



Benfield School

SEND Information Report

Control Sheet

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1.0	10 th June 2024	M.Scorgie	Reviewed and approved by the LGC.
Version	Revision Date	Changed By	Note of Revision
0.2	5 th September 2024	M.Scorgie	Update on any staffing changes and administration errors
2.0	19 th September 2024	N/A	Approved by the Local Governing Committee

The SEND Information Report aims to provide parents/carers with information about Benfield’s SEND offer. Parents can find further information via the SEND Policy, Accessibility Plan and Annual SEND Report. Together they include details of:

- The school’s admission arrangements for pupils with SEND or disabilities.
- The steps school have taken to prevent pupils with SEND or disabilities from being treated less favourably than other pupils.
- The facilities provided to assist access to the school by pupils with SEND and disabilities.

Benfield School is a fully inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise, and value, the need for a full range of educational and pastoral support. The Director of Additional Educational Needs (Special Educational Needs and Disabilities Coordinator) works closely with various professionals from a wide range of outside agencies.

At Benfield every young person is equal, valued and unique. We aim to provide an environment where all young people feel safe and can flourish. We will respond to individuals in ways which consider their varied life experiences and particular needs. Benfield School is committed to providing an appropriate and high-quality education to everyone within its community. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.

“Growing Leaders, Inspiring the Extraordinary. We are Benfield.”

Who can I contact about my child’s SEND needs?

Role	Name	Contact Details
Assistant Headteacher and Director of Additional Educational Needs	Miss A Lindner	A.Lindner@neatat.org.uk
Acting Assistant Headteacher and SENDCo (May '24- May'25)	Mrs M Scorgie	M.Scorgie@neatat.org.uk
Deputy SENDCo	Miss E Hardy	E.Hardy@neatat.org.uk
Assistant SENDCo KS3	Miss L Hodgson	L.Hodgson@neatat.org.uk
Assistant SENDCo KS4	Mr L Austen	L.Austen@neatat.org.uk
SEND Administrator	Mrs V Armstrong	V.Armstrong@neatat.org.uk
Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service	Sarah Francis	0191 2116255 sarah.francis@newcastle.gov.uk
SEND Link Governor	Mrs C Reay	contact via the Headteacher’s PA: j.blyth@neatat.org.uk 0191 2656091

What types of special educational needs and disabilities does the school provide for?

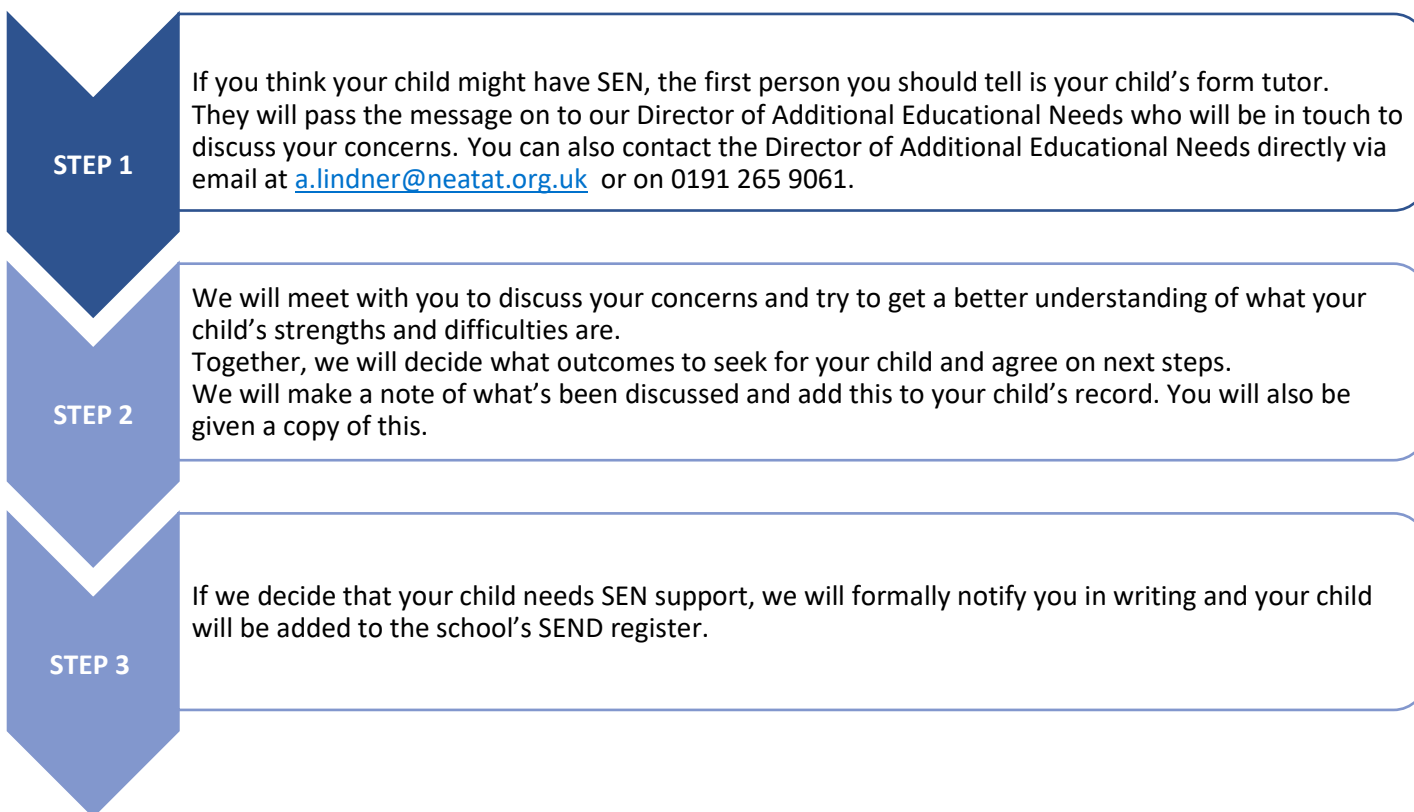
Area of need	EXAMPLES
Communication and interaction	Autism spectrum disorder
	Speech, language and communication difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia.
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety and depression
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

<p>Assistant Headteacher and Director of Additional Educational Needs <i>Miss A Lindner</i></p>	<p>Our Director of Additional Educational Needs (SENDCo) has several years of experience in this role and has worked as a Transition Coordinator, Head of Year, Pupil Premium Lead and Local Authority Senior SEND Officer. She is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2018. Miss Lindner has undertaken a significant number of training and CPD courses to develop her knowledge and understanding of Special Educational Needs and Disabilities. These include:</p> <ul style="list-style-type: none"> ▪ DfE and IPSEA SEND Decision Making and the Law ▪ SEND Legal Training ▪ Youth Mental Health First Aid ▪ Mental Health Champions Foundation Programme ▪ Effective SEN Provision for Middle Leaders ▪ SEND Reviewer Training
<p>Acting Assistant Headteacher and SENDCo (May'24- May'25) <i>Mrs M Scorgie</i></p>	<p>Our Acting SENDCO has achieved the National Award in Special Educational Needs Co-ordination in 2021. Mrs Scorgie has undertaken multiple training opportunities to develop her knowledge of Special Educational Needs and Disabilities.</p>

	Mrs Scorgie has experience of working across Education settings in addition to the role and responsibilities of SENDCo. Mrs Scorgie is a qualified teacher and also has experience of the role of Designated Safeguarding Lead.
Deputy SENDCO <i>Miss E Hardy</i>	Miss Hardy is a qualified teacher in addition to her role as Deputy SENDCo, she works closely with the Director of Additional Needs.
Assistant SENDCOs <i>Miss L Hodgson (KS3)</i> <i>Mr L Austen (KS4)</i>	Miss Hodgson and Mr Austen are both qualified Learning Support Assistants who work closely with the Director or additional needs and the Deputy SENDCo.
Subject teachers	All of our teachers receive in-house SEND training and are supported by the Director of Additional Educational Needs to meet the needs of pupils who have SEND. Training this year has included an SEMH and Trauma-Informed Schools session delivered by Newcastle City Council Educational Psychology Service as well as a whole-trust training day dedicated to relational approaches in school.
Learning Support Assistants (LSAs)	Teaching Assistants are known as Learning Support Assistants at Benfield School. We have a team of LSAs who work with pupils both in and outside of lessons. Some of our Learning Support Assistants are trained to deliver interventions such as Lego Therapy, Rebound Therapy, Literacy and Numeracy interventions.
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 SEND and to support their families. These include: <ul style="list-style-type: none"> ▪ Speech and language therapists ▪ Educational psychologists ▪ Occupational therapists ▪ GPs or paediatricians ▪ School nurses ▪ Counsellors ▪ Children and Young Person's Service (CYPS) ▪ Early Help and Intensive Family Support Workers ▪ Voluntary sector organisations

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



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

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify if your child may require additional and different provision.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Pupil progress meetings after assessment points support the early identification of pupils who may have SEN. Where concerns are identified an initial referral is completed and discussed with the Director of Additional Educational Needs.

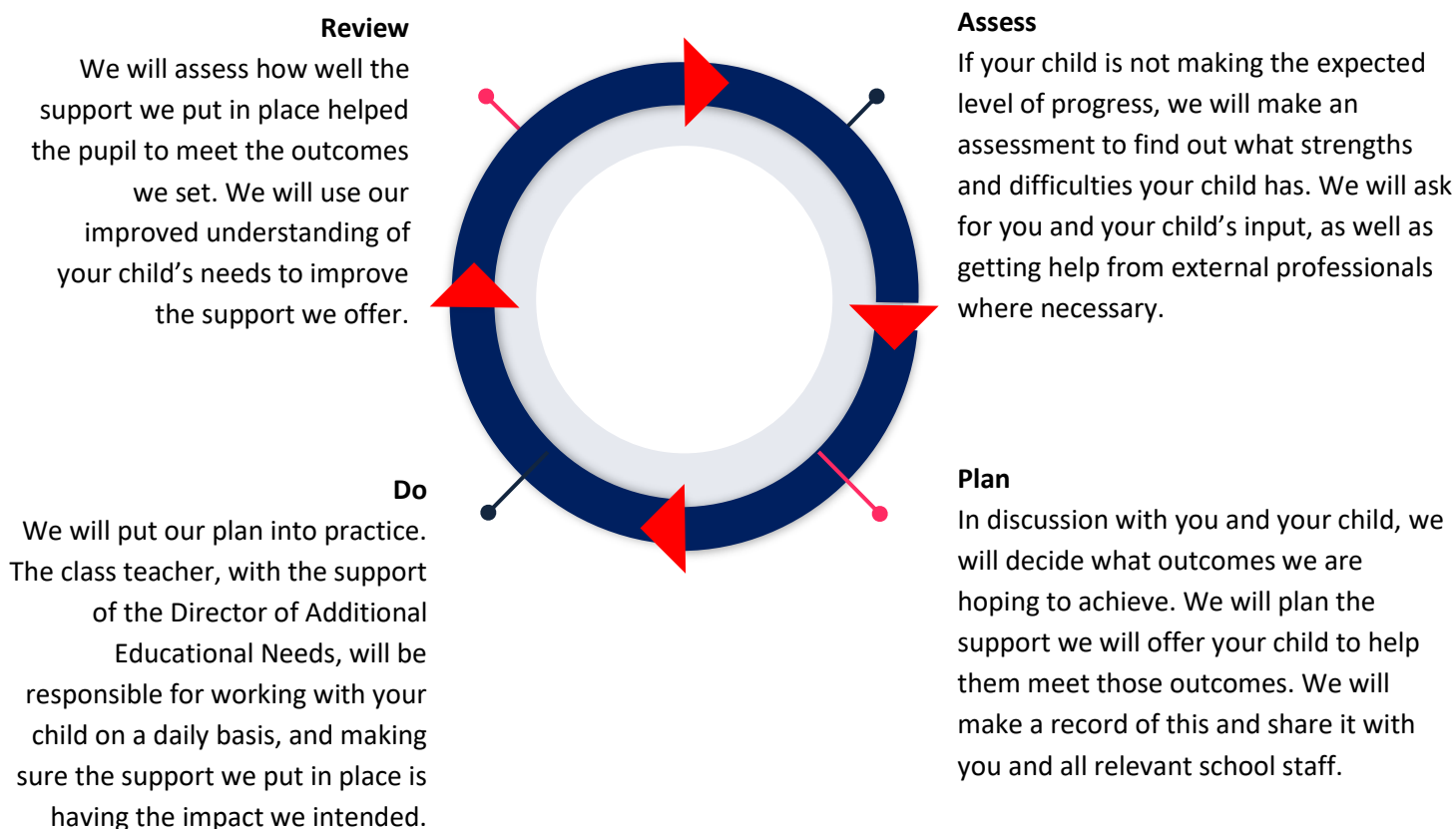
The class or subject teacher, working with the Director of Additional Needs, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. You will be asked to contribute to the assessment.

You will be formally notified by letter and telephone contact if the decision is made to place your child on the SEND Register for SEN Support. Adjustments, interventions, support and a review date will be agreed with everyone involved including you and your child. This will be recorded on your child's SEND Support Plan.

How will the school measure my child's progress?

Benfield School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teachers' Standards 2012)

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



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 SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

The effectiveness of any support and interventions and their impact on your child's progress will be reviewed on agreed dates. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the Director of Additional Educational Needs, will revise the support in light of the pupil's progress.

These reviews will allow us 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.

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.

If you have concerns that arise between these meetings, please contact your child's form tutor in the first instance.

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

Benfield School takes a person-centred approach to a child's education. This is particularly true when considering provision for your child. The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

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

If your child has an EHC Plan, they will be asked to be an active part of their annual review including attendance at the meeting, where appropriate.

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 pupils in their class.

Your child will have access to a broad and balanced curriculum. All pupils receive inclusive high-quality teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of this high-quality teaching. This information report alongside our Annual SEN Report provides a clear description of the details of what is available for all children with SEN through high-quality teaching and what is additional and different provision.

For pupils with disabilities, please see our Accessibility Plan located on our website.

For all pupils with SEND:

- We use pupil centred SEND support plans which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We use Newcastle SEND Mainstream guidance to support provision.

- We involve the pupil, families and key staff members in the writing, implementing and reviewing of individual education plans.
- We deliver high quality teaching, an accessible curriculum and resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need: assess, plan, do, review which is monitored by the Director of Additional Educational Needs.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.
- We use strategies to reduce anxiety/ promote emotional well-being.
- We ensure that our school activities and trips are accessible to all our SEND pupils.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- Access arrangements considered for internal and external assessments.
- All staff have completed and continued to receive on-going training in relation to meeting pupils' needs in the classroom.
- Support is offered to families, and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and families during all periods of transition.
- We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible.
- We work in partnership with families to meet the needs of individual pupils.

We may also provide the following interventions for your child based on their needs:

- Lego Therapy
- Phonics
- Rebound Therapy
- Numeracy
- Talkabout
- Social Skills Group

These interventions are part of our contribution to Newcastle City Council's local offer.

Types of SEND	Support/provision/ staff expertise
<p>Communication and Interaction</p> <p>This may include:</p>	<p>→ Benfield School has a Communication and Interaction ARP in school. A provision for pupils with an EHCP for communication difficulties. Places are allocated via the Local Authority.</p> <p>→ Use of Support Plans involving students, parents and staff in the formulation, review and implementation of these documents.</p> <p>→ Visual timetables to support pupils to understand what will happen and when.</p>

<p>Autistic Spectrum Disorders (ASD) Speech, Language and Communication Needs (SLCN)</p>	<ul style="list-style-type: none"> → Support during times of stress or anxiety. → Areas of low distraction e.g. The Hub. → Social skills support through small group intervention e.g: social stories, Lego therapy or equivalent. → Use of ICT where possible to reduce barriers to learning. → Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate. → Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts. → Opportunity to communicate in various ways e.g. communication books, Makaton, PECS. → Small group or one-to-one support for developing pupil's speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists. → Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle resources, stress ball, sensory space. → Use of Class Charts reward system to promote learning and enhance self-esteem. → Broad and balanced curriculum. → Strategies to reduce anxiety e.g. 5-point scale. → Relevant staff qualifications. → Advice / training from outside agencies. → Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, SEND ASAP).
<p>Cognition and Learning Needs</p> <p>This may include:</p> <p>Learning Difficulties (Moderate – MLD) Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)</p>	<ul style="list-style-type: none"> → Use of Support Plans involving students, parents and staff in the formulation, review and implementation of these documents. → Strategies to promote and develop learning skills with increasing independence. → Additional small group support in class from the class teacher and support staff → Small group or one-to-one intervention to improve skills in reading, writing and maths. → Small group daily phonics teaching for pupils at their level of phonic acquisition → Daily Ruler Reading in form time. → Use of ICT to support and evidence learning in a variety of ways. → Readily available resources, visuals and manipulatives to promote independence. → Opportunities for pre teaching and revisiting key learning e.g. through Precision Teaching approaches. → Additional processing/thinking time for responding to questions, completing tasks, sharing ideas. → Broad and balanced curriculum. → Strategies to reduce anxiety e.g. 5-point scale. → Multi-agency involvement with the family as required. → Advice and support from outside agencies. → Support for homework through in- school clubs and /or breakfast / after school clubs. → Accessible and personalised homework where required. → Use of Class Charts reward system to promote learning and enhance self-esteem. → Relevant staff qualifications. → Referrals to specialists outside of the school where appropriate (Educational Psychology Service, SEND ASAP).

<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include:</p> <p>Social difficulties Mental health conditions Emotional difficulties</p>	<ul style="list-style-type: none"> → Use of Support Plans involving students, parents and staff in the formulation, review and implementation of these documents. → Behaviour policy is implemented with reasonable adjusted where required. → Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities. → Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, SEND ASAP). → Small group or one-to-one targeted programmes to improve social skills and emotional resilience e.g, Zones of Regulation, Counselling service, member of staff for support/ mentoring, Talkabout. → Additional assessments that focus on emotional development. → Appropriate interventions e.g Lego Therapy, Drawing and Talking. → Strategies to reduce anxiety e.g. 5-point scale, Zones of Regulation, PACE → Broad and balanced curriculum. → Staff trained in positive handling. → Use of Class Charts reward system to promote learning and enhance self-esteem. → Relevant staff qualifications. → Advice / training from outside agencies.
<p>Sensory and/or Physical Needs</p> <p>This may include:</p> <p>Hearing impairment (HI) Visual impairment (VI) Multi-sensory impairment Physical Disabilities Medical Needs</p>	<ul style="list-style-type: none"> → Benfield School has an Additionally Resourced Centre (ARC) for young people with a physical or medical disability. Placements are made by the Local Authority. → Use of Support Plans involving students, parents and staff in the formulation, review and implementation of these documents. → Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty. → Support with personal and intimate care, if and when needed. → Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. → Access to appropriate medical interventions. → Access to strategies/programmes designed by Occupational Therapy and/or Physiotherapy Services. → We make every effort to be as accessible as possible, for example, disabled toilet suite with shower and hoists, medical room, disabled access to the swimming pool and sports facilities. (See Accessibility Plan). → Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy). → One-to-one support for gross and fine motor skills in the classroom as and when required. → Movement breaks for pupils with motor coordination difficulties as and when required. → Alternative ways of recording ideas/writing/investigations. → Adjustments to physical environment and resources where appropriate → Broad and balanced curriculum. → Use of Class Charts reward system to promote learning and enhance self-esteem. → Relevant staff qualifications. → Advice / training from outside agencies.

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.
- Using pupil questionnaires.
- Monitoring by the Director of Additional Educational Needs.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan).

How will the school resources be secured for my child?

The Headteacher and Director of Additional Educational Needs are responsible for the management of the budget for SEND provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND.

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 (this is the nationally prescribed threshold.) If funding is needed beyond this, we will seek it from our local authority.

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 trips.
- All pupils are encouraged to take part in our co-curricular offer.
- 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.

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

NEAT Academy Trust (NEAT) is the admissions authority for all schools within the trust. We welcome pupils from a diverse range of backgrounds.

All children whose Education, Health and Care Plan (EHCP) names the school will be admitted.

Please refer to the information contained in the school's Admissions Policy which can be accessed on the school website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

How does the school support pupils with disabilities?

Benfield School has an Additionally Resourced Centre (The ARC) which specialises in supporting secondary age students with long-term physical or medical disabilities.

Admittance into the ARC is strictly controlled through the Local Authority, specialist applications are made through an existing provision(school) directly to the Local Authority.

We support students who are able to access a secondary curriculum.

The ARC provides specialist care includes hoisting, toileting, feeding, mobility arrangements, ergonomically assistive technology and equipment, disability sports, specialist work experience placements, in class scribe and readers.

The school is specially adapted to meet the needs of physically disabled students who have mobility requirements, we have elevators to all floors, ramps, specialist physio facilities, specialist toilets, wide door openings and ground floor access to study facilities.

Please refer to school's Accessibility Plan which outlines how we:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

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 SEND are encouraged to be part of the pupil leadership team.
- Pupils with SEND are also encouraged to be an active part of our co-curricular offer to promote teamwork/building friendships.
- Pupils with SEND are supported to be involved in decision making and to be able to express any concerns.
- All pupils with SEND are aware of their individual targets and a pupil review sheet is used to gather their views on their progress.
- Pupils are invited to attend their termly review meeting and those pupils with an EHCP are invited to attend their annual review.
- Comprehensive PSHCE curriculum
- Appropriate social skills interventions e.g. Talkabout.
- We have a 'zero tolerance' approach to bullying. *Benfield School's Anti-Bullying Policy can be found [here](#).*

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

Transition is carefully planned in order to ensure successful transition to and from Benfield School.

Transition to Benfield School

The Director of Additional Educational Needs and the Learning Support Department work with other Pastoral staff and our senior leadership team to visit schools and collate information on all our future pupils. Relevant staff will attend your child's early transitional review in primary school and provide extended transition, where appropriate. This may include additional visits to the school, further meetings to discuss support or specially designed transition materials, for example.

Post 16

You and your child will be fully involved in the planning for the transfer to a post-16 setting. Key information about SEN provision will be shared with the college /setting through the review process. All pupils receive statutory careers advice and guidance with an adviser present in all KS4 EHCP reviews to ensure that our pupils go on to achieve their goals. All pupils receive comprehensive careers information through the PSHCE curriculum and we work with pupils to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

The designated member of staff for Looked After Children is Ms S Goldsmith.

Ms Goldsmith will work with Miss Lindner, our Director of Additional Educational Needs, 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 SEN support plans or EHC plans are consistent and complement one another.

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

You can access [Benfield School's Complaints Policy and Procedure](#) on the school website.

School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

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 Newcastle City Council's local offer. Newcastle City Council publishes information about the local offer on their website:

<https://www.newcastlesupportdirectory.org.uk/getting-started-newcastle-local-offer>

You can also contact Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to your child's SEN and/or disability.

The Newcastle SENDIASS manager is Sarah Francis. She can be contacted on 0191 2116255 or by email: sarah.francis@newcastle.gov.uk

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

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 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.
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
SENDCO	The special educational needs and disabilities coordinator
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