Great Arley School
Dare to Dream, Aim to Achieve

Our vision

- To become a great provider and recognised leader of SEND in Lancashire
- To provide the right curriculum that is personalised for every child to ensure they reach their full potential
- To provide a safe & thriving environment for both staff and pupils where wellbeing is paramount

SEND Policy and Information Report

DATE REVIEWED	REVIEWED BY	NEXT REVIEW DATE
Spring 2026	Lindsay Weaver	Autumn 2027

Great Arley School, Holly Road, Thornton, Lancashire, FY5 4HH
TELEPHONE – 01253 821072
WEBSITE – www.greatarley.lancs.sch.uk

Contents

1	Aims	3
2	Special Educational Need and Disability Information Report and Policy 2025	3
3	Inclusion and Equal opportunities	3
4	School's Vision and Values	4
5	Roles and Responsibilities	4
6	Types of SEN that are provided for	5
7	Admission arrangements/ Identifying students with SEN and assessing their needs	5
8	Teaching and Learning	6
9	Securing equipment and facilities	7
10	Expertise and training of staff	8
11	Consulting and involving students and parents	8
12	Working with other agencies	9
13	Supporting students to improve their health, emotional and social development and listening to their views	9
14	Supporting students with EHCPs moving into school, between phases of education and/or in preparing for adulthood and independent living	10
15	Supporting students who are looked-after or previously looked-after	11
16	Supporting Blackpool students via the EHCP hub	11
17	Contact details of support services for parents of students with SEND	11
18	Transport Arrangements	12
19	Anti-bullying Measures	12
20	Complaints about SEND provision and how complaints will be handled	13
21	Monitoring	13
22	Links to Policies	13
23	Glossary	14

Aims

Our SEND information report and policy aim to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs), and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it
- The Governance Handbook, which sets out governors' responsibilities for students with SEND
- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Special Educational Need and Disability Information Report and Policy 2026/27

This Special Educational Need and Disability (SEND) Information Report and Policy will be updated annually to reflect changes and plans within the school. The report states the current provision within Great Arley School.

Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

School's Vision and Values

- To become a great provider and recognised leader of SEND in Lancashire
- To provide the right curriculum that is personalised for every child to ensure they reach their full potential
- To provide a safe & thriving environment for both staff and students where wellbeing is paramount

Our key purpose is the development, delivery and constant improvement of quality learning experiences, appropriate to the needs of all our students/students.

Further details of all areas of our school curriculum offer and assessment can be found on the Great Arley School website.

All staff have a responsibility to meet the needs of all the students at Great Arley School. School staffing details can be found on the website. Great Arley School works closely with parents, families and carers and embraces an 'open door' policy where access to support staff, class teachers and senior leaders is not prohibited.

Staffing levels are enhanced so that students are usually taught in classes of 10 to 12 students with a teacher, a minimum of one level 2/3 teaching assistant and an appropriate number of additional teaching assistants to meet the needs of the class group.

The school works collaboratively with a wide range of professionals, including educational psychologists, speech and language therapists, school nursing team, advisory specialist teachers, physiotherapists, occupational therapists, specialist sensory occupational therapists, independent careers advisors, SHINE mental health workers and the Learning Disability Team in order to meet the needs of the students.

Roles and responsibilities

As a Special school provision, all employed staff have a responsibility to provide outstanding education to all students.

The SENCO will:

- Work with the headteacher and governors to determine the strategic development of the SEND policy and provision in the school and ensure these reinforce high quality teaching of all students.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual students.
- To evaluate the effectiveness of SEND provision through monitoring, observations and feedback.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a smooth transition and that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Prepare and review the School information Report and Policy.
- Address whole school and specific training needs for staff in relation to SEND.
- Ensure that all relevant information and review paperwork is shared with the local authority in a timely manner.
- Ensure the school keeps the records of all students with SEND up to date and accurate.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers are responsible for:

- The progress and development of every student in their class.
- Reviewing the EHCPs of students in their class annually or sooner if required.
- Working closely with any teaching assistants or specialist/advisory staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each student's progress and development and decide on any changes to provision.
- Communicating with parents to set clear outcomes and review progress towards them
- Ensuring they follow this SEND information report and policy.

Students will:

- Always be given the opportunity to provide information and express their views about their SEND and support provided. They will be invited to participate in discussions and decisions about this support and their views be considered whenever possible.

Types of SEND that are provided for:

Great Arley School is a local authority maintained special school, catering for students aged 4-16 with a wide range of special educational needs. Our school curriculum is delivered through Early Years Foundation Stage Framework, the Equals Semi-Formal Curriculum, the Equals Formal Curriculum, the National Curriculum, differentiated and personalised, to meet the needs of every student. Students follow either a more formal pathway or a semi-formal pathway. There are also substantial college placements and work-related learning and enterprise activities leading to external accreditation. This is supported by the outstanding Personal, Social and Health Education (PSHE) and information, advice and guidance provision.

At Great Arley School the students' identified needs will include physical disabilities; learning difficulties (including multi-sensory impairment and visual/hearing impairment, processing difficulties); speech, language and communication difficulties; moderate learning difficulties and autistic spectrum disorders. Further information on the admissions process to our school can be found on our website within the Admissions Policy.

Admission arrangements/ Identifying students with SEND and assessing their needs

Students attending this school have clearly identified special educational needs and have an Education and Health Care Plan (EHCP) or are in the assessment process for one. Each child is assessed by LCC and the criteria used determine the funding 'banding' for each student based upon identified needs.

All students have a statutory annual review of their Education and Health Care Plan (EHCP) where the student's progress is discussed with parents and other professionals and outcomes and short-term targets set for the following year. Appropriate strategies are identified to enable the student to access the curriculum and achieve at their best and promote independent learning. At this point it may be agreed and recommended that the EHCP needs to be amended to reflect any changes discussed.

Teaching and Learning

Individual student learning needs will determine how lessons are adapted and supported with resources which ensure inclusion for all. All students are taught by a qualified teacher or Higher-Level Teaching Assistant and supported by experienced teaching assistants, who support learning whilst encouraging independence.

Student progress in subject learning is assessed termly using B Squared, MAPP and Phonics Tracker. Interventions are planned to develop each individual student's skills, in whatever area has been identified for targeting through these assessment procedures. Individual Personal Learning Goals (PLGs) play a key part in developing a personalised approach for each child. The setting, monitoring and evaluating of individual PLGs with students, parents and carers takes place on a termly basis. This also helps students to work towards their end of key stage outcomes as identified on their EHCP and is reviewed annually as part of the annual review process or sooner if required.

School is organised into primary and secondary teaching groups. Our three primary classes are grouped according to individual levels of need. Grouping considers a range of factors, including readiness to learn, communication skills, age and academic ability. The primary curriculum is delivered using a flexible and personalised approach, drawing on the Equals Semi-formal Curriculum, the Equals Formal Curriculum and an adapted National Curriculum. Teachers plan engaging and meaningful learning experiences that meet students where they are, ensuring lessons are well matched to individual needs while maintaining high expectations for all students. Our primary outdoor learning environment enables us to enhance continuous provision, and all students have access to their own outdoor learning area, our outdoor fitness gym, and an obstacle course.

Our secondary provision is adapted to maximise consistency, contingency and progress. Students are taught in small groups of between 6 and 12 for most subjects. Form tutors teach their children maths and English. This enables the curriculum to be highly differentiated to meet their individual needs. In Key Stage 3 students follow the National Curriculum subjects which are adapted and enable teachers to respond to the needs of all students. In Key Stages 3 and 4, students follow a choices-based curriculum which allows them to select subjects that reflect their interests, strengths and future aspirations, supporting engagement, motivation and personalised pathways. Students in Key Stage 4 study a broad and balanced curriculum leading to a range of accreditation. This provision is reviewed annually to ensure that it meets the criteria set by the examining boards and enables each student to achieve their potential and follow their further educational pathways.

Students attain accreditation in courses suitable to their learning needs. This allows the students to further develop their life skills, social and communication skills, and supports their developing

independence and preparation for post 16. KS4 follow a range of courses to meet their individual needs. All Key Stage 4 students attend a range of College Link courses at both Myerscough College and Blackpool and Fylde College, which allows them not only to familiarise themselves with the college environment but also to experience course options at post 16.

All students prepare for and undertake a work experience placement when they are in Year 11. This supports the careers education programme, delivered in line with the Gatsby Benchmarks, the world's leading careers standards. All staff undertake regular training and professional development, which is provided internally as well as externally. This enables staff to enhance their knowledge of SEN and learning disabilities as well as developing their skills in meeting a wide range of needs.

Key stage and subject leaders reflect upon the content and delivery of the curriculum throughout the year to ensure it is progressive, engaging and inclusive. The continual cycle of monitoring and evaluation enables changes and improvements to be made responsively.

Securing equipment and facilities

Great Arley is a single storey building which is accessible to all students and visitors, including those with mobility difficulties and wheelchair users. There are disabled toileting facilities in three separate areas of the school. The carpark has designated disabled parking spaces. Many students are transported to school by LCC vehicles and they are met at the start of the day and then taken to transport at the end of the day by staff. We have a safe area at the front of the school, which is inside the school grounds, where LCC vehicles park and there is a marked pedestrian path leading to the school entrance for all students.

Great Arley is proud of our school site and how it has developed to meet the needs of our learners. We have several specialist teaching rooms including a science laboratory, performing arts studio, design technology room and a life skills room. Therapy facilities include a Speech and Language therapy room, a play therapy room, a fully immersive sensory room, a second Physiotherapy/sensory room, extensive gym and outdoor play equipment and a fully accessible all-weather pitch. Our website shows the wide range of provision accessed by our children. Our pastoral WASP rooms include individual break-out and learning spaces and a play therapy room. The school is well-resourced to meet the individual needs of the students, including a high ratio of staff to students.

If students require specialist equipment as recommended in their EHCP or by Occupational Therapist to access the physical environment or curriculum in school, we ensure that students have what is needed.

We are always happy to provide information to parents/carers in alternative formats, to ensure they are fully informed. Our website has a google translator facility to make it accessible in most languages.

Expertise and training of staff

Staff have a range of expertise across all areas of special educational needs.
All teachers are trained in teaching children with additional needs and they are supported by a senior teacher who holds the SENCO qualification. In addition, all our staff have clear job descriptions, which detail the required qualifications for each post in school.

Training is delivered to all staff through our INSET days and regular staff meetings, in addition to any further training required to meet the individual needs of our students. All staff are encouraged to follow their own areas of interest alongside school areas for development.

Consulting and involving students and parents

All students attending Great Arley School will have an Education and Health Care Plan (EHCP). There may be agreement with the Local Authority that a child or young person is placed pending the outcome of an assessment for an EHCP.

We aim that all students and parents/carers, from their very first contact, feel part of our school. We ensure that they understand the importance of partnership working to maximise students' progress. This is facilitated by:

- discussions with the school when an initial enquiry is made;
- planned, yet informal, fact-finding visits to school;
- formal induction or transition visits prior to or shortly after admission;
- student admission meetings on entry to school or multi-agency meetings when a young person requires significant changes to their provision;
- signing the Home School Agreement to engage all our parents in the education of their children and in their personal and social development;
- regular informal contact and communication between staff and parents/carers (Parent app, dojo, EFL, home-school diary, telephone);
- formal contact such as 'Meet the teacher' event, Parents' consultations and annual school report;
- invitation into school for child-centred discussions with staff;
- active involvement in reviewing and setting new outcomes for students during their Annual Review and other meetings;
- invitation to whole school events;
- termly school newsletters; school Facebook page and our school website;
- statutory policies are accessible on our website; all other policies are available on request from Great Arley School;
- a policy of easy and open access to senior staff;
- questionnaires, feedback evaluation after events or sought to strengthen the school's evaluation of areas of strength along with areas for development;
- coffee mornings, stay and play sessions and invitation to our Enterprise events;
- parent training sessions and workshops;
- parental representation on Governing Body and PTFA.

The school has a Student Council and Digital Leaders with representation from a range of classes, voted for by the students in that class who meet regularly with a member of SLT. Student voice ideas and requests are shared at staff and SLT meetings. Students have been instrumental in the research and implementation of new lunchtime arrangements, educational visits and school policies which reflect their own ideas.

Students also have opportunities to have their say during assemblies, PSHE & Citizenship lessons, special events e.g. themed days, anti-bullying week and through the student questionnaires and daily tutor time.

Working with other agencies
The school works very closely with other agencies in support of all the students in school. These include SEND Service (Area North – SEND Team), Health Services, Social Care, Community Police, School Nurse and voluntary organisations, Family Support and Wellbeing service and Children's Learning Disability Team.

We have a wide range of staff working together within the school to support the children, young people, and their families. Some are employed directly by the school; others have different lines of management as can be seen below.

Classroom staff (teachers, teaching assistants), WASP, welfare staff, site supervisors and administrative staff are employed directly by the school. The school also employs a Sensory Occupational Therapist to work with students who require a sensory diet and an advisory teacher to work with students with autism.

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include, but is not exhaustive:

- School Nurses, School Paediatrician, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Clinical Psychologists and Learning Disability Team are employees of the NHS. All these professionals work within the school; training staff, advising staff, working with children and young people**.**
- SENDOs, Educational Psychologists, Advisory teachers, Transition coordinators, independent Travel Trainers are employed by Lancashire Local Authority or Blackpool Council, not the school. They provide staff training and advice on individual children's needs.
- Some of our students may be supported by social workers for children/young people with disabilities; they are Lancashire Local Authority or Blackpool Council employees.

Supporting students to improve their health, emotional and social development and listening to their views

The school provides a warm and welcoming environment in which children feel safe, valued and happy. Staff build excellent relationships with students and the students can talk to staff about any concerns they might have. We place a high level of importance on all students' emotional health and wellbeing and where appropriate, work with other agencies to ensure that students are cared for and their needs are met.

Where students have long term medical conditions requiring ongoing care, medication and emotional support, a Health Care Plan is drawn up with students, parents and health care professionals. Staff are trained to deal with a students' particular medical needs. This training is delivered by the appropriate health care professional e.g. School Nurse, Diabetes Nurse, Epilepsy Nurse, Occupational Therapist and Physiotherapist. Health Care Plans are reviewed annually and updated regularly during the year, as necessary. All staff have access to plans, which are retained in the student folders. Staff are informed of changes via email and staff meetings.

Our students' mental health and wellbeing is well supported by staff in the following ways:

- Our PSHE curriculum teaches the importance of good mental health and wellbeing and making healthy lifestyle choices. These lessons teach students explicit strategies to support their understanding of their own feelings, emotions and wellbeing.
- The safeguarding team in school promotes open access to the WASP staff if students feel that they need pastoral support or just need to talk to someone. WASP staff have trained in Youth Mental Health First Aid.
- If students require more specialist support for their mental health and wellbeing, WASP staff can refer to SHINE, the Learning Disability Team, CAMHs and/or the ND Pathway.
- Students are encouraged to be part of the School Council or Digital Leaders, both of which offer support to students and enable individuals to be a 'voice' for their peers regarding a wide range of issues including mental health and wellbeing. Students can discuss issues which may arise on a personal, class, key stage or whole school level.
- Great Arley has zero tolerance to bullying or any form of discrimination.

Supporting students with EHCPs moving into school, between phases of education and/or in preparing for adulthood and independent living

Students can be admitted to the school at any time of the year. They are provided with a personalised plan for transition during the admission meeting where this is agreed with parents/carers and staff of the current school.

All transitions are well planned throughout school as children and students move from class to class and phase to phase. There is a comprehension transition programme in the summer term to support the changes between classes and there is an opportunity for parents/carers to meet the new class teacher and class staff in the summer term.

Students are supported in planning their transition from school to adult life. Great Arley staff, LCC Transitions Team support the transitions process from Year 9, giving information, advice and guidance to students, parents/carers regarding post 16 provision and education. Prior to making these important decisions, students in Key Stage 4 attend college link courses at Blackpool and Fylde College and Myerscough College. They also complete a Work Experience placement within year 11. These experiences are often influential in making their choices at Post 16. At Year 11, their transition is discussed at the Annual Review with their chosen college or other provider.

Supporting students who are looked-after or previously looked-after

There is a designated teacher for looked after and previously looked after students. The designated teacher works closely with the school SENCO to ensure all teaching staff understand how student's circumstances might impact their learning and implications for teaching. All students will be supported in much the same way, however looked after students will also have a personal education plan (PEP)to support any additional teaching and learning requirements and resourcing.

Supporting Blackpool students via the EHCP hub

Blackpool Education and Health Care plans are held on a digital platform for families, professionals and education settings to engage, contribute and collaborate on EHC reviews. This portal streamlines processes

and provides users with an open, transparent system. Parents and professionals who are having difficulties accessing this system should contact Blackpool SEND team directly (see the contact details below).

Contact details of support services for parents of students with SEND:

If you have any queries or requests for policies or information relating to this report, please contact the SENCO in the first instance.

Parents can also contact the SEND Team in Lancashire or Blackpool (depending on where they reside) if they have concerns about their child/young person. Please see below:

North - Fylde, Wyre and Lancaster
Tel: 01524 581 200
Email: Inclusion.North@lancashire.gov.uk

South - Chorley, South Ribble, West Lancashire and Preston
Tel: 01772 531 597
Email: Inclusion.South@Lancashire.gov.uk

East - Hyndburn, Ribble Valley, Rossendale, Burnley and Pendle
Tel: 01254 220 553
Email: Inclusion.East@lancashire.gov.uk

Blackpool (Tel: 01253 476602 or email: send@blackpool.gov.uk)

Parents can also seek advice and services for children with special needs, on Lancashire's Local Offer https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

For our Blackpool students the information about the Local Offer can be found on: https://www.fyidirectory.co.uk/blackpool-local-offer

There are further details on our website regarding our SEND school offer which also links to the Local Offer on Lancashire website https://www.great-arley.lancsngfl.ac.uk

Information relating to a free and independent service (our local special educational needs and disabilities information advice and support services Lancashire (SENDIASS) organisations can be found on: https://lancssendias.org.uk and for students with a Blackpool address they can access support from Blackpool (SENDIASS) https://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and-families/SENDIASS/Home.aspx

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

- Aiming Higher https://www.aiminghighercharity.org.uk/
- **National charities** that offer information and support to families of children with SEND are:
- IPSEA
- NSPCC
- Family Action
- Special Needs Jungle
- Autism Initiatives https://www.autisminitiatives.org/

Transport Arrangements

Many of our students travel some distance to school and as a result are eligible for school transport. Eligibility is determined and organised by Lancashire Local Authority and Blackpool Council; this is not organised by the school. Transport staff are employed by the transport companies.

Students' independent travel skills are supported through some educational visits, whereby students plan journeys and experience public transport. During work experience, some students are supported in accessing bus services to their place of work, with the aim of achieving a level of independence. Lancashire Independent Travel Service works with students in KS3 and KS4 to assess and develop students' travel skills with a view to them becoming independent before they leave to access further education, employment or apprenticeships.

If you have a query relating to any of these support services, it is best to contact the service directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

Anti-bullying measures

Staff are committed to providing a warm, caring and safe environment for all our students so that they can learn and engage with others in a safe and happy environment. All staff will respond calmly and consistently to all allegations and incidents of bullying. Students will be taken seriously by all staff and will be dealt with impartially, promptly and according to the policy. All those involved will have the opportunity to be heard. Staff will protect and support all students involved whilst allegations and incidents are investigated and resolved.

Staff know to report every instance of bullying, regardless of the level, to Senior Leaders via CPOMS and directly if the bullying has resulted in injury to a student.

Bullying incidences reported on CPOMS are reviewed and monitored every term by the Headteacher and the number and nature of incidents are reported to governors in the Headteacher's report for that term.

Complaints about SEND provision and how complaints will be handled

Complaints about SEND provision in our school should be made to the SENCO in the first instance with a view to a resolution being sought informally by telephone call or a face-to-face meeting. If the complaint remains unresolved, then parents are welcome to submit their complaint formally. They will be handled in line with the school's complaints policy; this can be found on the school website.

The parents of students 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:

- Suspensions and/or permanent 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 SEND Code of Practice.

Monitoring Arrangements

This policy and information report will be reviewed by the SENCO annually. It may also be updated if any changes are required during the year. It will be approved by the governing board annually.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan including equality objectives
- Allergy Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Equality And Inclusion
- Restrictive Intervention Policy
- Policy for Supporting students with medical conditions in Special Schools
- Policy for Supporting students with medical conditions and administering medication
- Safeguarding

Glossary of terms

Access arrangements – special arrangements to allow students with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a student's EHC plan

Area of need – the four areas of need describe different types of needs a student with SEND can have. The four areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a student's needs

EHCP – 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

Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind

LCC-Lancashire County Council

Local offer – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area

Outcome – target for improvement for students with SEND. These targets do not necessarily have to be related to academic attainment

PTFA- Parents, Teachers, Friends Association

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SENDO- Special Educational Needs Officer who write the Education, Health and Care Plans.

SEND information report – a report that schools must publish on their website which explains how the school supports students with SEND

SEND support – special educational provision which meets the needs of students with SEND

Transition – when a student moves between years, phases, schools, institutions, or life stages