

Special Educational Needs (SEN) information report

Westbrook Primary School



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Dear parents and carers,

The aim of this information report is to explain how we implement our Special Educational Needs & Disability (SEND) policy at Westbrook Primary School. In other words, we want to show you how special educational needs support operates in our school.

At Westbrook Primary School, we strive to meet the needs of all pupils within our school. All staff are aware of SEND within the school and receive high quality information and training. We aim to quickly identify pupils, who are making limited progress and provide targeted interventions and support to meet their needs. We ensure that parents are fully aware of the SEND process and informed of their child's learning at regular points throughout the year. We are a fully inclusive school and work alongside the Local Authority, health professionals and community organisations to find the most appropriate and effective support for the pupils within our care.

Within our rich and varied curriculum, every child is given opportunities and support, in a safe, caring and stimulating environment, which should facilitate each child's chance to reach the highest possible standards. All staff are committed to meeting the needs of all our children and strive to break down any barriers that are preventing children from making the progress they are capable of. As a school, we recognise the importance of not only supporting children's academic progress but also developing their behavioural, emotional and social skills to enable them to become confident, independent learners.

If you want to know more about our arrangements for SEND, please read our Special Educational Needs policy.

You can find it on our website: <https://www.westbrookprimary.com/policies/>

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?

Westbrook Primary School is a mainstream provision with an attached centre for children with visual impairment. Pupils with SEN are expected to be integrated into the learning for their year group with the relevant support in place to enable this.

Our school provides for pupils with a wide range of needs including the following:

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 impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinators, or SENCOs



Our SENCOs are Mrs Benton and Mrs Mohammad

Mrs Benton achieved the National Award in Special Educational Needs Co-ordination in 2015 and has nine years experience in this role at Westbrook Primary School. She is also the Deputy Headteacher and Phase Leader to Upper Key Stage 2. Mrs Benton is allocated three and a half days a week to manage SEN provision across the school.

Mrs Mohammad achieved the National Award in Special Educational Needs Co-ordination in 2024 and has one year of experience in this role at Westbrook Primary School. She has previously worked as a class teacher for four years. Mrs Mohammad is allocated two and a half days a week to manage SEN provision across the school.

Please see the SENCOs contact details below:

c.benton@westbrookprimary.co.uk

a.mohammad@westbrookprimary.co.uk

Centre for children with vision impairments



Mr Broad is the Centre Leader. He is also a specialist teacher for children with a vision impairment and gained the QTVI qualification in September 2019. He qualified in Braille Level 1 & 2 in July 2019 and Makaton Level 1 in October 2019. Mr Broad achieved the National Award in Special Educational Needs Co-ordination in 2016.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCOs to meet the needs of pupils who have SEN. For example support with creating and reviewing Individual Learning Plans for pupils. Teachers also access relevant CPD through the national college and have completed courses such as developing pedagogical practice for pupils with SEND and sensory play and brain breaks for children with SEND.

All staff received Trauma Informed Practice CPD (January 2024)

SEN Team - Learning Support Assistants (LSAs)

We have a team of three LSAs who are trained to deliver SEN provision to children across the school. These children might have an Education, Health and Care Plan with specific targets that the staff work towards.

They have received training to deliver interventions including Lego Therapy, sensory diets and bucket time.

The team are:



Mrs Chan

Mrs Syed

Mrs Dorab

We have Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs) who are trained to deliver interventions such as Read, Write, Inc., Sensory Circuits, Rapid Reading, Lexia.

Collaborating with external agencies and experts at Westbrook Primary School

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Physiotherapists
- Play therapists
- 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?

We work extremely closely with parents and carers and communication is of paramount importance. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. We would encourage all parents to speak to the class teacher, in the first instance, if they have any concerns. The class teacher can then discuss any concerns with the school SENCO, who will be able to advise further.

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.

You can speak to the class teacher in person at the end of the school day or email them to arrange a face-to-face meeting explaining briefly what your concerns relate to.

They will pass the message on to one of our SENCOs, Mrs Benton or Mrs Mohammad, who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

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

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will meet with you in person to discuss our findings and the possible next steps. At this point your child will be added to the school's SEND register.

You can also contact one of the SENCOs directly. Please see emails addresses below:

c.benton@westbrookprimary.co.uk

a.mohammad@westbrookprimary.co.uk

There could be several possible next steps:

- We might suggest a period of monitoring due to the awareness of a particular concern or difficulty. It could be that this increased teacher awareness enables additional resources to be implemented within the class to support the pupil's progress
- It might be felt that the child would benefit from specific targets to address the area of concern. In which case the child could be placed on the school's SEN register with the permission of the parent. The class teacher would then arrange a meeting with the parent to set suitable targets as part of an Individual Learning Plan (ILP).

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

Teachers and support staff through their experience, training and observations, are often able to quickly detect if there is a concern with the progress a child is making or how they are learning and attaining in relation to age-related expectations. Informal assessments through daily observations and direct support also enables staff to assess how each individual child engages and interacts with activities and peers and allows monitoring of progress towards targets set. Conversations between the class teacher and the Special Educational Needs Coordinator (SENCo) also help to determine potential strategies that could be implemented to help increase progress or whether additional help and support is required.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. If the parent and teacher are in agreement that an Individual Learning Plan (ILP) is required the teacher will complete a Request for SEND Support form and the child will then be placed on the SEN register.

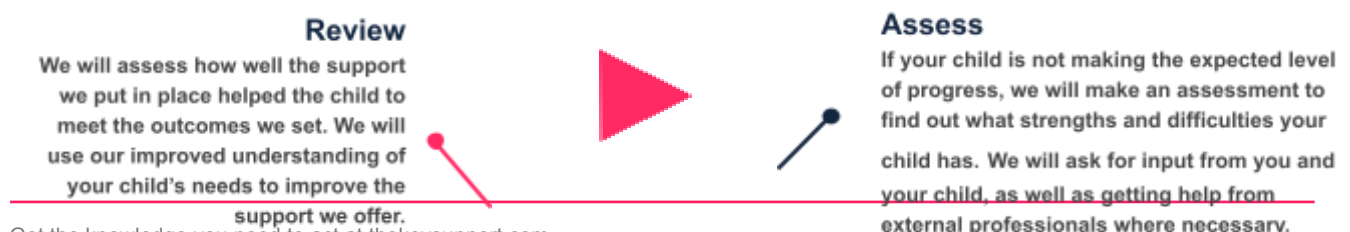
As the parent you would then be invited to a face-to-face consultation with the class teacher and / or SENCo to discuss your child's areas of strength and also areas of difficulty. Targets would then be set to help your child make progress in the identified areas. The targets are then reviewed on a termly basis.

Where it is deemed appropriate the SENCO may also seek the opinion of external experts such as a speech and language therapist, an occupational therapist or an educational psychologist to gain an increased understanding of a particular child's needs.

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

Westbrook Primary School follows the 'graduated approach' to meeting your child's SEN needs.

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



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As a part of the planning stage of the graduated approach, we will set targets on an Individual Learning Plan (ILP) that we feel that your child can achieve within a set time frame (approximately three months).

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.

At Westbrook Primary the progress of the children with SEND is monitored and assessed on a continuous basis. This includes both formal (termly assessments) and informal assessments (observations). 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. Progress towards these targets is also monitored during pupil progress meetings which are held between class teachers and Phase Leaders or the SENCOs.

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

At Westbrook children who are placed on the SEN register will receive termly meetings with the class teacher to discuss your child's progress, review the existing targets and to set new ones relating to the areas of concern.

Your child's class teacher will meet you 3 times a year 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 (where appropriate)

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

If your child has an Education, Health and Care Plan (EHCP) the school will hold an Annual Review once a year, in addition to the termly meetings mentioned above, to review the progress made towards the outcomes and assess whether the provision in place is still appropriate. Parents will receive a written invitation to the Annual Review and will also be asked to complete a parent view form so that school can gather parents' views and discuss these during the annual review.

This Annual Review meeting is known as a Transfer Review meeting if your child is currently in Year 1 or Year 5 and this meeting will also provide parents with a dedicated time to discuss their thoughts about the next Key Stage or school for their child.

Your views about what type of support would be effective based on your experiences of your child are very useful in helping us to tailor the help we provide.

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

If you have concerns that arise between these meetings, please contact your child's class teacher either via their email address or by making a face-to-face appointment via the school office.

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

The level of involvement will depend on your child's age and level of competence. To help children to be able to share their views we might encourage them to:

- Attend meetings to discuss their progress and outcomes
- Bring along something that they would like to share with the adults helping them e.g. a piece of learning that they are proud of.
- Discuss their views with a member of staff who can act as a representative during the meeting e.g. using an 'All about Me' framework to support the discussion
- Run through the scenario beforehand so that they are familiar with the questions or situation

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

Westbrook Primary provides a broad and balanced curriculum which focuses on inclusion and progression of knowledge and skills. High-quality teaching is our first step in responding to your child's needs.

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

We adapt how we teach and deliver information to suit the learning needs of all pupils. Providing support and scaffolding to help all the children meet the same learning outcomes. Teachers carefully plan learning activities considering what support each child will require whilst ensuring that they have high expectations of all their pupils.

Teachers have received in-house training at school regarding adaptive teaching strategies to enhance accessibility and engagement with the curriculum for pupils with SEND.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping pupils, small group support, adapting the teaching style (questioning) or content of the lesson, etc.
- Adapting teaching strategies, for example, giving longer processing or rehearsal time, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources (seating plans) and staffing to meet the needs of all children
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning Support Assistants will support pupils in small groups when it is felt that this will benefit a child's ability to access the learning activity

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
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Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Now and then boards Management boards Personal workstation Support for transitions
	Speech and language difficulties	Speech and language therapy Language screens to identify area of need Communication boards Word banks
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Colour overlays Reading Windows Lexia OT support Sensory circuits
	Moderate learning difficulties	Pre-teaching vocabulary and concepts flashcards with key words + visual small group support additional processing time Think-pair-share
	Severe learning difficulties	Paired or 1:1 support
Social, emotional and mental health	ADHD, ADD	Quiet workstation Seating arrangements Sensory circuits
	Adverse childhood experiences and/or mental health issues	ELSA Drawing and Talking therapy Lego Therapy Let's Talk 1:1 sessions with our PSA

Sensory and/or physical	Hearing impairment	Radio aids Support from SENSS HI Word books Seating arrangements noise level in environment
	Visual impairment	Support from SENSS VI QTVI input Opportunity to learn Braille Modified or large print Assisted technology
	Physical impairment	Accessibility arrangements OT input and assessment physiotherapy input and assessment wheelchair access specific risk assessments Input from SENSS-PD

These interventions are part of our contribution to Hounslow's local offer.

Westbrook Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

Our Accessibility Plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

Please see the link below for further information:

<https://www.westbrookprimary.com/accessibility-plan/>

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

Staff at Westbrook will continuously assess how effective the support that your child is receiving is and make changes if necessary. Feedback from parents regarding support is regularly sought and welcomed.

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

- Reviewing their progress towards the targets on their ILPs or the outcomes on the EHCP each term
- Reviewing the impact of interventions on a half termly basis (although children can increase or decrease the level of support sooner depending on staff judgement or observation)
- Using pupil questionnaires to evaluate their thoughts about interventions
- Monitoring by the SEN Team

- Using provision maps to monitor provision and measure progress for year groups and certain individuals
- 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 - sometimes these can be on loan from the LA
- More learning support assistant hours
- Further training for our staff - Makaton, Sensory intervention
- External specialist expertise - play therapist

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. We also access funding through different avenues in addition to covering many costs as a school. Additional funding might come through Inclusion Funding for our youngest pupils in nursery through to funding available from the Local Authority for specific groups of children.

Where the school cannot cover the cost of the required provision or cannot sustain this out-going then a request might be made to the Local Authority for additional funding, this might include requesting an Education, Health and Care Needs Assessment. Children already with an EHCP and receiving funding are monitored for provision changes which might impact costs. This is done through individual provision maps.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Where necessary adaptations are made to ensure the same opportunities are available e.g. accessing swimming lessons

All pupils are encouraged to go on our school trips, including our residential trip in Year 6 to the Isle of Wight.

All pupils are encouraged to take part in all school events e.g. sports days, workshops, cycling, productions and assemblies

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 they can be included.

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

Westbrook Primary School seeks to be an inclusive school, welcoming children of all backgrounds and abilities. A child's level of ability and any special educational or additional needs the child may have will not be a relevant factor as to whether the child is offered a place. If a child already has an EHCP they will be admitted to the school without reference to the number of places available or to the oversubscription criteria.

Communication between the previous school, parents and Westbrook Primary would enable a smoother transition for the child as part of the admissions process.

13. How does the school support pupils with disabilities?

Our aim is that pupils with disabilities should, as far as possible, have access to a broad and balanced curriculum, similar to that followed by their peers. Within the VI centre, the adults should work alongside teachers to adapt plans and make resources for the children with VI. This may include braille resources, larger print for books, tactile images or any other resources needed to help them access the curriculum.

Advice from external agencies such as the SENSS Physical Disability Team at Hounslow is adhered to when ensuring that pupils with disabilities are not treated less favourably than their peers. Input regarding specific risk assessments has enabled access to off-site visits and enabled school to loan specialist equipment e.g. wheelchair.

Please see the link below for further information on accessibility at Westbrook:

<https://www.westbrookprimary.com/accessibility-plan/>

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:

- Our PSHE curriculum helps to teach children about their mental health, recognising emotions and how these are managed and how we develop socially. This curriculum develops this knowledge and skill set year on year and the children have regular opportunities to share their views and reflect on those of others.
- Pupils with SEN are encouraged to be gain positions of responsibility e.g. school councillor, the Meaningful Work Programme, well-being ambassadors
- Pupils with SEN are also encouraged to be part of before school Sports club to promote teamwork/building friendships
- As a school we have three trained Emotional Literacy Support Assistants who support children on a 1:1 basis for a block of sessions. They receive regular supervision from the Hounslow Educational Psychology Service
- We access specialist provision when required e.g. access to play therapists
- The Parent Support Advisor, Mrs Jones, supports children's emotional development through the Drawing and Talking intervention
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by highlighting that we are a 'telling' school and regularly referring to the definition of bullying so that all children are clear about what bullying might look like and who they can speak to about this.
- As a school we engage in Children's Mental Health Week in February each year which is led by the charity Place to be.

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:

- hold a change over morning where your child will spend time in the new classroom with the new teacher and the children that will be in their class
- offer increased opportunities to spend time in the new classroom at play times and lunchtimes to enable them to become familiar with the new environment
- create a transition booklet for your child to take home over the summer holiday which includes photos and names of staff for the parents to refer to
- offer an opportunity for parents to meet with the new class teacher to discuss pupil needs and provision
- support pupils with SEN by giving them several opportunities to talk about any worries or concerns that they might have
- familiarise pupils with SEN with new activities e.g. Year 4 pupils will practise the walk to Heston Pool and go inside the building to familiarise themselves with the environment before starting lessons in Year 5.

Between schools

When your child is moving on from our school we appreciate that this can be an anxious time for all and we aim to make the transition as smooth a process as possible.

If your child has an EHCP the SENCO of the secondary school will be invited to attend the Annual Review meeting in the summer term. This enables you and your child to ask the secondary school any questions that you might have in a safe and secure space.

Pupils receiving support from the SEN Team will also practise learning their new route to school including learning how to catch a bus where necessary. They will also practise going to local shops to purchase items and communicate with members of the public. These activities help your child to develop independence and organisational skills.

The SENCO attends a Primary - Secondary Transition meeting whereby the provision for existing pupils with SEN is discussed to ensure that this is considered by the secondary school.

Parents are actively encouraged to attend open evenings at local secondary schools to have conversations with the SENCOs there to help ensure a smoother transition for our pupils with SEN.

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

Mrs Benton will work with Mrs Mohammad to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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. If you are not satisfied with the school's response, you can escalate the complaint.

Please see the school's complaints policy for further information:

<https://primarysite-prod-sorted.s3.amazonaws.com/westbrook-primary/UploadedDocument/899efc91-59c1-48ba-912f-5067ca6043d8/complaints-policy.pdf>

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. Please see link for further information

https://fsd.hounslow.gov.uk/synergyweb/local_offer/MediationsAppeals.aspx

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.

Please see the links to local services available in Hounslow:

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are contactable on: sendiass@hounslow.gov.uk or 020 8583 2607

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

helpinghandz@hounslow.gov.uk

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)
- [Autism.org education rights](#)

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
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports 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