

Mount Primary School Special Educational Needs and/or Disabilities (SEND) 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 and / or disabilities (SEND) support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find this on our website: <https://www.mount.wirral.sch.uk>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning differences, including dyslexia, dyspraxia, dyscalculia
	Moderate learning differences
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory differences
	Physical impairment
	Sensory-processing differences

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

Our special educational needs and / or disabilities co-ordinator, or SENDCo

Our SENCO is Mrs Rachel Sexton-Perinkadakatt. Rachel is a qualified teacher and is the Assistant Headteacher at Mount Primary School. Previously, Rachel has led across the Early Years, Key Stage One and Key Stage Two. Rachel has achieved the National Award in Sepcial Educational Needs Co-ordination. Currently, Rachel works Monday, Tuesday and Wednesday.

We also have a team of people supporting our children with SEND. This includes:

Mrs Stones: Mental Health Lead and Assistant Headteacher.

Mrs Katie Hughes: Family Support Worker.

Mrs Philippa Cabrey-Wilson: Pastoral Teaching Assistant (TA)/ ELSA.

At Mount Primary School, we have mental health first aiders, qualified in either children’s or adult mental health.

SENDCo Administrator

Our SENDCo administrator is Mrs Kate Bromley.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND. All staff have read Chapter 6 of the *Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015)*. This chapter explains the action that mainstream schools should take to meet their duties in relation to identifying and supporting all children with special educational needs and / or disabilities (SEND). All teachers have been given information about any of their pupils who have special educational needs and the SENDCo continually supports staff with information and guidance. Staff take responsibility for the assess-plan-do review cycle to ensure any need is identified early and accurately, provision is put into place to remove barriers to learning and children are monitored to ensure they are making progress. This is overseen by the SENDCo. At Mount Primary School we work collaboratively and seek the voice of the child, their families and relevant professionals in order to best meet the needs of our children. Teachers set and review targets for all children on the SEND register. Some children have a one-page profile, which details how best to support them.

All staff have received training from the SENDCo regarding:

- The Graduated Approach to SEND
- Target setting
- Provision Mapping
- PIVATS

External staff training includes:

- Moving and Handling
- Speech and Language
- Autism Education Trust
- Evac chair
- Asthma, allergy and epilepsy
- First aid
- Paediatric first aid
- Mental health first aid (adult)
- Mental health first aid (children)
- Team teach
- Sensory Circuits

Teaching assistants (TAs)

We have a team of TAs, including two higher-level teaching assistants (HLTAs) who support SEND provision.

In the last academic year, TAs have received the following external training:

- Moving and Handling
- Speech and Language
- Autism Education Trust
- Evac chair
- Asthma, allergy and epilepsy
- First aid
- Paediatric first aid
- Mental health first aid (adult)
- Mental health first aid (children)

- Team teach
- Sensory Circuits

External agencies and experts

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

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › Physiotherapists
- › Visual and Hearing Impaired Support Service
- › Wirral Specialist Support Team for Children with Medical and / or Physical Needs
- › Wirral Autism and Social Communications team
- › Wirral Outreach services such as: Elleray Park, Gillbrook
- › Inclusion Team
- › Early Help team
- › GPs or paediatricians
- › School nurses
- › Neurodiversity team
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (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

If you think your child might have SEND, the first person you should tell is your child's teacher. You can do this by talking to the class teacher directly, or emailing them via the SEND admin officer:

adminofficer@mount.wirral.sch.uk

The class teacher will liaise with you and will ensure the SENDCo is aware of concerns.

In the first instance, the class teacher will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If your child has a Special Educational Need and / or Disability, we will discuss this with you and your child. Your child will be added to the school's SEND register.

A pupil is defined as having a Special Educational Need and / or Disability when their learning difficulty calls for special educational provision that is different from or additional to

You can also contact the SENCO directly:
send@mount.wirral.sch.uk.

We will ensure all stakeholders are informed about agreed next steps and we will monitor your child's progress.

that **normally** available to pupils of the same age.

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

All our class teachers have a good understanding of differing needs and all of our pupils are monitored. If a child is working below the expected level for their age or if they are not making the expected progress then teachers will make adaptations within the classroom to support that individual to make accelerated progress. A child may have a barrier to learning within a specific area of the curriculum or across their personal, social and emotional development. With the adaptations a teacher makes, a child may begin to make accelerated progress. However, if the pupil is still not making the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has a SEND.

It is important to build a picture of a child's strengths and difficulties; whether there have been any issues with, or changes in, their progress, attainment or behaviour and compare progress and development with their peers and available national data.

The opinion of the parents/guardians will be sought by the class teacher or SENDCo and your child's voice will be listened to. Where appropriate, the school will ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEND support and you will be told the outcome of the decision.

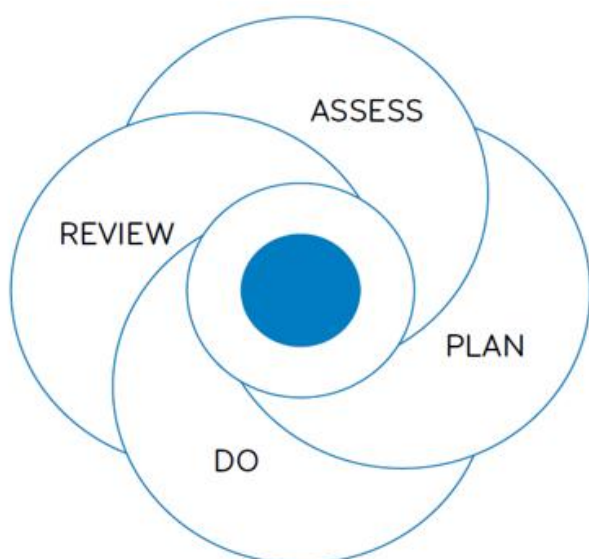
If your child does need SEND support, their name will be added to the school's SEND register. Your child will then be set specific targets to look at the next steps they need to take and a one-page profile will be created.

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

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

The graduated approach moves through 4 Tiers of support. Tier 1 is what we would refer to as our 'Universal Offer,' which means it is the support available to all children. Tier 1 support will meet most children's needs for the majority of the time. If a child needs something that is not offered within Tier 1 support, we would move to Tier 2. This is what we would refer to as 'Early SEND support.' This is the early identification of children who need support with a quick and adaptive response with reasonable adjustments to meet need. This Tier would be where the 'Assess-Plan-Do-Review' cycle begins and the SENDCo would be involved at this stage. Advice from outside professionals may be sought. 'Assess, plan, do, review' is a 4-part cycle as detailed below. If children are still not making progress within Tier 2, we would move to Tier 3. Tier 3 offers targeted, specific SEND support. This builds upon previous support, continuing to use the 'Assess-Plan-Do-Review' cycle. Other agencies may also be involved at this stage. Support from the Local Authority and additional funding may be sought. Following Tier 3, should a child need further support, we would move to Tier 4, which offers intensive, targeted support alongside an application for a full needs assessment when all reasonable adjustments have been made and a child requires further support in order for those needs to be met.

Assess Plan Do Review



ASSESS

Teachers have accurate information about a CYP's attainment and the progress that they make. Teachers identify CYPs who are making less than expected progress and are unlikely – on current performance – to attain at an expected or higher level. The assessment of CYP attainment levels and target setting is moderated rigorously.

PLAN

Following assessment, all agree on a plan of action to include time limited outcomes for the CYP; the adjustments, support and interventions to be put in place. All planning must be CYP centred, and outcomes focused and a date for review recorded.

DO

All support the plan and implement the adjustments, support and interventions. Teachers are responsible for: Differentiating and personalising the curriculum Delivery of 'additional and different' provision for a CYP with SEN linking interventions to classroom teaching.

REVIEW

The quality, effectiveness and impact of provision are evaluated by the review date. This is shared with CYP, and parent/carers and their views sought. The cycle recommences at Assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

Where we feel a child may have a barrier to learning or a specific need, we would ensure we assess your child to create an accurate picture of what they can do. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

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

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

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly reports on your child's progress.

Your child's class teacher will meet you each term to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you'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.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

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

If you have concerns that arise between these meetings, please contact your child's class teacher. You can do this via the school office or on the class dojo.

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 understanding. 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:

- Contribute to their one-page profile that looks at what is important to your child, their strengths and needs and strategies that work best to support your child.
- Attend meetings to discuss their progress and outcomes
- Prepare a drawing to share their thoughts and feelings.
- Discuss their views with a member of staff who can act as a representative during the meeting

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

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way each pupil works best and we work hard to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Quality First Teach, because we know that the skills of the classroom teacher are invaluable for supporting all learners.
- Adapting 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.
- 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, visual timetables, larger font, etc.
- Quiet workstations that allow children to work in a lower arousal space.
- Access to sensory toys or the sensory room to support children to feel regulated during the school day and able to concentrate.
- Teaching assistants will support whole class teaching or groups of pupils with the guidance of the class teacher
- Teaching assistants will support pupils in small groups for sessions such as Emotional Literacy, Social Language development, Phonics

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Quality First Teach Visual timetables Social stories Social use of language programmes
	Speech and language difficulties	Quality First Teach Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Quality First Teach Writing slope Pencil grips Use of technology IDL Literacy IDL Numeracy Dyslexia friendly adaptations
	Moderate learning difficulties	Quality First Teach Orrets Meadow Outreach Support
Social, emotional and mental health	ADHD, ADD	Quality First Teach Quiet workstation Wobble cushions Sensory toys Sensory circuits Links with Neurodevelopmental Team
	Adverse childhood experiences and/or mental health issues	Quality First Teach Social groups
Sensory and/or physical	Hearing impairment	Quality First Teach Classroom adaptations Hearing support from specialist teachers

	Visual impairment	Quality First Teach Classroom adaptations Limiting classroom displays Support from specialist teachers
	Multi-sensory impairment	Quality First Teach Classroom adaptations Sensory circuits Sensory diets
	Physical impairment	Quality First Teach Classroom adaptations Accessibility plan (access to school and bathroom facilities) Physiotherapy support Occupational Therapy Support
	Sensory processing	Quality First Teach Sensory circuits Sensory diets Links with 0 – 19 team

These interventions are not exhaustive but give examples of the adaptations we make at Mount Primary School to meet the needs of the children that attend our setting. These form part of our contribution to Wirral's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child using the following strategies:

- Reviewing their progress towards their targets and outcomes each term
- Reviewing the impact of interventions after a block of support has been given
- Using pupil questionnaires
- Monitoring by the class teacher
- Monitoring by the SENDCo
- Monitoring by relevant professionals
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

- Extra equipment or facilities – this could range from equipment to support accessibility, such as a toilet frame to ensuring your child has access to supportive technologies to enhance learning
- Assigning staff time to support your child
- Further training for staff teams
- External specialist expertise

If the above adaptations are necessary then 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. We can do this by applying for Tier 3 funding. This funding is quickly accessible but is limited and time-bound. We can apply for Tier 4 funding. This involves a 20 week cycle from making the application to an Education, Health and Care Plan (EHCP) being issued if the authority agree that your child's needs require provision beyond that which is normally accessible within a mainstream environment.

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

At Mount Primary School we believe in inclusion for all. This means that we work hard to ensure that adaptations are considered and reasonable adjustments are made across all activities to ensure all children have the opportunity to take part.

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

All pupils are encouraged to go on our school trips, including our residential trip to The Conway Centre, which children undertake in Years 5 and 6.

All pupils are encouraged to take part in sports days, school plays, workshops, school assemblies and after school social events, such as school discos.

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

Admissions of pupils with SEND follow our admissions policy which relates to all children. We use our best endeavours to ensure the necessary provision is made for any individual who has SEND in cooperation with the Local Authority. We will make reasonable adjustments to ensure that children are not at a disadvantage or treated less favourably than their peers.

13. How does the school support pupils with disabilities?

At Mount Primary School, we want all children to feel a sense of belonging within our school community. To ensure this happens we have robust policies around keeping our children safe in school and ensuring that all children are treated fairly.

Our school is accessible to our pupils with physical needs and sensory differences. We use a total communication approach to ensure children with social communication differences are welcomed into our school setting.

Our accessibility plan can be found on our school website and documents outcomes to ensure:

- children with any SEND fully access the PE curriculum
- children with any SEND fully access the whole school curriculum

- meeting rooms are made available to include the participation of all people
- transition between year groups include advice and support to ensure all children with additional needs are catered for
- staff training is ongoing in order to allow staff members to be confident to support children with a variety of SEND
- all out of school activities are planned to allow for the participation of all of our pupils
- classrooms are optimally organised to promote the participation and independence of all pupils
- provision available at unstructured times supports the needs of all children

Alongside our accessibility plan we have policies that ensure all children are included. These can be found on our school website and include:

- Anti-bullying Policy
- Administering Medication Policy
- Asthma Policy
- Behaviour Policy
- Designated Teacher for Looked After & Previously Looked After Children Policy
- Equality Policy
- Intimate Care Policy
- Mental Health Policy
- Safeguarding Policy
- SEND Policy
- Supporting Pupils with Medical Needs Policy

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:

- We have a mental health lead who is part of the Senior Leadership team (SLT) and who is responsible for mental health across the school;
- We have a pastoral lead, who focuses on supporting those children with their mental health and social/emotional development;
- We have a family support worker who supports children and their families with a wide variety of needs
- We create one-page profiles for those children with SEND to ensure their views and aspirations are listened to and respected alongside the views and aspirations of their families
- We run a games club at lunchtime for pupils who need extra support with social or emotional development
- We have a robust anti-bullying policy, which can be found on our website.

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:

- Hold transition meetings in the summer term with both the current teacher and the next year's teacher to discuss individual needs. The SENDCo and parents might attend this meeting, but this is not always necessary.
- Ensure transition is bespoke to meet the needs of the individual. This is dependant on each individual and can include activities such as a child visiting their new classroom when it is quiet and unoccupied or sending home pictures of their new class teachers.

Between schools

When your child is moving on from our school, we will share information with their new setting around any adaptations we have made for our child and any paperwork we have.

Between phases (for primary schools)

The SENDCo of the secondary school will liaise with our school SENDCo. They will discuss the needs of all the children who are receiving SEND support. Some children will benefit from an enhanced transition ahead of moving to their secondary setting. This will be decided by the SENDCo in conjunction with you as the primary care giver. The SENDCo will then liaise with the secondary setting to ensure they are aware of children who require an enhanced transition.

Pupils will be prepared for the transition through well planned activities delivered by Year 6 staff in order to ensure pupils feel ready for their secondary setting.

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

The designated teacher for looked-after children and previously looked-after children is Mrs Laura Stones.

Mrs Stones will work with Mrs Sexton-Perinkadakatt, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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

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

You can find our complaints procedure on our school website and this can be accessed here:

<https://www.mount.wirral.sch.uk/page/feedback-complaints/44686>

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then refer to the school's complaints policy. If you are not satisfied with the school's response, the complaint will be escalated to Miss Zoe Byrne, the Head Teacher.

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 a process called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

For free confidential and impartial information please contact SENDIASS:

<https://wired.me.uk/special-educational-needs-and-disabilities/wirral-send-partnership/>

Email: mediationadmin@wired.me.uk Tel: [0151 522 7990](tel:01515227990) (option 2)

Contact – Natalie Johnson, Mediation Service Manager – iasmanager@wired.me.uk

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 Wirral's local offer. Wirral Local Authority publishes information about the local offer on their website:

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

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

<https://wired.me.uk/special-educational-needs-and-disabilities/wirral-send-partnership/>

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

- › <https://www.sendlowirral.co.uk>
- › www.mymind.org.uk - local child and adolescent mental health support
- › <http://koalanw.co.uk> - support with sleep
- › www.minded.org.uk - free resources on children and young people's mental health
- › <https://www.sendlowirral.co.uk/> – information for children and young people with special educational needs and disabilities in Wirral
- › <http://www.autismtogether.co.uk> – Autism Together provide services for individuals with autism and their families.
- › <http://www.autism.org.uk> – National Autistic Society charity for people on the autism spectrum and their families providing support, guidance and advice.
- › www.adhdfoundation.org.uk – ADHD foundation, local support for ADHD behaviours
- › www.advancedsolutions.co.uk – mentors and coaches for neurodevelopment families
- › <https://parentingsmart.place2be.org.uk/> Parenting smart offers practical advice for parents and carers of children aged 4-11. It's based on evidence and their experiences working with children, young people and their families. Browse their topics for answers to common parenting questions.
- › <https://familytoolbox.co.uk/> Family Toolbox is available to all Wirral parents and carers. It aims to make resources more readily available to families and offers tools, not answers, encourages collaborative working, ensures families stay in control, keeps things simple for families. The organisations behind the family toolbox are: Caritas Shrewsbury, Ferries Families, Foundation Years Trust, Koala North West, Shaftesbury Youth Club and WEB.

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 SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCo** – the special educational needs and / or disabilities co-ordinator
- › **SEND** – special educational needs and / or disabilities
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages