<a href="mailto:e.bryan@nhgs.co.uk">e.bryan@nhgs.co.uk</a>
SEND Trustee	Nicola Sheehan

### 3. What types of SEND does NHGS provide for?

At NHGS, we provide support for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism Spectrum Condition (ASC)
	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

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

At NHGS, we have a wide ranging and highly skilled team of staff whose roles are linked to supporting students with SEND to access the curriculum. This team is made up of:

Name of Role	Member of staff	Contact email
SENDCo	Miss Elizabeth Bryan	<a href="mailto:sendco@nhgs.co.uk">sendco@nhgs.co.uk</a>
Deputy SENDCo	Mrs Nicole Terry	
Exams Access Arrangements Assessor	Mrs Jo Alexander	
SEND Administrator and Student Support Assistant	Mrs Lynne Barnes	
SEND Administrator and Student Support Assistant	Mrs Colette Doyle	
Student Support Assistant	Mrs Natasha Best Mr Peter Cain Ms Deborah Rosenberg Mr Steven Alexander	

We believe that every teacher is a teacher of SEND, and all our staff take part in regular training to support students with SEND through the form of:

- Well planned CPD programme
- INSET days
- Training from external agencies
- Online Training

### **Miss Elizabeth Bryan-SENDCo**

Miss Bryan is our SENDCo in school.

Miss Bryan has a vast amount of teaching experience and led SEND and inclusion at a secondary school in Kirklees for 6 years, prior to joining NHGS in September 2024. Miss Bryan will oversee the SEND provision and will work closely with the senior leadership group to ensure high quality provision for SEND students. Miss Bryan has achieved the National Award for SEN Coordination (NASENCo) and the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A). Miss Bryan has just completed an NPQ in Senior Leadership in September 2024.

### **Mrs Nicole Terry-Deputy SENDCo**

Mrs Terry has a vast amount of teaching experience and has been a part of the teaching staff at NHGS since 2016. She was previously in the role of Lead Teacher, helping to drive teaching and learning initiatives and CPD forward. Mrs Terry will be supporting Miss Bryan in her role as SENDCo, as well as focussing upon provision for SEND students in the Sixth Form, ensuring that this is high quality and bespoke. Mrs Terry is due to complete an NPQ in Leading Teaching in 2025.

### **Mrs Jo Alexander-Exams Access Arrangements Assessor**

Mrs Alexander has extensive whole school and SEND leadership experience and is now enjoying her role as a SEND consultant where her main focus is assessing students with reference to examination access arrangements. Mrs Alexander has achieved the NPQH (National Professional Qualification for Headship) and PAPPA (Post Graduate Award of Proficiency for Access Arrangements).

### **Student Support Assistants**

We have 6 Student Support Assistants, including two qualified teachers who are trained to support students within the classroom and deliver SEND interventions.

### **External agencies and experts**

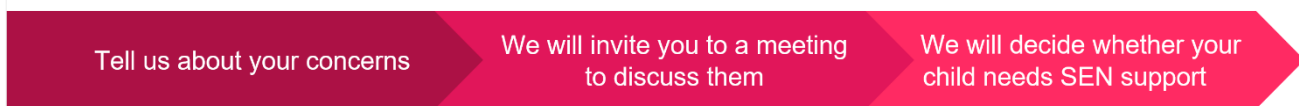
Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists

- Specialist Outreach Support (Autism, Hearing impairment, visual impairment, physical impairment)
- 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
- Voluntary sector organisations

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

If you think your child may have SEND, it is important that you let us know, too, so that we can assess and find out whether this is the case. Please follow the steps outlined below:



If you think your child might have SEN, the first person you should tell is Miss Bryan, our SENDCo.

This can be done by contacting The NHGS reception by phone, or emailing

[sendco@nhgs.co.uk](mailto:sendco@nhgs.co.uk)

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

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. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

All staff are aware of SEND and are trained to identify students who they think may have additional needs and are not making the expected level of progress academically or socially. Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment or social gap between them and their peers despite interventions

There is a clear referral process in school, whereby staff can refer students to the SENDCo for assessment. The SENDCO will review each referral, gathering further information such as student and parental feedback, attainment and behavioural data to gain an understanding of the student's

strengths and difficulties. The SENDCo will then discuss next steps with the student, parent/carers, wider staff and where appropriate ask for the opinion of external experts. Based on all this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision in writing. If your child does need SEND support, their name will be added to the school's SEND register and the SEND team will work with you to create a SEND support plan for them.

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

SEND support and interventions at NHGS follow a model known as the 'graduated approach,' a four-part cycle detailed below.

### **Assess**

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has.

Teacher and the SEND team will carry out a clear analysis of the student's needs

Teacher and the SEND team will carry out reviews of the students and previous targets/outcomes

Views of the student and their parent/carers will be considered

The school may seek advice from external support services

The assessment will be reviewed termly as a minimum to make sure that the support in place is matched to the student's needs

### **Plan**

In consultation with the parents and the student, the teacher and the SEND team will decide which adjustments, interventions, targets and support will be put into place, alongside the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded in SIMS, Edulink, SEND Google Drive and will be made accessible to staff in a Student Profile.

Parents/Carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **Do**

We will put our plan into practice.

The student's class or subject teacher retains overall responsibility for their progress

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any Student Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher and support staff in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## Review

We will assess how well the support we put into place helped the child to meet the outcome we set.

The effectiveness of the support and interventions in relation to targets set and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

The views of the parents and student

The level of progress the student has made towards their outcomes

The views of teaching staff who work with the student

The teacher and the SENDCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents/carers.

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

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

At NHGS, working in partnership with parents/carers and young people is central to the work of the SEND team. We will provide parents/carers with a termly report on your child's progress. Your child's teachers will meet you at least once per year, at Parent Consultation Meetings, 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

For students with SEND, the regularity of meeting becomes more frequent. Please see the following table:

<b>If your child has... ..then the review frequency will be...</b>	<b>If your child has... ..then the review frequency will be...</b>
...ongoing monitoring for potential SEND... ...ongoing through input from teachers, parents/carers and other sources	...ongoing through input from teachers, parents/carers and other sources
...a Student Profile ...on a daily/weekly/half termly basis as part of classroom provision and Quality First Teaching and will be reviewed with parents/carers annually.	...on a daily/weekly/half termly basis as part of classroom provision and Quality First Teaching and will be reviewed with parents/carers annually. And/or ... termly with all the relevant professionals, parents and the student.



If your child has... ..then the review frequency will be...	If your child has... ..then the review frequency will be...
...an Education Health and Care Plan (EHCP)...	...informally reviewed termly with relevant professionals if required. ...formally reviewed annually as part of the annual review with parents/carers, student and staff views. Emergency (or interim) reviews of EHCPs can be conducted considering circumstances which occur in school or if circumstances change significantly. This can be requested by either the parent/carer or key school staff

We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. The best way to contact us is via email to Elizabeth Bryan, SENDCO (detailed above). 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.

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

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

We may seek your child's views 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

### **10. How will NHGS adapt its teaching for my child?**

Your child's teachers are responsible and accountable for the progress and development of all the students 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 attend NHGS.

We will adapt how we teach to suit the way the student 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, but are not limited to:

- Adapting our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson
- 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 and coloured resources
- Student Support Assistants will support students on a 1-to-1 basis where appropriate
- Student Support Assistants will support students in small groups where appropriate
- Mentoring, coaching and providing a range of SEMH-friendly interventions to give students reflection time

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
Communication and interaction	Autism spectrum Condition (ASC)	Visual timetables Social stories Neuro & Me Social Use of Language (SULP) Zones of Regulation Fidget Toy <b>Offer from academic year 24/25</b> A low sensory 'Quiet room' SEND social support area
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Overlay Pencil grips Ergonomic pens C-Reader pens Laptops
	Moderate learning difficulties	1:1 support from Student Support Assistants
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Fidget Toy A low sensory 'Quiet room' Wellbeing support <b>Offer from academic year 24/25</b> Zones of Regulation Neuro & Me

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
		SEND social support area
	Adverse childhood experiences and/or mental health issues	Well-being support Counsellor
Sensory and/or physical	Hearing impairment	Wearing of appropriate technology
	Visual impairment	Limiting classroom displays Use of appropriate technology
	Multi-sensory impairment	Control of classroom environment
	Physical impairment	Use of appropriate technology and equipment Medical/well-being officer

## 11. How will NHGS evaluate whether the support in place is helping my child?

It is highly important that support for students with SEND is evaluated, to ensure that it is having a positive impact on students. We use a range of measures to monitor its effectiveness, including, but not limited to:

- Questions from trustees to leaders
- Regular monitoring of students' pastoral key performance indicators including attendance, behaviour and wellbeing
- Student level performance data from internal and external assessments
- Ongoing quality assurance from leaders and teachers to ensure that the quality of education for students with SEND is of a high standard
- Students' views through student voice exercises and surveys
- Parent and carers' views through parent voice, surveys and at annual reviews

## 12. How will NHGSs 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.

### **13. How will NHGS make sure my child is included in activities alongside students who don't have SEND?**

At NHGS, we try to remove any barriers that would stop students with SEND enjoying the same activities as other students in the Academy, including physical activities.

- All of our extra-curricular activities and trips are available to all our students, including our after-school sporting/other clubs.
- All students are encouraged to go on our school trips, including any residential trips
- All students are encouraged to take part in sports day, school theatre performances, sports teams and all other extracurricular activities

Wherever possible, we will try to ensure that no student is ever excluded from taking part in these activities because of their SEND or disability. Wherever possible, we will make whatever reasonable adjustments are needed to make sure that they can be included.

### **14. How does NHGS make sure the admissions process is fair for students with SEND or a disability?**

Children with a recognised SEND may be given access arrangements for the admissions tests if:

The primary school can provide evidence that the child has SEND support with a history of at least 2 terms of the access arrangements being routinely made available to access formal assessments. Modified (WU1) formats of the test papers will be provided where possible in the case of children with a recognised special need. Access arrangements may also be provided if there is evidence to suggest that this is necessary and the child currently works with this arrangement in primary school. Evidence which would be considered may include diagnostic tests administered by an appropriately qualified professional.

The arrangement(s) put in place must reflect the support given to the candidate in their current school, e.g. in the classroom or in internal school tests. This is commonly referred to as "normal way of working". The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment.

Children with disabilities, learning difficulties and/or temporary conditions are likely to have a number of the needs and may require a range of access arrangements, and may include:

- supervised rest breaks
- a prompter
- separate invigilation
- alternative accommodation arrangements
- extra time
- a reader
- a scribe
- coloured overlays

- coloured/enlarged papers

(Note that the examples given above are illustrative only and not exhaustive)

All evidence provided will be reviewed jointly by the SENDCo's at both Halifax Grammar Schools and parents will be informed of access arrangements prior to the test.

NHGS is a selective grammar school and as such, does not advantage or disadvantage candidates with an EHC Plan. Candidates with an EHC Plan must still meet the qualifying standard in all subjects to be considered for a place at the Halifax Grammar Schools.

The school's Admissions Policy is strictly adhered to and candidates with a disability or special educational needs must still meet the qualifying standard in all subjects to be considered for a place at the Halifax Grammar Schools and will be allocated a place according to the oversubscription criteria determined in section 4.0 of the aforementioned Admissions Policy.

### **15. How does NHGS support students with disabilities?**

At NHGS steps are taken to prevent disabled students from being treated less favourably than other students. It may be that your child's needs require the school to secure:

- Extra equipment or facilities
- More staffing hours
- Further, specialist training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to secure information about what will best help your child access their learning

Further information can be found in the schools [Access Plan and Audit Policy](#).

### **16. How will NHGS support my child's mental health, and emotional and social development?**

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

- Students with SEND are encouraged to take advantage of the enrichment opportunities on offer. There is a vast range of different opportunities, enabling all students to find their interest. Taking part in enrichment enables students to build friendships and promotes team work.
- We provide extra pastoral support for listening to the views of students with SEND through individual discussion around their needs with the SEND team. Students may also use the SSA facilities at break and lunchtime if they require extra support.
- The Wellbeing Manager is a professional counsellor and students can be referred by a member of staff or can make their own referral. As counselling takes place in school, students build up a relationship with the counsellor and can seek support if needed throughout their time in school.
- SEND students are able to provide their student voice, either through the school council, the neurodiversity group and focus groups.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through effective education, particularly within the Character & Culture curriculum but also in assemblies, displays and general interactions using our relational behaviour approach. All staff and prefer undergo 'upstander' training each year and students and parents are able to

report any incidents via the online Report It system on the school website, these reports can be made anonymously if students feel more comfortable. All reported incidents of bullying are taken seriously and a proportionate response made, this may include further education, restorative conversations and/or a suitable consequence.

## **17. How does NHGS support the transitions for students with SEND? (Primary to Secondary school and Post-16)**

Between years

To help students with SEND be prepared for a new academic year we:

- Ensure that the student knows their Student Progress Tutor for the next academic year
- Ensure that they have had the opportunity to meet any key pastoral contacts for the following year

Between schools

When your child is moving on from NHGS, we will ask you and your child what information you want us to share with the new setting.

From primary to secondary

The SENDCo of the primary school meets with our SENDCo to discuss the needs of the incoming students throughout the year before they start at NHGS. In some cases, this work will begin earlier – in lower Key Stage 2.

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

SEND students are invited to an additional transition day.

Onto adulthood

We provide all our students with appropriate independent careers advice and guidance on paths into work or further education.

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

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

Mrs G Quigley is the designated teacher for looked-after children and previously looked-after children here.

Mrs G Quigley will work with Miss Elizabeth Bryan, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students 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.

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

Whilst, wherever possible we work closely with the parents/carers to ensure that their child is at the centre of all efforts, and benefitting from them, at NHGS we acknowledge that it is important that

parents/carers have the right to complain about the provision and their treatment, should they wish. In these instances, parents/carers should refer to the school's [Complaints Policy](#).

Complaints about SEND provision in our school should be made to the SENDCo, Miss Bryan, in the first instance. It is hoped that most concerns and difficulties, where a parent or student seeks intervention, reconsideration or some other action to be taken, can be resolved informally.

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

- Admissions
- Exclusions
- 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.

In Calderdale, the appropriate intermediary service is SENDIASS, details of whom can be found at the link below:

<https://www.calderdalechildcare.org.uk/kb5/calderdale/fsd/service.page?id=7G4TsBFXYTU&localofferchannel=0>

## **20. 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 your local authority's local offer. Calderdale and Bradford publish information about the local offer on their website:

<https://www.calderdalechildcare.org.uk/kb5/calderdale/fsd/localoffer.page?localofferchannel=0>

<https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page>

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

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

### [local SENDIAS organisations](#)

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

- [Unique Ways](#)

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

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

## 21. Glossary

Access arrangements – special arrangements to allow students with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a student’s EHC plan

Area of need – the 4 areas of need describe different types of needs a student 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 student’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 SEN support in which the school provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind

KPI-Key performance indicators such as a student attendance, behaviour points and positives or negatives that they have accumulated which indicate how a student is performing in school

Local offer – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area

Outcome – target for improvement for students 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

SENDSCO – the special educational needs and disability coordinator

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 students with SEND

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

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