

Special Educational Needs (SEN) Information Report



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Dear parents and carers,

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

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://stbernardsschool.uk/our-school/policies/>

If you would prefer a paper copy, 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 students 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)
	Emotionally based school avoidance (EBSA)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Kaylea Pharoah

Mrs Pharoah is a highly experienced teacher and subject leader for English, with a lengthy career dedicated to St Bernard's. She has a passion for supporting young people with SEND and took on the role of SENDCO two years ago. She is a qualified teacher.

Mrs Pharoah completed the National Professional Qualification for Special Educational Needs Coordination (NPQSENCO) in the summer of 2026. She holds a position within St Bernard's Senior Leadership Team, which reflects the strategic importance of SEND provision in our school.

Mrs Pharoah has a valued teaching commitment and has taken a leading role in the delivery of our Direct Instruction programme for English. Her teaching commitment is part-time, allowing her capacity, alongside her team, to manage SEND provision.

As a relatively new SENDCO, Mrs Pharoah has been supported to develop her expertise by Mrs Emma Elliott, our Trust Inclusion Lead. Mrs Elliott has been working with St Bernard's since September 2026. She is a highly experienced SENDCO, having worked for over a decade in this role in a local mainstream setting.

Mrs Elliott completed her National Award in SEN Coordination in July 2015. She is also a qualified teacher and has a Postgraduate Certificate of Proficiency in Assessment for Access Arrangements, achieved in 2018. Mrs Elliott is also part of the Senior Leadership Team at St Bernard's, further demonstrating the commitment to SEND within our school.

Specialist Teacher

Our Specialist Teacher is Mrs Stefanie Meehan

Mrs Meehan joins us in September 2026 as a Specialist Teacher, further strengthening the expertise available to support and teach students with SEND. Mrs Meehan qualified as a primary teacher, and has been working in a local special school, teaching children from 11-18 years of age. Her knowledge of the primary curriculum and in meeting complex needs within special school will be invaluable in further developing our provision.

Mrs Meehan is also completing the National Professional Qualification for Special Educational Needs Coordination (NPQSENCO).

Mrs Meehan will have a teaching commitment, strengthening and broadening the reach of our Direct Instruction programme in both English and Maths. She also has capacity to deliver further intervention and to work alongside Mrs Pharoah in managing SEND provision.

Subject teachers

All of our teachers are responsible for the progress and development of students with SEND in their classes. receive in-house SEND training and updates, and are supported by the SENDCO to meet the needs of students who have SEND.

Teaching assistants (TAs)

We have a team of TAs, including an Inclusion Manager, higher-level teaching assistant (HLTA) and inclusion mentors who are trained to deliver SEN provision. They play a key role in delivering SEN provision within school.

Professional Development and Training

All support staff receive ongoing and individually targeted training to ensure they can provide effective support.

External training (April 2026) delivered by the Specialist Advisory Teaching Service:

- Making Sense of Autism in Schools – delivered to whole staff

External training (spring 2026)

- ELSA
- Decider Skills

In-House Training

- Access Arrangements refresher training
- Safeguarding and Child Protection
- Prevent Duty
- Direct Instruction training
- Lexonic training

Ongoing CPD opportunities

- All support staff have access to National College online courses, offering a wide range of professional development opportunities.
- Bespoke training is available on request to meet individual professional development needs and student requirements.
- All support staff have access to our weekly CPD programme alongside teaching staff.
- Support staff are supported to engage in further study alongside their roles.

External agencies and experts

Sometimes we need extra help to offer our students the support 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
- Physiotherapists
- Specialist Advisory Teaching Service staff
- GPs or paediatricians
- School nursing services
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services.

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

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 that your child may have SEND, you should contact our SENDCO. You can do this by emailing kpharoah@stbernardsschool.uk or telephoning the school and asking for a return call from Mrs Pharoah. You can also speak to your child's Head of Year or a class teacher. Any concerns raised will be shared with the SENDCO, who will contact you to discuss them in more detail.

Once contact has been made with us, we will:

- Discuss your concerns with you and establish a clearer understanding of your child's strengths and potential areas of need or concern.
- Work collaboratively to agree appropriate outcomes for your child and the actions to be taken.

If it is agreed that your child requires SEN support, we will develop a Student Passport, which will assist class teachers in understanding your child's areas of strength, need and helpful strategies to deploy.

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

All our class teachers and pastoral staff are aware of SEND and the importance of early identification. They carefully monitor students' academic progress, alongside social and emotional wellbeing. Our wider Inclusion team, including SEND, Safeguarding and Pastoral staff, meet on a weekly basis to triage and discuss students, which can lead to the identification of SEND.

If the teacher notices that a student is not making the expected level of progress, they try to identify any gaps in their learning. Additional support or targeted intervention can address these gaps. Students who don't have SEND usually make progress quickly once the gap in their learning has been addressed.

If the student is still struggling to make the expected progress, the teacher or head of department will discuss their concerns with the Year Team and SENDCO. In-class observations or further assessments can then be arranged in order to identify strengths, needs and actions moving forwards. They will also consult with teaching staff to review wider progress, attainment and development. This will help to establish an understanding of any issues with, or changes in, their progress, attainment or behaviour.

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 the Specialist Advisory Teaching Service, or a paediatrician. You may be asked to consider an Early Help Assessment, for which we will always gain your consent.

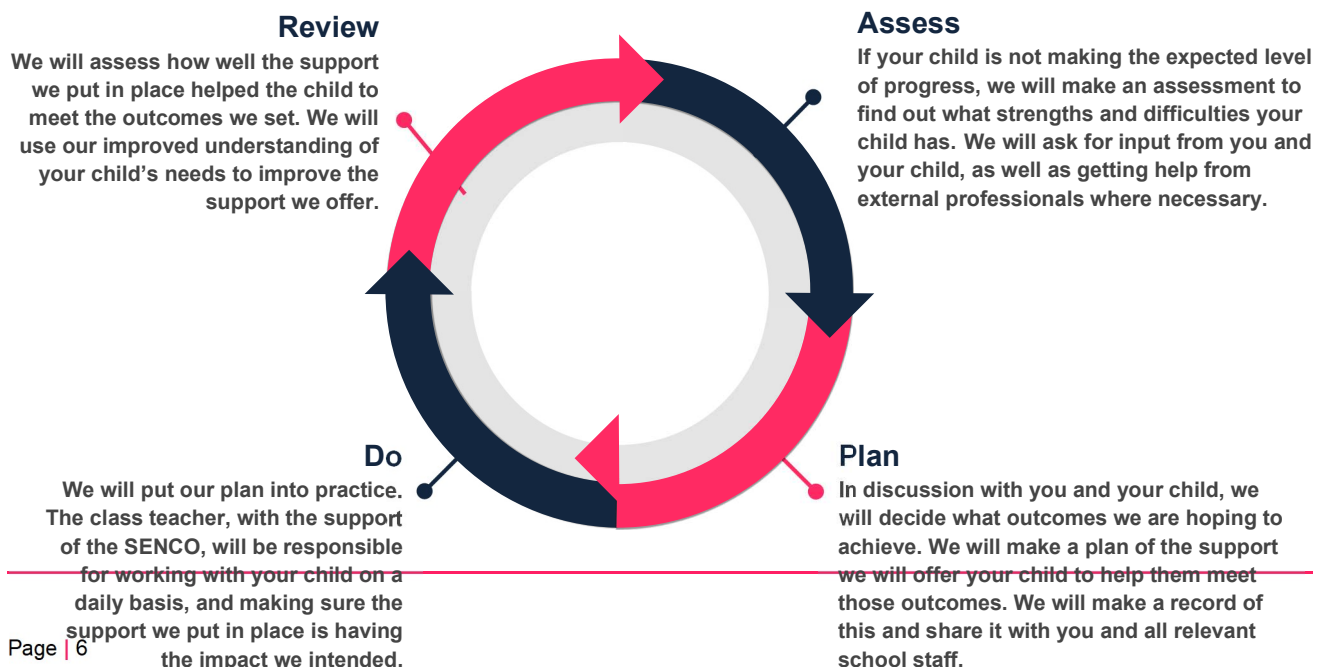
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will develop a Student Passport, sharing information and strategies with teaching and support staff.

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**.



Assess

We gain a clear understanding of your child's strengths, needs and barriers to learning. This may include:

- Teacher observations, feedback and in-class assessments
- Consideration of progress and attainment data
- Information about your child's behaviour, attendance and emotional wellbeing
- Your views and the views of your child
- Any advice received from external professionals

Plan

Following assessment, the SENDCO, relevant staff in school, parents/carers and your child, agree:

- Appropriate outcomes to work towards
- Support and interventions to be arranged
- Any reasonable adjustments which may be required
- How progress will be measured and reviewed

We can record this information in a Student Passport and may also use an Early Help Assessment to plan.

Do

The support which has been agreed is implemented and may include:

- Targeted or specialist interventions
- In-class support
- Adaptive teaching
- Specialist resources or strategies
- Additional support from staff or external professionals

Review

Progress towards the agreed outcomes is monitored and reviewed regularly, including:

- Measuring progress towards targets/outcomes
- Evaluating the success and effectiveness of the support being provided
- Gaining feedback from stakeholders.

Following a review, support may need to continue, be refined or cease. New outcomes may be established, with the cycle restarting to secure ongoing progress.

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

We will provide twice yearly reports on your child's progress.

You will have the opportunity to attend parents' evenings, where our SENDCO and class teachers are available for you to speak to. Parents are also welcome to arrange additional appointments with our SENDCO

and other relevant staff as required, These appointments can be face-to-face, online or via telephone, based upon your requirements.

We know that you're the expert when it comes to your child's needs and aspirations. 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.

If your child's needs or aspirations change at any time, or if you have any concerns, please let us know right away so we can keep our provision as relevant and focused as possible. You can contact Mrs Pharoah, our SENDCO, or your child's year team.

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.

For students with an Education, Health and Care Plan or who have an Early Help Assessment linked to their SEND, we will meet more frequently to:

- Set clear outcomes for progress
- Review progress towards these outcomes
- Discuss the support your child needs to make progress
- Identify what we will do and how you and your child can be involved in this process.

The SENDCO will ordinarily attend these meetings.

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 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; they will be prepared in advance to do this
- 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
- Speak to a Specialist Advisory Teacher, health professional or relevant support service, where appropriate.

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

Please read in conjunction with our Accessibility Plan, which is available on our website.

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality, adaptive 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 adapt how we teach to best meet individual needs. There is no 'one size fits all' approach to adapting the curriculum and we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- 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, 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.
- Teaching assistants may support students on a 1-to-1 basis where required, or they may support a small number of students within a class
- Providing bespoke curriculum delivery, including the Direct Instruction model, to support your child with developing core skills

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Sensory breaks/strategies
	Speech and language difficulties	Speech and language therapy Specific teaching of key vocabulary
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Direct Instruction Coloured overlays Adapted reading materials Reader/scribe Lexonik Reading Plus Word processor
	Moderate learning difficulties	Teaching assistant support Reduced class sizes
	Severe learning difficulties	Teaching assistant support Reduced class sizes Individual/small group withdrawal Bespoke intervention package
Social, emotional and mental health	ADHD, ADD	Medication support Time out/movement breaks
	Adverse childhood experiences and/or mental health issues	Grownds intervention 1:1 or small group support Drawing and Talking Therapy ELSA School counsellor

Sensory and/or physical	Hearing impairment	Specialist Advisory Teacher input Support with managing hearing equipment
	Visual impairment	Accessible resources – enlarged texts/coloured paper Technology support – Connect 12, iPad. Advice and support from Specialist Advisory Teaching Service Teaching assistant support
	Multi-sensory impairment	Fidgets Noise cancelling headphones Sensory equipment
	Physical impairment	Alternative recording Environmental adaptations as recommended by health professionals Teaching assistant support Support with toileting/changing

These interventions are part of our contribution to Westmorland and Furness' 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 regularly
- Reviewing the impact of interventions
- Using student feedback
- Monitoring by the SENDCO/Specialist Teacher/Pastoral staff
- Reviewing and updating Student Passports
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Seeking feedback from class teachers
- Discussion with parents/carers

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 input
- 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 via an EHC needs assessment request.

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

We strongly believe that all of our children should be able to participate in the wide range of activities available within our school. All of our extra-curricular activities and school visits are available to all our students, including our after-school clubs and electives. We encourage and support all student to participate in trips, whether these be day or residential visits

All students are encouraged to take part in sports days, musical and drama performances and Catholic life activities.

No student 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. Where a student requires additional support to participate, we will work closely with parents and carers to identify and provide appropriate arrangements so that students with SEND can be fully included wherever possible. This may include making adaptations or reasonable adjustments.

Whilst it can be challenging to secure support for activities which take place outside of the normal school day, we will use our best endeavours and explore reasonable options in order to facilitate participation.

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

At St Bernard's, we welcome applications for a place from all children, including those with SEND. Students with SEND who do not have an EHCP should apply in line with our Admissions Policy. Where a place is available, we will work collaboratively with parents and previous schools, using our best endeavours to meet individual needs.

Parents and carers of children with an EHCP can request to name a particular school within their EHCP. The Local Authority must name the preferred school in the EHCP, unless it is considered:

- Unsuitable for the child or young person's age, ability, aptitude or special educational needs
- Or
- Incompatible with the efficient education of other students, or the efficient use of resources.

When a placement at St Bernard's is being considered for a student with an EHCP, the Local Authority will send a request to the school, along with a copy of the EHCP and relevant appendices, in order to seek our views before making a decision. At St Bernard's, we carefully consider the EHCP in order to ensure that the provision can be made available and that each child's needs can be met within our setting. We provide feedback to the Local Authority to explain our ability to meet need. This process is in place to ensure that any placement offered is suitable and in the best interests of the child before decisions are made. We welcome and value contact from parents and carers during the important process of requesting a placement with us in order that we can discuss our offer and the support your child may require.

In line with statutory guidance, students with an EHCP which names St Bernard's will be admitted before other places are allocated.

13. How does the school support students with disabilities?

St Bernard's is committed to providing an environment which offers access to the full curriculum and wider school experience. We value and include all of our students and take actions in line with the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, belonging, support and awareness within

our school. Our ethos, as a Catholic school, focuses on welcoming and including everyone and removing any barriers which may limit participation and progress.

Our school building has been adapted to ensure accessibility for students with physical disabilities, including lifts, ramps, hoists, accessible entries/exits, accessible toileting facilities and carefully planned rooming arrangements. We work with external agencies, including Physiotherapists, Occupational Therapists and Specialist Advisory Teachers to assess needs and plan for what is required. We know how to request and source specialist equipment where this is required, further adapting as needs evolve and change. We ensure that students who require access to services such as physiotherapy and occupational therapy can do so onsite, and are always keen to liaise with these professionals to secure the best outcomes for our students.

Our teachers use a range of strategies to ensure that students with disabilities can access the curriculum, including adapted resources and assistive technology.

Our Accessibility Plan is available on our website, and this is designed, alongside our SEND policy, to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment to enable disabled students to access their education, alongside wider school life, our facilities and the other services we provide.
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14. How will the school support my child's mental health, and emotional and social development?

St Bernard's has a strong commitment to supporting the mental health, emotional and social development of all of our students. We provide support in the following ways:

Mental Health Support Team

We have access to the Barnardo's Mental Health Support Team, run by educational mental health practitioners. Students access individual support, where appropriate, based upon their level of need.

Pastoral Support

Every student has access to a Year Manager, who is the first point of contact for all students upon arrival to school and who can be liaised with at a number of key points during the day. All of our students are welcomed into school by their Year Manager and Senior Leadership link during Morning Meeting time, which can be particularly helpful in pre-empting any issues which may arise during the day. For students who find the larger Morning Meeting too overwhelming, an alternative smaller venue is provided, with a supportive adult who can deliver key messages and offer support for a positive start to the day.

Our Year Managers have weekly triage meetings with our safeguarding and SEND teams in order to understand, share and explore emerging and existing needs.

Specialist Staff

Our Inclusion and Pastoral teams have been supported to develop their skills in intervention for students with known or emerging social, emotional and mental health needs. They deliver small group and 1:1 support, identified through behaviour stages or triage. We have staff trained to deliver Drawing and Talking therapy, Decider Skills and ELSA sessions. A further member of staff is due to train in the THRIVE approach. We have access to a School Counsellor, Mrs Angela McDougall, who has a caseload of students managed by our Designated Safeguarding Lead, Mrs Val Ritchie.

External Partnerships

We access a number of external providers who are able to support students with social, emotional and mental health needs. Some of this work takes place onsite, and some happens outside of the school setting. Some students access short-term interventions, whereas for others, this forms part of the long-term provision to meet their SEND.

- Wellness at Greenacres
- SwitchED

- Growndscic
- Moorfield Learning Hub
- Jigsaw
- Young Lives
- Dropzone

Clubs and activities

We actively promote and encourage access to a wide range of clubs, activities and electives for all of our students, including those with SEND. This encourages friendships, shared interests and collaboration, as well as the opportunity for students to broaden their experiences and enjoy their time in school.

Bullying

We are aware that students with SEND are statistically more likely to experience bullying and actively seek to address this. We take all allegations of bullying seriously and consistently remind students of our lived virtues. Our website contains information about how we address bullying at St Bernard's.

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

Between schools

When your child is moving into or on from our school, we will ask you and your child what information you want us to share with the new setting and will have discussions with the previous/new school to inform planning.

Between phases

The SENDCO of each primary school and Year 6 staff meet with our SENDCO to discuss the needs of the incoming students during the early summer term.

We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community. This may be informal, as part of transition evenings, or more focused, dependent on level of need.

We attend Annual Reviews for students with an EHCP where requested to do so by primary schools, parents and carers from Year 5 onwards.

We arrange enhanced transition visits for students who need this to prepare them for the next phase of their education. This is in addition to our standard transition days. We also arrange visits to primary schools to observe students where appropriate.

We set up new students with a buddy from the year above to help them get settled in and make friends.

Onto adulthood

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

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

We provide access to INSPIRA for all students with an EHCP and for all of those who require some additional support with making choices around preparation for adulthood. INSPIRA are invited to Annual Reviews.

We invite and include prospective colleges in Annual Review processes.

We make referrals to adult services and transition social care where appropriate.

We liaise with post-16 providers to share SEND and access arrangements information.

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

Mrs Kaylea Pharoah will work with Mrs Val Ritchie, our designated safeguarding lead to ensure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after children will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

Mrs Pharoah, in her senior leadership role, takes responsibility for children who are looked after, providing the strongest possible connection with the SEND team.

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

Should a parent or carer have a concern regarding special educational provision, they should in the first instance discuss this with the relevant teacher. If this does not provide a satisfactory resolution, it would be appropriate to discuss the matter with the SENDCO or, if this is unsatisfactory, liaise with the Headteacher.

Serious or ongoing concerns can be escalated in writing to the SEND governor, who will inform our Chair of Governors.

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 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. You can contact our local service, SENDIASS at: <https://sendiass.westmorlandandfurness.gov.uk/mediation/disagreement>

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

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Westmorland and Furness' local offer. Westmorland and Furness publishes information about the local offer on their website: <https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIASS) services are: <https://sendiass.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service>

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

