



BEACONSFIELD HIGH SCHOOL
A remarkable grammar school

SEND Information Report



Contents

Introduction.....	3
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?.....	4
2.1. Our special educational needs co-ordinator, or SENCO	4
2.2. Class/subject teachers.....	4
2.3. Learning Support Assistants (LSAs)	4
2.4. External agencies and experts	4
3. What should I do if I think my child has SEN?	5
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child’s progress?.....	6
6. How will I be involved in decisions made about my child’s education?.....	6
7. How will my child be involved in decisions made about their education?.....	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?.....	9
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside students who don’t have SEND?	9
12. How does the school make sure the admissions process is fair for students with SEN or a disability?	10
13. How does the school support students with disabilities?	10
14. Equality and Accessibility for students with SEND	10
15. How will the school support my child’s mental health and emotional and social development?.....	11
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	11
16.1. Between years.....	11
16.2. Between schools.....	11
16.3. Between phases.....	11
16.4. Onto adulthood	12
17. What support is in place for looked-after and previously looked-after children with SEN?.....	12
18. What should I do if I have a complaint about my child’s SEN support?.....	12
19. What support is available for me and my family?	12
Glossary	14

Introduction

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.

You can find it on our website - <https://www.beaconsfieldhigh.school/attachments/download.asp?file=320&type=pdf>

We aim to provide an environment in which all students can reach their full potential and where the individual needs of all students are understood, valued and met. We aim to make learning enjoyable, stimulating and challenging.

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/condition (ASD/ASC)
	Speech and language difficulties/needs (SLCN)
Cognition and learning	Specific learning difficulties (SpLD), including dyslexia, dyspraxia, dyscalculia Specific processing speed difficulties
Social, emotional and mental health	Attention deficit (hyperactive) disorder (ADHD/ADD)
	Attention deficit disorder (ADD)
	Obsessive compulsive disorder (OCD)
	Depression, severe low self-esteem, self-harm, eating disorders
Sensory and/or physical	Hearing impairments (HI)
	Visual impairment (VI)
	Multi-sensory impairment (MSI)
	Physical impairment (PI)

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

2.1. Our special educational needs co-ordinator, or SENCO

Our SENCO is Anna Lyczba.

She joined Beaconsfield High School in this role in January 2022, having previously been an Assistant SENCO and having held pastoral and subject leadership roles in comprehensive settings. She is a qualified Music teacher.

Anna completed the National Award in Special Educational Needs Co-ordination in 2015.

Alongside her SENCO responsibilities in the Learning Support department, Anna teaches for ten hours per fortnight.

2.2. Class/subject teachers

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

The SENCO delivers whole staff training twice a half term to meet the needs of all students. Staff are also signposted to further courses offered by the National College, NHS, CAMHS and Buckinghamshire County Council.

Specialist teachers visit the school to deliver training as required for students with complex needs.

2.3. Learning Support Assistants (LSAs)

We have a team of 5 LSAs, including 2 Senior LSAs who are trained to deliver SEN provision.

Mrs Teeuwen is a qualified Secondary Science teacher and Lead LSA in sensory and physical impairments.

Mrs Whitefield is a Lead LSA in Dyslexia and she is a Level 5 Specialist Dyslexia teacher with Accredited Practitioner status.

The team of 5 Learning Support Assistants are trained to deliver interventions such as WordShark and Touch Typing.

Additional staff in the Learning Support Department include an Exams Access Administrator and Deputy Exams Officer, Mrs To and a Learning Support Administrator and Pupil Premium (PP) Administrator, Mrs van Ramshorst.

2.4. 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 SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Specialist Teachers (e.g. for Hearing Impairments or Visual Impairments)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you think your child might have SEN, the first person you should tell is your child's tutor, via an email to Reception.</p> <p>They will pass the message on to our SENCO, Anna Lyczba, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly by emailing learning-support@beaconsfieldhigh.bucks.sch.uk</p>	<p>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.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record.</p>	<p>If we decide that your child needs SEN support, we will discuss this with you and with your consent, your child will be added to the school's SEND register. At all stages our students are full involved in the process. We adopt a child-centred approach.</p>

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

All our class teachers have good knowledge of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include inattention in the classroom, social difficulties, challenges with unstructured times of the school day or transition, difficulties with writing or specific concerns with spelling or handwriting. Any member of staff can raise a concern with the SENCO.

If the teacher notices that there is a concern with student progress, the first line of support is offered to students within subject areas. This may include clubs run by departments, targeted individual support in lessons from a subject teacher, homework support, a sensory aid or specific differentiation measures. This Quality First Teaching is the most effective way to support any student experiencing specific learning difficulties. Students may be referred by their Head of Learning or the SENCO for academic tutoring with a Blossoms 6th Form mentor. In class, subject based support through Quality First Teaching and Ordinarily Available Provision will be monitored through termly grade cards. If a student continues to have significant problems despite additional input and targeted differentiation from subject teachers over a period of time, they may be referred to the SENCO for further investigation of their learning needs.

It should be noted that individual low attainment, or low attainment compared to peers, will not necessarily mean that a student will need further provision or monitoring for SEN purposes.

The SENCO will observe the student in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s and Head of Learning, 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 has access to baseline testing scores and various screening tools to identify difficulties.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision and your permission must be sought prior to your child being placed on the Special Educational Needs register. Your views and those of your child will be critical in shaping a support plan for your child.

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

5. How will the school measure my child's progress?

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

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

- If your child is not making the expected levels of progress an assessment will be made to identify strengths and difficulties. You and your child will contribute to this alongside any other external professionals.
- You and your child will contribute to the decisions about what outcomes we are hoping to achieve. This will then form a plan of the support offered to meet the outcomes. Records will be kept and shared with relevant key staff.
- The plan will be actioned and the SENCO will support class teachers to make sure the support in place is having the desired impact.
- After a given period of time the support that was put in place will be reviewed against the outcomes set and the progress made. This will inform new plans and outcomes moving forward.

All students are monitored by their termly grades which look at progress, effort and attainment. This information is analysed by the student's Head of Learning. Progress for SEN students is highlighted at these assessment points and their progress is compared with the whole cohort. Beaconsfield High School provides termly academic reports on your child's progress.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. You and your child will discuss these together with the SENCO.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

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

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

Beaconsfield High School aims to work collaboratively with all parents/carers including those where there may be special educational needs and/or disabilities to consider. The school keeps parents/carers regularly informed about their child's progress through the school's termly gradecard reports. The SENCO will meet with parents/carers at the parental consultation meetings throughout the year and in addition invites parents in for an annual open morning to informally review SEN provision and student progress.

Parents/carers can also contact the SENCO to clarify aspects of their child's support or discuss concerns at any time. We have an "open door" policy in reviewing support and appreciate that every family prefers to communicate with us in different ways e.g. via Teams remotely, telephone, face to face meetings or via e-mails.

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, and you will be given a copy.

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

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

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

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

High-quality teaching, differentiated for individual students is our first step in responding to your child with or without SEND. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. Most students make progress within an inclusive curriculum without any great difficulties. Teachers can usually meet whatever learning needs students may have, even when students have persistent or serious difficulties.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, providing written checklists of instructions and employing a variety of approaches
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning Support assistants will support students on a 1-to-1 basis when required
- Learning Support assistants will support students in small groups when required
- 1:1 or small group sessions in areas such as organisation and literacy support
- Class teacher liaison – working with students on an individual basis
- Carrying out initial testing and identifying requirements for exam access arrangements
- Planning meetings with external professionals for specific students
- Providing individualised student profiles for teaching staff in conjunction with the student and/or parent/carer
- Support for students with medical needs as required in liaison with school matron and external medical teams/professionals
- Extensive emotional and wellbeing support such as stress and low self-esteem including liaison with Wellbeing Mentor in school
- Liaison with counselling service in school
- In school academic support programmes
- Additional support for transition from Primary to year 7 and to 6th Form as required as well as termly SEN Coffee mornings

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
Communication and interaction	Autism spectrum disorder	Visual timetables Social Stories Communication cards Gardening Group Cooking Group Social Skills Group Access to school dog Nurture Form – soft start registration Life coaching
	Speech and language difficulties	Implementing strategies recommended by a specialist teacher in this field
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Aids such as writing slopes, laptops, coloured overlays and reading rulers, implementations of strategies as advised by specialists Liaison with Senior LSA Lead for Dyslexia Initial dyslexia screening Blossoms – 6 th Form Mentoring
Social, emotional and mental health	ADHD, ADD	Concentration aids Visual timers Movement breaks
	Adverse childhood experiences and/or mental health issues	Counselling Mental health support team intervention Wellbeing Mentor Access to school dog Garden Group Social Skills group Nurture Form – soft start registration Becky Minds Guardian Angels 6 th Form Mentoring Life coaching
Sensory and/or physical	Hearing impairment	Specific seating arrangements Exams Access Arrangements as required Specialist equipment as recommended by specialist Liaison with Senior LSA HI Lead

	Visual impairment	LSA support to modify materials as required Exam Access Arrangements as required Equipment as suggested by specialists Liaison with Specialist VI teacher
	Multi-sensory impairment	Modifications as advised by outside agencies
	Physical impairment	Reasonable adjustments to the environment as required

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 at planned intervals each year
- Reviewing the impact of interventions termly or as advised by specialists working with your child
- Using questionnaires to establish the student's voice and feeling of wellbeing
- Monitoring by the SENCO through termly drop-ins and observations
- Using provision maps to measure progress and monitor impact of support
- Teacher and LSA feedback, as well as observations, also ensure effectiveness of provision is evaluated.
- Half-termly SENCO meetings with Heads of Learning to review students on the inclusion list and their provision
- Termly gradecards are analysed to check progress of SEND students in comparison to non-SEND students
- Holding termly reviews of SEND in line with communication preferences. These reviews are an opportunity to celebrate achievements, discuss what is going well and any concerns that may require adaptations to provision for your child to make progress.
- Holding an annual review (if students have an EHCP). An EHCP is an Education, Health and Care Plan - a legal document which sets out a description of a child's strengths/needs and what provision is required to meet those needs by education, health and social care. Generally, only a very small number of children with especially complex and severe needs - which require very high levels of support - are issued with an EHCP.

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 Learning Support 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 through Exceptional Needs Funding (previously Higher Needs Block Funding) or via a statutory assessment request for an Education, Health and Care Plan (EHCP).

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

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

All students are encouraged to go on our school trips, including our residential trips. Teachers liaise with the SENCO prior to any school excursion to ensure students with SEND are fully able to access the opportunities.

All students are encouraged to take part in all aspects of school life for example sports day, school productions and concerts and workshops and competitions

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 that they can be included.

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

For students with EHCPs, the SENCO will respond to consultation within the 15 days stipulated under the Code of Practice and Beaconsfield High School will endeavour to meet the needs of all students with disability, unless the placement is incompatible with the efficient education of other students or it is felt that the school is not suitable for the student's age, aptitude or Special Educational Needs. Beaconsfield High School is a selective setting and all students, regardless of disability, need to meet the entrance criteria.

We never disadvantage students with SEND and students with EHCPs are admitted, even if we are oversubscribed.

13. How does the school support students with disabilities?

Lessons are timetabled on the ground floor/lift accessible rooms for students who are wheelchair users or who have physical disabilities. The D and K blocks are both accessible via step free access and have lifts which allow access to all floors.

There are two toilets that have been adapted for disabled users, one in reception and one in PE.

Disabled parking bays are nearest to the reception to provide easier access for students and parents/carers.

Personal Emergency Evacuation Plans (PEEPS) are made for every student with a physical disability for whom this is relevant to identify exit routes from every classroom they access, in the event of a fire.

Our disability access plan can be found on our website: [Accessibility Plan](#)

14. Equality and Accessibility for students with SEND

Beaconsfield High School has wheelchair access to some but not all areas of the school:

- full access: Drama, D block, K block, canteen, PE, Science
- limited access: Tower block
- Disabled toilet facilities near PE changing rooms and in the main reception.
- Designated parking spaces for wheelchair users

Adjustments have been made to the site for visually impaired students.

A Learning Support classroom which has facilities for student interventions and lesson support as well as being a place for regulation. There is a separate 6th Form Study Zone and a Learning Support Team room and office which can be used for meetings and screening tests. We are currently developing a sensory garden.

The Pastoral Hub has a separate space for meetings and support from the Pastoral Admin team for any enquiries or general help.

15. How will the school 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:

- All students are allocated a Form Tutor
- Heads of Learning deliver weekly assemblies and PSHE lessons
- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of school clubs to promote teamwork/building friendships
- Students are sent a Wellbeing bulletin each week
- 6th Form students are trained in a programme of Mental Health support to join 'Becky Minds Guardian Angels' who can mentor and support students in KS3/4.
- The school has a mental health lead, Safeguarding officer, 2 counsellors and a Wellbeing Mentor. Students can speak to any teacher if they want to be referred to these services and will be supported by their Head of Learning to seek the support that is right for them.
- Beaconsfield High School has a Wellbeing Support Pyramid which is founded on the basis of ACTS (Acceptance and Commitment Therapy) an extension of CBT (Cognitive Behavioural Therapy) ranging from universal support to high level targeted support. Students are encouraged to access a self-guided booklet of resources in the first instance which is reviewed and support is escalated if needed.
- We provide extra pastoral support for listening to the views of students with SEN by asking for their communication preferences (e-mail, dropping in to Learning Support or scheduled meetings) and then communicating with students in their preferred manner to elicit their views. Students also report their views at regular Student Council meetings and via surveys.
- We run a Nurture Form during registration for students who need extra support with social or emotional development and regulation
- We have a 'zero tolerance' approach to bullying, this is known as 'S.T.O.P' at BHS. We prevent bullying in the school by encouraging anonymous reporting, high quality pastoral support, through our teaching in PSHE and through assemblies and special days promoted by the EDI (Equality, Diversity and Inclusion) Lead.

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

16.1. Between years

To help students with SEN be prepared for a new school year we offer drop-in support at Learning Support daily before school or at break times. Students can ask questions regarding their new timetables or teachers. Occasionally, if a student has more complex needs, the SENCO or LSAs put in place visits to new classrooms, phone calls home before the start of a new term e.g. on an INSET day. Some students are invited to visit Learning Support and school before the whole school return to ease them back into school with fewer students on site. This support is individualised.

16.2. Between schools

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

16.3. Between phases

Students may have been identified at their Primary Schools as having SEN. Students are usually visited in their primary schools in the summer term of Year 6 and any Special Educational Needs and/or Disabilities are noted and forwarded to the SENCO. When appropriate, the SENCO will meet with parents/carers and students prior to their arrival in Year 7.

Students with SEND are admitted subject to their meeting the entrance criteria. Students with an EHCP will have a specific programme of transition support, involving an individual tour of the school, meeting with the SENCO and other key staff. Specific training for teaching staff working with students with an EHCP is arranged to ensure staff are fully aware of the student's requirements.

Year 7 Tutor Groups will have a Peer Mentor attached who will support them in the early weeks of being at the new school. Year 7 have timetable accommodations for lunches and at the end of the day for the first three weeks of term. The homework timetable is also removed for the first few weeks of term.

16.4. Onto adulthood

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

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

Beaconsfield High School offers support with subject choices when students move into KS4 and KS5, as well as support when applying for post 18 choices. Students have the opportunity to meet with the Careers Advisor from Year 8 onwards available within school. A bespoke seven-year careers programme is delivered in PSHE and through workshops. We will support students with any information needed for DSA (Disability Students' Allowance)

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

Mr Griffiths (Senior Deputy Headteacher) will work with Ms Lyczba, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

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

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/complainabout-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.

Useful links are provided below:

<http://www.mediationbucks.org.uk/> <https://www.buckscc.gov.uk/services/education/bucks-sendias-service/>

19. 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 Bucks local offer. Bucks publishes information about the local offer on their website:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.buckscc.gov.uk/services/education/bucks-sendias-service/>

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

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

Glossary

- **Access arrangements** – special arrangements to allow students with SEND 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 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 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 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
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students 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 students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages

Date last reviewed:	December 2024
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For review by:	FGB