

Special educational needs (SEN) information report

The Flying High Academy Ladybrook



Approved by:	Kelly Rose	Date: 08.06.2026
Last reviewed on:	08.06.2026	
Next review due by:	September 2026	

Contents

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

Dear parents and carers,

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

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

You can find it on our website:

<https://flyinghighacademy.ovw2.devwebsite.co.uk/?login=true&postLogin=true> You can ask a member of staff to make a copy/send you the policy.

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

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

Our school provides for 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 difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

Our special educational needs co-ordinator, or SENDCO

Our Inclusion Lead and SENDCo is Kelly Rose.

Beginning her career working with children with special needs in 2015, Kelly has worked at a residential specialist school and at an independent specialist school. This has provided her experience of working with a variety of needs and disabilities.

At her previous school, Kelly became a SENDCo in 2021, going on to complete the National Award for Special Education Needs and Disability Coordination in July 2023.



Assistant SENDCo

The Assistant SENDCo is Laura Newton.

Laura has been with The Flying High Academy Ladybrook for a number of years and is a highly-skilled, qualified teaching assistant. She has 15 years of experience working within the inclusion team and is a school Safeguarding Lead. Previously, Laura has directly worked alongside families from a safeguarding and support capacity.

Due to Laura's invaluable experience, she leads the pastoral team and has spent many years strengthening the school's offer.



Class teachers and teaching assistants

All class teams (teachers and teaching assistants) work alongside the SENDCo, the Assistant SENDCo, Senior Leadership Team (SLT), parents and external agencies to ensure children's needs are met and children make progress. A variety of training is held throughout the year to meet the needs of pupils who have SEN and to provide a high-quality education.

Training is delivered both internally or externally as a whole-school offer or on a smaller-group/1:1 basis. More specific, expert training is provided by external agencies to ensure that specific and more complex needs are supported. This may include but is not limited to:

- Attention Autism
- Manual Handling
- Physio therapy
- ADHD
- Intimate Care
- PDA Language
- Speech and Language
- Coping with Risky Behaviours
- Intensive Interaction

Across the school, class teams continue work alongside key children, whole classes, teachers and external professionals to support the delivery of a high-quality education which includes provision which is additional to and different from the universal offer. Using targeted interventions, specific, meaningful social interactions and a high-quality education, pupil development is paramount.

Interventions may include but are not limited to:

- Additional Phonics
- Attention Autism
- Intensive Interaction
- ELSA
- Tree of Life
- Lego Therapy
- Theraplay
- Relax Kids
- Dyslexia Screening
- Makaton
- Coping with Risky Behaviours
- Sensory circuits
- Energy accounting
-

External agencies and experts

At times, external involvement will be sought to ensure that children receive appropriate and targeted support, where necessary. This may be done through a paediatrician or through following necessary Local Authority processes (including Springboard). External agencies include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists or Physiotherapists
- › School and Family Support Services
- › GPs or paediatricians
- › School nurses
- › 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 SEN, the first person you should tell is your child's teacher. Arrange an appointment through the school office or by messaging the class teacher on Dojo. They will pass the message on to our Inclusion Team who will be in touch to discuss your concerns. You can also contact the SENDCo, Kelly Rose, directly on Dojo.	A meeting will be held to discuss the 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. We will minute what's been discussed and add this to your child's record.	Through the discussion, we consider whether your child needs to be referred to external support, be put through the monitoring process or be added to the SEN register. If your child is added onto or their place on the SEND register changes, you will be formally notified.

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

All teachers are responsible for monitoring the progress and wellbeing of the pupils in their class. If a child is not making expected progress, experiencing difficulties with learning, communication, social interaction, emotional wellbeing or accessing the curriculum, the class teacher will begin by identifying any barriers to learning and putting appropriate support in place. These are discussed with the inclusion team and members of SLT during termly pupil progress reviews and review of the Monitoring and Concerns register.

We follow the graduated approach outlined in the SEND Code of Practice (2015): Assess, Plan, Do, Review. This means that we assess a child's needs, plan and provide support, review its impact, and adapt provision as needed. Parents/carers and pupils are involved throughout this process.

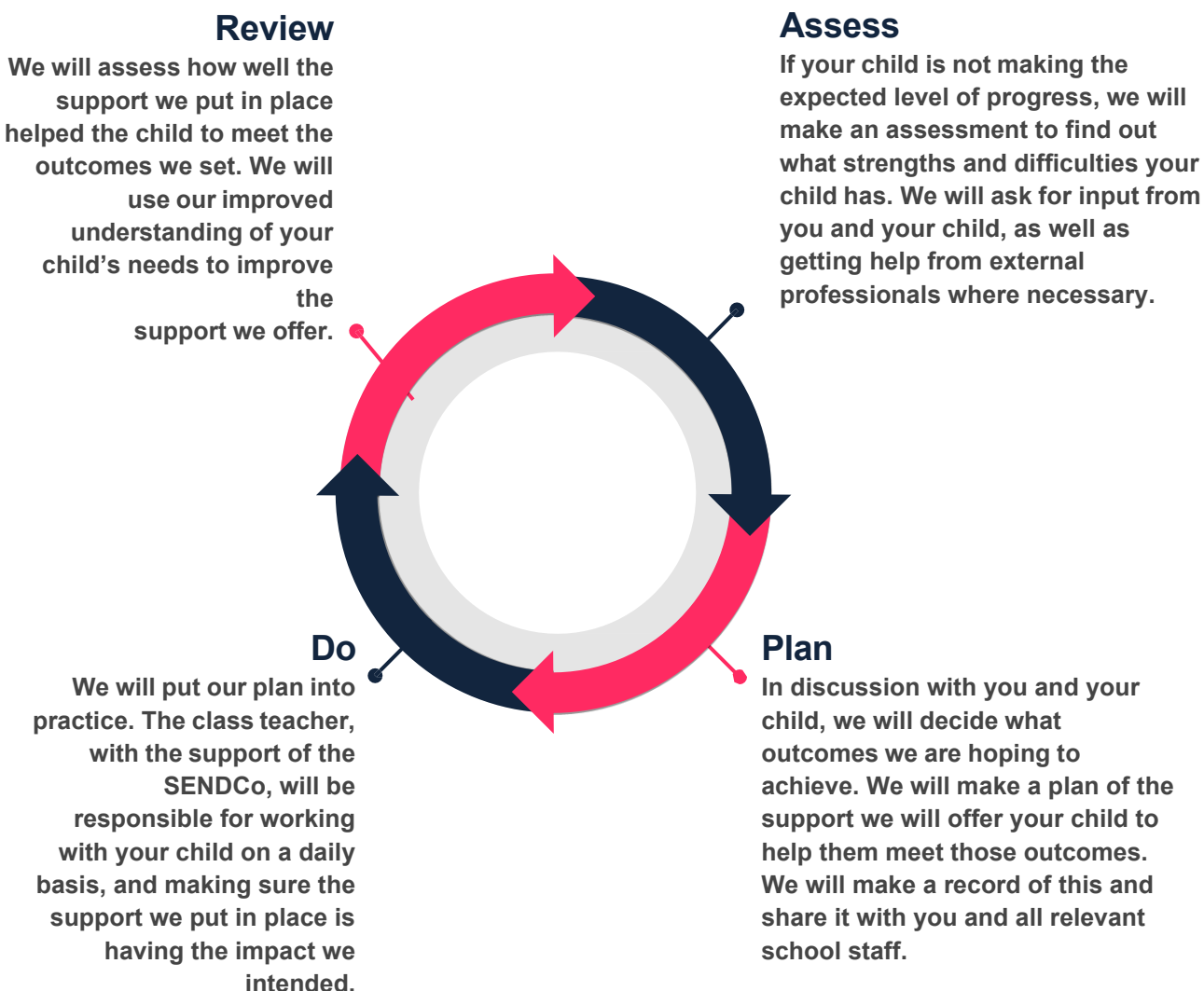
If concerns continue, the class teacher will consult with the SENDCo, who may carry out further observations, review assessment information, and gather the views of staff, parents/carers and the child. As part of a child-centred approach, we may complete a Getting to Know Me form to begin the diagnosis process and gain paediatrician involvement. Where appropriate, and with parental consent, we may also seek advice from external professionals, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Health Services, or the Schools and Families Specialist Services (SFSS).

If it is determined that a child requires support that is additional to or different from that ordinarily available for children of the same age, they may be identified as having Special Educational Needs and Disabilities (SEND). They will then be placed on the school's SEND Register and a SEND Support Plan will be developed in partnership with parents/carers and the child.

The support provided is reviewed regularly to ensure it continues to meet the child's needs and helps them make progress.

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

We will follow the 'graduated response' to meeting your child's SEN needs. The graduated response is a 4-part cycle of **assess**, **plan**, **do**, **review**.



As part of the graduated approach, we work with parents/carers and pupils to agree clear outcomes and identify the support needed to help achieve them.

Where targeted interventions are provided, we may carry out an initial assessment to establish a starting point and measure the impact of the support over time. Progress towards agreed outcomes is monitored regularly through assessment, observation, and discussion with pupils, parents/carers, and staff.

The effectiveness of support is reviewed through the Assess, Plan, Do, Review cycle. If a pupil makes good progress and no longer requires additional provision, SEND Support may be reduced or removed. Where further support is needed, outcomes, strategies, and provision will be reviewed and adapted to ensure they continue to meet the pupil's needs.

This ongoing process helps us provide support that is responsive, effective and tailored to each child's individual strengths and needs.

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

We believe that parents/carers play a vital role in supporting their child's education and wellbeing. We work in partnership with parents/carers and involve them in all decisions relating to SEND provision.

For pupils receiving SEND Support, parents/carers will be invited to attend three review meetings each academic year. These meetings may be held by a member of the Inclusion Team or the class teacher. During these meetings, the SEND Support Plan will be reviewed, progress towards agreed outcomes will be discussed, the impact of current provision will be evaluated and new targets or support strategies will be agreed where necessary. The views of the pupil will also be sought and considered as part of the review process.

In addition to these review meetings, parents/carers will receive an end-of-year report outlining their child's progress, achievements, and the effectiveness of the support provided throughout the year.

For pupils with an Education, Health and Care Plan (EHCP), a formal Annual Review meeting will be held at least once every 12 months. Parents/carers, the pupil, school staff, the Local Authority and any relevant professionals will be invited to contribute to the review. The meeting will consider progress towards EHCP outcomes, the effectiveness of provision, and whether any amendments to the plan are required.

Although these meetings are held at set times of the year, please contact the Inclusion Team or your child's class teacher to arrange any further meetings you may deem necessary.

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

We believe that children should be actively involved in decisions about their education and the support they receive. We seek the views, wishes and feelings of all pupils and ensure they are supported to participate in decisions that affect them.

For pupils receiving SEND Support, pupil voice is gathered and reviewed at least termly as part of the SEND Support Plan review process. Children are encouraged to share what is working well, any challenges they may be experiencing, and their aspirations and goals. Their views help to shape outcomes, support strategies, and future provision.

We use a range of age-appropriate methods to gather pupil voice, including discussions with trusted adults, questionnaires, visual prompts, scaling activities, drawings and person-centred approaches. Pupils are also encouraged to share their views regularly during intervention sessions, enabling staff to adapt support in response to their feedback.

Our school values pupil leadership and has a team of Inclusion Ambassadors who help promote an inclusive environment for all learners. The Inclusion Ambassadors act as a direct link between pupils and the SENDCo, sharing ideas, feedback and suggestions about how the school can further improve support and inclusion for all children.

By listening to and acting upon pupil voice, we aim to ensure that every child feels valued, heard, and empowered to play an active role in their education.

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

We believe that high-quality teaching is the foundation of support for all pupils. All staff are trained in our **Universal Offer**, which provides inclusive teaching strategies designed to meet the needs of a wide range of learners. Many adaptations that benefit pupils with SEND are part of everyday classroom practice and are available to all children.

Across the school, sentence stems, scaffolds, worked examples, visual supports and modelling are routinely used to support learning. In core subjects, children have access to a range of resources to promote independence, including maths stations, word mats, vocabulary banks and writing support resources such as *Write Like a Ninja*. Vocabulary development is a whole-school priority, with key vocabulary dual coded through words and images in classrooms, corridors and lessons to support understanding and retention.

Our lesson structures are consistent across the curriculum, helping children become confident learners who understand the learning process and can identify where they are in their learning journey. This predictable approach reduces cognitive load and supports pupils to become increasingly independent.

Where additional support is required, teachers make adaptations to meet individual needs across the four areas of SEND:

Cognition and Learning

Adaptations may include scaffolded tasks, Widgeit-supported resources and sentences, additional opportunities for overlearning and dictation, adapted recording methods, pre-teaching of vocabulary and concepts, and targeted interventions. For some pupils, progress

may be monitored using assessment tools such as B Squared to capture and celebrate smaller steps of progress.

Communication and Interaction

Support may include targeted teacher interactions, visual timetables, structured routines, adapted language, social communication support, and interventions designed to develop speech, language and communication skills. Staff work closely with external professionals where appropriate to implement recommended strategies.

Social, Emotional and Mental Health (SEMH)

Support may include daily check-ins with trusted adults, calm corners and regulation spaces, movement breaks, fidget tools, social skills support, and personalised strategies to promote emotional wellbeing and successful participation in learning.

Physical, Sensory and Disability (PSD)

We strive to ensure our environment is accessible to all pupils. This includes adapted facilities such as accessible toilets, sinks and classrooms, as well as modifications to resources, equipment and teaching approaches to meet individual physical, sensory or medical needs.

Furthermore to in-class adaptations, additional support may be delivered through interventions and through strategies suggested by external agencies (possible agencies and interventions are listed in Section 2 of this report).

For a small number of pupils with highly complex needs, a more bespoke curriculum may be required. This provision focuses on developing independence, communication, regulation and readiness to learn, enabling pupils to access education as successfully as possible. In some cases, this may be implemented whilst a child is being assessed for or is on the pathway towards specialist provision. Any bespoke provision is carefully planned in partnership with parents/carers, external professionals and, where appropriate, the pupil themselves.

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

We will evaluate the effectiveness of provision for your child by:

- › Reviewing their progress towards their goals each term
- › Reviewing the impact of interventions after 6 weeks or half a term
- › Using pupil voice
- › Monitoring of provision and strategic operation by the SENDCo
- › 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
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

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.

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

We are committed to ensuring that all pupils, regardless of their needs or disabilities, are fully included in school life. In line with the SEND Code of Practice (2015) and the Equality Act (2010), we make reasonable adjustments to help pupils access all aspects of school life alongside their peers.

This includes lessons, educational visits, residential experiences, clubs, sporting events, performances, leadership opportunities, breakfast club, after-school care, and extracurricular activities. Staff work closely with families and, where appropriate, external professionals to identify and remove barriers to participation. Adaptations may include changes to resources, staffing, environments, routines or activities to ensure pupils can participate safely and successfully.

Inclusion is a whole-school responsibility. Our SENDCo is a member of the Senior Leadership Team (SLT), ensuring that the needs of pupils with SEND are represented in school decision-making and that inclusion remains a key priority across the school. We believe that every child should feel valued, included and able to participate fully in all aspects of school life.

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

We welcome applications from all children and are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) can access our provision and thrive within our school community.

When an application is received, the admissions team gathers relevant information to support a smooth transition into school. Where a child is identified as having SEND, this information is shared with the SEND Team at the earliest opportunity. The SENDCo will work closely with parents/carers, previous settings or schools, and any external professionals involved with the child to gain a comprehensive understanding of their strengths, needs and successful support strategies.

Where appropriate, visits to the school will be arranged for the child and their family, providing opportunities to discuss any adjustments, provision or support that may be required. This collaborative approach enables us to plan effectively and ensure that appropriate support is in place before the child starts school.

In accordance with the School Admissions Code and our Admissions Policy, children with an Education, Health and Care Plan (EHCP) will be admitted where The Flying High Academy Ladybrook is named in the child's EHCP.

Where the number of applications exceeds the number of places available, places are allocated in line with the oversubscription criteria set out in the school's Admissions Policy. These criteria ensure that admissions are fair, transparent and non-discriminatory. The oversubscription criteria are:

1. Children who are looked after by a local authority and previously looked-after children, including children who appear to have been in state care outside England and ceased to be in state care as a result of being adopted.
2. Children attending The Flying High Academy Ladybrook Nursery at the application closing date, who have attended a minimum of four sessions per week.
3. Children with a sibling attending the school at the time of application.
4. Children of staff members who have been employed by the school for two or more years at the time of application, or who have been recruited to fill a post where there is a demonstrable skills shortage.
5. Children living closest to the school, measured using Ordnance Survey data.
6. Other children.

The school does not discriminate on the basis of SEND, disability or medical need, and reasonable adjustments will be considered throughout the admissions and transition process to ensure equality of access.

13. How does the school support pupils with disabilities?

Under the Equality Act 2010, all schools are required to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to access education, benefits, facilities and services.
- Improve the availability of accessible information for disabled pupils.

At The Flying High Academy Ladybrook, we are committed to treating all pupils fairly and with respect. We strive to ensure that pupils with disabilities can access the same opportunities as their peers through reasonable adjustments, inclusive practice and a personalised approach to support.

As a mainstream primary school, we support a wide range of pupils, including those with Special Educational Needs and Disabilities (SEND), medical needs and disabilities. Our core value of *Care* underpins our commitment to supporting every child's academic, social and emotional development. By understanding each child's strengths, needs and individual circumstances, we can provide support that enables them to thrive both within and beyond the classroom.

Inclusion is central to our ethos, and we work proactively to remove barriers to learning, participation and achievement. Where required, individualised provision and reasonable adjustments are planned to ensure that disabled pupils can fully access school life.

Facilities available to support accessibility include:

- A lift providing access to the upper floor.
- Designated disabled parking bays.
- Wide, accessible corridors and entrances.
- A hearing loop in the school hall.
- Accessible toilets and sinks.
- A hygiene suite with a changing plinth.

Our Accessibility Plan also includes actions to:

- Increase access to the curriculum for disabled pupils.
- Improve the delivery of information to disabled pupils.
- Remove barriers to participation and create accessible learning environments for all pupils.
- Ensure disabled pupils can access the wider opportunities offered by the school, including educational visits, clubs and extracurricular activities.

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

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

- › Pupils with SEN are encouraged to be part of the school council/antibullying ambassadors/pupil parliament/debate club/subject ambassadors.
- › Pupils with SEN are also encouraged to be part of all after school clubs to promote teamwork/building friendships.
- › We provide extra pastoral support for listening to the views of pupils with SEN by using Draw and Talk/Play Therapy/Lego therapy and weekly check-ins.
- › We hold a number social interventions to support social development in Forest Schools, Be a Champion and Attendance groups.
- › We run ELSA sessions for pupils who need extra support with social or emotional development.
- › We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by including children as antibullying ambassadors to raise awareness and educate children on the issues around bullying.

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 SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a transition meeting to pass over notes
- › Schedule visits and a transition session with the incoming teacher during summer term.
- › Use transition booklets that include pictures of new classrooms, toilets, entry and exit doors. These also include a countdown to the next school year
- › Send out Meet the Teacher posters so that children can familiarise themselves with their new teachers
- › Parent drop-ins for the most vulnerable and high-profile children with SEN and medical needs
- › Use opportunities around school to meet a range of new teachers (being with different teachers for Sports Day and Subject Ambassadors).

Between schools

To help pupils with SEN be prepared for a new school:

- Liaise with the new school and attend a transition meeting to pass over notes
- Schedule visits and a transition session with the new school during summer term.
- Implement strategies used by the new school to support transition
- Support parents in setting up transition for them to look around the new school

Between Phases

We work closely with the receiving secondary schools to ensure that pupils with SEND experience a smooth and successful transition. During the summer term, the SENDCo from the secondary school meets with our SENDCo to discuss the strengths, needs, provision and successful strategies for all pupils receiving SEND Support or with an Education, Health and Care Plan (EHCP). Relevant records and information are shared to ensure continuity of support.

To prepare pupils for this important change, we provide a range of transition opportunities, which may include:

- Learning about the routines and expectations of secondary school
- Practising with a secondary school-style timetable
- Developing organisational and independence skills
- Addressing any identified gaps in learning
- Participating in the transition activities and visits offered by the secondary school
- Accessing additional personalised transition visits and support where needed

For pupils with SEND, transition arrangements are tailored to individual needs and may include enhanced visits, transition booklets, social stories, photographs of key staff and areas and opportunities to meet familiar adults before starting secondary school. We work closely with pupils and their families throughout the process to ensure they feel confident and well-prepared for the next stage of their education.

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

We recognise that looked-after children (LAC) and previously looked-after children (PLAC) may face additional challenges that can impact their learning, wellbeing and development. We are committed to ensuring that these pupils receive the support they need to achieve their full potential.

The Designated Teacher for Looked-After and Previously Looked-After Children (Kerry Chadburn) works closely with the school's families, carers, social workers, Virtual School colleagues and any external professionals involved with the child. This collaborative approach ensures that support is coordinated effectively and tailored to the child's individual needs.

Where a looked-after or previously looked-after child also has SEND, their needs will be identified and supported through the graduated approach of Assess, Plan, Do, Review, in line with the SEND Code of Practice (2015). Support may include targeted interventions, reasonable adjustments, pastoral support and specialist advice where appropriate.

The progress, attendance, wellbeing and educational outcomes of looked-after children are monitored carefully through regular reviews, including Personal Education Plan (PEP) meetings where applicable. The views of the child are central to these discussions, ensuring that their wishes and feelings help shape the support they receive.

We are committed to promoting inclusion, stability and positive outcomes for all looked-after and previously looked-after children, ensuring they can fully participate in all aspects of school life.

17. 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 class teacher 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 pupil themselves. Please see the complaints policy on our website.

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 SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Contact details: sen@globalmediation.co.uk or 02084411355

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

If you have questions about SEN, 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 Nottinghamshire's local offer. Nottinghamshire publishes information about the Local Offer on their website: Nottshelpyourself.org.uk

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

- <https://askusnotts.org.uk/>
- Integrated Children's Disability Service - ICDS icdsehcMandAlocality@nottsc.gov.uk
- Children's Occupational Therapy Team – 0115 8041273, email: childrenot.duty@nottsc.gov.uk
- Physical Disability Specialist Services – PDSS 0115 804 1088, email: pdss.office@nottsc.gov.uk
- Education Psychology Services – 01159 772924 Or email: eps.admin@nottsc.gov.uk
- Social, Emotional and Mental Health Team – Sherwood Area Partnership email: alison.hardwick@nottsc.gov.uk

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

- Contact - <https://contact.org.uk/>
- BeUNotts - <https://www.beusupport.co.uk/>
- Children's Bereavement Centre - <https://www.childrensbereavementcentre.co.uk/>
- A place To Call Our Own – APTCOO 01623 629 902

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

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

19. Glossary

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