Frizinghall Primary School

SEND Information Report

Approved by the governing body on:	Summer 2 2026
To be reviewed on:	Summer 2 2027
Signed on behalf of the governing body:	P. Sayers

Contents

Contents 2
1. What types of SEN does the school provide for? 4
2. Which staff will support my child, and what training have they had? 4
3. What should I do if I think my child has SEN? 7
4. How will the school know if my child needs SEN support? 7
5. How will the school measure my child's progress? 8
6. How will I be involved in decisions made about my child's education? 8
7. How will my child be involved in decisions made about their education? 9
8. How will the school adapt its teaching for my child? 9
9. How will the school evaluate whether the support in place is helping my child? 10
10. How will the school resources be secured for my child? 14
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 14
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 15
13. How does the school support pupils with disabilities? 15
14. How will the school support my child's mental health and emotional and social development? 15
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 16
16. What support is in place for looked-after and previously looked-after children with SEN? 17
17. What should I do if I have a complaint about my child's SEN support? 17
18. What support is available for me and my family? 18
19. Glossary 18

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 SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our website.

You can also ask a member of admin staff to print a copy of the policy for you.

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
	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 hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Mental health difficulties, including anxiety, depression or eating disorders.
	Suffered adverse childhood experiences (ACES)
	Pathological Demand Avoidance (PDA)
	Emotional 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 SENCO

Our SENCO is Tom Ruddock

They have a range of experience working with children who have a SEND and have worked as an assistant SENCO before joining Frizinghall Primary School. They are a qualified teacher and have worked in the Bradford authority for all of their teaching career.

They have achieved the National Award in Special Educational Needs Co-ordination in 2020. Tom has also completed the designated senior mental health lead training in 2024.

This has enabled him to take on the role of senior mental health lead. He has also completed his NPQLBC (National Professional Qualification for Leading Behaviour and Culture) and has completed his NPQH (National Professional Qualification for Headship) Both qualifications support with the strategic drive forwards for continued improvements for children with SEND at Frizinghall Primary School.

Tom is allocated 3 days a week to manage SEND provision.

Learning mentor and family learning mentor

Our learning mentor is Lisa Cole.

They have a range of experience working with children who have a SEND and have worked at Frizinghall Primary School for a number of years. Lisa has undergone various training sessions to support the children with their learning, especially children who may have SEMH and wellbeing needs. Lisa works within the inclusion and parent partnership team to support children. She runs a dedicated lunchtime provision focused on developing children's emotional regulation, communication, and social skills. Lisa also supports children with communication and interaction difficulties though the delivery of NELI and other SALT interventions. Lisa has completed a certificate in Mental Health Champions though Place2Be and will be completing her foundational training in Drawing and Talking in the 2026-27 academic year.

Our family learning mentor is Uzma Rehman.

Uzma has a wealth of experience supporting children and families at Frizinghall Primary School. She is a lead practitioner for Early Help and has undergone training around mental health first aid. Her role sits along the inclusion and parent partnership team and Uzma is available to support families; along with the children.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. There are regular sessions for staff to develop their knowledge and understanding around the different areas of SEND. There is an annual skills audit for staff to complete to ensure the training is tailored to the staff’s needs.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver a range of interventions to support all areas of SEND.

Support staff are working in teams to develop their knowledge and understanding around the different areas of SEND. They complete some learning and discuss this with their colleagues to deepen their skill set.

If any member of staff raises a training requirement, or wants some additional training, this is researched and acted upon.

External agencies and experts

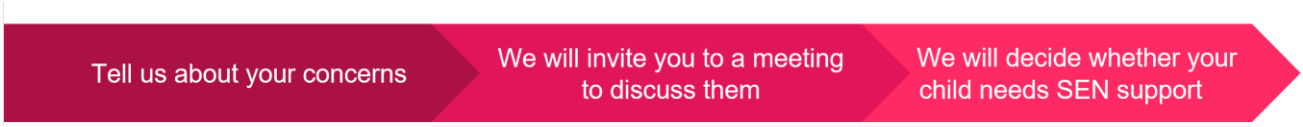
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education Emotional Wellbeing Practitioner
- Specialist teachers - Social Communication Interaction & Learning (SCIL) Team
- Education welfare officers
- Social services and other LA-provided support services
- Virtual Schools
- Early Help
- Voluntary sector organisations

Parent Support Charities and Agencies including:

- SENDIASS (formerly Barnardo's)
- AWARE Airedale and Wharfedale Autism Resource
- Downs Syndrome (Pamela Sunter) Support Centre, Bingley

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



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

You can arrange a meeting with your child's teacher or discuss any concerns at parents' evening.

They will pass the message on to our SENCO, Tom Ruddock, through an initial concern form. They will discuss this with you and you will sign it.

You can complete a parental concern form at any time. These are available from the office or the class teachers.

You can also contact the SENCO directly to discuss any potential needs.

The SENCO will review the concern forms and if it is necessary, they will meet with you to discuss the concerns further. We will 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.

Your child will either be added to the monitoring register or the additional needs register for SEND support.

If we decide that your child needs SEND support, and your child is added to the school's SEND register, the class teacher will devise a learning plan (APDR plan) to support your child. There may be a need to refer to external agencies. This will be undertaken by the SENCO and the class teacher; with parental consent.

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include being behind their peers in their learning; slow progress in their development; struggles with their speech and communication; difficulties with friendships and joining in with others and an inability to regulate their emotions.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil 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 SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground 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 SENCO may 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 SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

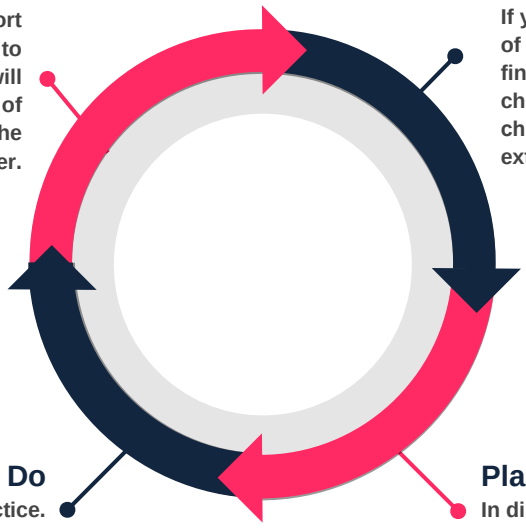
If your child does need SEN support, their name will be added to the school's SEN register, and the class teachers will create a SEN support plan for them. The SENCO oversees the plans and will support class teachers to ensure SMART (specific, measurable, achievable, relevant and time-bound) targets are used.

All school staff receive training to recognise that pupils with English as an Additional Language (EAL) may sometimes present with traits that could be mistaken for special educational needs and disabilities (SEND). Staff will carefully monitor EAL pupils to determine whether any difficulties are due to a language barrier or are indicative of SEND. We provide targeted support for all children with EAL to ensure they can access the curriculum and make progress.

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**.



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

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. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

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. Working alongside an SEMH specialist, we have created a baseline assessment that provides a score to track progress over time. Because children’s emotional needs are complex, we balance this numerical data with 'soft data'—such as staff logs of observations and emotional well-being—to ensure we capture the full picture.

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 annual reports on your child's progress.

Your child’s class teacher will meet/ formally communicate with you three times a 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 SENCO may also attend meetings to provide extra support.

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 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.

If you have concerns that arise between these meetings, please contact your child’s class teacher. They are available in the morning/home time. You can also contact the school office and leave a message for your child’s teacher.

If a child has an Education, Health and Care Plan (EHCP), there will be an annual review. This is a formal, legal process required by legislation. During the annual review, parents and carers are invited into school for a meeting with the SENCO, class teachers, and any external professionals involved (where appropriate). Together, we will review the child’s progress towards the outcomes and targets set out in the EHCP, and discuss any changes or additional support that may be needed.

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

The level of involvement will depend on your child's age, maturity and individual needs. We recognise that no two children are the same, so we will decide on a case-by-case basis alongside your input. Our learning mentors utilise a range of tailored strategies to capture pupil voice, ensuring their views directly inform decisions regarding their education.

We may seek your child's views by inviting them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, videos or drawing to share.
- Discuss their views with a trusted member of staff who can advocate for them during the meeting
- Complete a survey

Furthermore, we have updated our Assess, Plan, Do, Review (APDR) framework to include a dedicated section for pupil input. This ensures that children can actively contribute to their own plans, empowering them to take ownership of their personal targets.

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

Your child's teacher is 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. We ensure that we follow the accessibility policy to provide an education to all children regardless of needs.

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 carrying out work in lessons.
- Teaching assistants will support pupils in small groups.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS	INTERVENTIONS
Communication and interaction	Autism spectrum disorder	Visual timetables Now and next boards Social stories Access to lunchtime provision Widget Online to make communication friendly resources.	Time to talk All aboard 'Bucket Time' from Attention Autism Socially speaking Speech Link intervention Intensive interaction sessions Spoken language talk sessions Additional Read Write Inc. sessions NELI -Nuffield early language intervention. (We use whole class sessions (in nursery and reception alongside small group interventions)
	Speech and language difficulties	Speech and language therapy Understanding of Blank Level questioning. Understanding of learning phases through 'Launchpad for Literacy' Verbo assessment and intervention	

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pre-teaching Catch up sessions Pre/post teaching Coloured overlays GL Rapid screener (Dyslexia tendency screener)	NELI -Nuffield early language intervention. (We use whole class sessions alongside small group interventions) Alphabet Arc Let's Think Let's Move IDL Literacy KS2 Read Write Inc. catch up sessions. Reading fluency precision teaching sessions Literacy Gold
	Moderate learning difficulties	QFT strategies. Including pre/post teaching. Ongoing CPD for teachers and support staff Targeted support in lesson	
	Severe learning difficulties	QFT strategies. Including pre/post teaching. Targeted support in lesson Bespoke curriculum (where appropriate)	
Social, emotional and mental health	ADHD, ADD, PDA	Quiet workstation Sensory room access Access to lunchtime provision Boxall Profile	Circle of friends Friendship groups – The friendship formula Lego therapy Zones of

	Adverse childhood experiences and/or mental health issues	Nurture groups 1:1 sessions with Learning Mentor Additional staff to support with 'soft landing' into school/ key transition points.	regulation Learning mentor 1:1 sessions Emotional literacy sessions Wellbeing mentoring (Wellbeing club) Sketch and Chat (Drawing and Talking)
Sensory and/or physical	Hearing impairment	QFT strategies – written instructions Microphone/ radio aid (where appropriate)	The Jungle Journey – fine and gross motor skills program. Pindora's Box Write from the start program
	Visual impairment	Limiting classroom displays. Large print resources	
	Multi-sensory impairment	Sensory room access Sensory profiling	
	Physical impairment	Support with hoisting and toileting Access to the lift/ ramps. Bespoke plan for motor development Risk assessments	

These interventions are part of our contribution to Bradford's local offer.

Bradford and District 'Local Offer' for families and pupils with SEND can be found at https://localoffer.bradford.gov.uk/

This is where all information for children and young people aged 0-25 with Special Educational Needs and/or Disabilities (SEND) and their families can be found.

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. The time scale may be different for each child.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress in both individual APDR plans and group provision plans.
- 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 though the EHCP application process.

If a child attending our nursery is in receipt of Disability Living Allowance (DLA), the school can apply for the Disability Access Fund (DAF). This fund provides a one-off annual payment to the school, which is intended to help support the child's access to nursery provision. The DAF payment can be used to purchase resources, make reasonable adjustments, or support the child's inclusion in the setting.

Special Educational Needs Inclusion Fund (SENIF) for Early Years (Nursery)

For our youngest learners in Nursery who are identified with emerging or lower-level Special Educational Needs (and who do not yet have an Education, Health and Care Plan), the school can access Bradford Council's Special Educational Needs Inclusion Fund (SENIF).

- SENIF funding is allocated on a termly basis to promote early inclusion and provide enhanced classroom staffing or targeted interventions.
- Allocation is determined by Bradford's SENIF panel based on a local Banding Model that looks at developmental stages (measured in months behind chronological age across the prime areas of learning).
- SENIF acts as an early-intervention resource. If a child's needs are complex and long-term, the school will maintain SENIF provisions while simultaneously progressing an application for an Education, Health and Care Assessment (EHCA). Once an EHCP is finalised, the high-needs top-up funding bands replace the SENIF funding.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school visits, including our residential visits.

All pupils are encouraged to take part in wider curricular activities, including sports day, school plays, special workshops and swimming sessions.

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 that they can be included.

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

All schools are required by section 324 of the Education Act 1996 to admit to the school a child with an Education Health Care Plan (EHCP) that names the school. This is not an oversubscription criterion. This relates only to children who have undergone statutory assessment and for whom a final statement of SEN or an EHCP has been issued.

If a child has an EHCP, and is wanting to join the school, the local authority will consult with the SENCO and the headteacher to see if they can meet the needs of the child. Schools are required to make reasonable adjustment to cater for children but this needs to be for the best interest of the child. Schools can state that they cannot meet the needs of a child however, there needs to be a solid ground for this.

These are reviewed on a case by case basis.

13. How does the school support pupils with disabilities?

All children have the right to an education and at Frizinghall Primary School, we ensure inclusion is for everyone. Teachers are trained in how to support children access learning despite any disabilities. All areas of school are accessible by wheelchair and we have ramps to access the library (where there is a small step).

There are disabled toilets in school along with facilities for hoisting. This is carried out by staff who are trained in manual handling.

Through our SCARF (Safety, Caring, Achieving, Resilient and Friendly) principles to behaviour, we ensure that there is a mutual respect for everyone and children are encouraged to care for others.

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

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

- Pupils with SEN are encouraged to be part of the school council

- Pupils with SEN are encouraged to take part in clubs to promote teamwork/building friendships
- Children are taught how to regulate their emotions though the Zones of Regulation
- We provide extra pastoral support for listening to the views of pupils with SEN by the learning mentor and family learning mentor. This support is identified through the mentor casework referral system. Teachers are able to refer into the inclusion and parent partnership team for targeted support.
- We run a lunchtime nurture club 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 promoting our SCARF values
- Designated Mental Health Champion in school who has received additional training.

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

Between years

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

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, the new school will want to know as much information as they can about your child. The information held on our storage system (CPOMS) will be transferred to the receiving school (if they have the software). If they don't use CPOMS, school will pass on printouts of any documents. If a school uses Edukey's Provision Map software, there is an option to transfer the APDR plans and provisions to the new school. They can then have a full history of a child's SEND and what support they have received at Frizinghall Primary School.

Between phases

The SENCO of the secondary school will arrange a meeting with the class teacher/ SENCO. This will be done over the phone, video call or in person. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge (where possible)

If a child has an EHCP, the SENCO will assess how to provide the best possible transition plan for the child. The child and their parents will be involved with this and a transition plan will be created.

Where paper records are held by Frizinghall Primary School, they will be transferred to the receiving secondary school. A signature receipt will be obtained to ensure there is a clear paper trail and exchange of possession.

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

Tom Ruddock, designated teacher for children who are looked-after children and children who have been previously looked-after, will 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. Training around adverse childhood experiences (ACES) will be given to staff so that they are able to support CLA and PCLA children.

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 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?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If there is a further need to speak to someone more senior, they can contact the Assistant Head for Inclusion (SENCO) whom will try to informally resolve the matter. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Assistant Head for Inclusion in the first instance. They will be handled in line with the school's complaints policy.

If there is a need to escalate the matter more formally, the complaint could be passed onto the Head teacher who will be able to investigate the matter further.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school 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.

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 Bradford's local offer. Bradford publishes information about the local offer on their website - https://localoffer.bradford.gov.uk/

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are available to support families - https://barnardossendiass.org.uk/bradford-sendiass/

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

- Barnardo's
- Bradford Early Help (https://www.bradford.gov.uk/children-young-people-and-families/early-help/what-is-early-help/)

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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 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 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 which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages