



St. Anne's and
Guardian Angels

Excellence Together with Christ at the Centre

SEN Information Report

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Dear parents and carers,

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

At St. Anne's and Guardian Angels Primary School, we work hard to ensure that all children achieve well in school. Quality first teaching is at the heart of what we do; however, for some children there are occasions when further additional support may be needed to help them to progress.

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

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

You can also 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?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. We liaise with staff to monitor teaching and learning and to monitor our pupils' progress and plan interventions when progress is slower than expected. We have access to a wide range of outside agencies that are able to give more specialist advice.

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, and what training have they had?

Our special educational needs co-ordinator, or SENCO, is Angela Howick

She has six years' experience in this role and is a member of our Senior Leadership Team. She is a qualified teacher. She completed the National Award for Special Educational Needs Co-ordination in April 2019. In this role she is responsible for the strategic direction and development of our SEN and disability provision in school, the operation of the Special Needs Policy and the coordination of the Specialist Provision Class which supports children with significant SEN related to Communication and Interaction

If you have an SEN query you are invited to email Mrs Howick:

ahowick@stannegapprimary.com

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of TAs, who are trained to deliver SEN provision.

What training are the staff supporting children with SEN had or are having?

- We have one TA who is currently attending training to become an Emotional Literacy Support Assistant and one TA who is currently studying for the award of Diploma in Specialist Teaching.
- Within the last three years, the whole school has completed professional development training on attachment, trauma and resilience. The focus is on understanding better pupils who have Social, Emotional and Mental Health Needs and challenging behaviours and developing plans for effective evidence-based work with these vulnerable children.
- The whole school has also accessed training to support children with Autism. Staff working with pupils with ASD attend regular refresher courses and we work closely with our support teachers from Phoenix School who support with training, planning, teaching and assessment.
- The TAs have or have had training in supporting children in English and Maths and behaviour support from either a teacher or TA in school or from external agencies where their support has been requested. TAs also have access to training in Tower Hamlets, as appropriate.
- Some TAs receive training from our Speech and language Therapists to enable them to deliver SALT Programmes individually or in small groups.
- Staff have specialist medical needs training, when required to meet individual needs e.g. diabetes, epilepsy, Hickman Line.
- The School is also part of the Phoenix Pilot Project (from September 2023) which provides support and regular training for the setting up and running of a small specialist class integrated within our school setting for up to 10 children with a diagnosis of Autism Spectrum Disorder (ASD). We have 4 specially trained TAs and one unqualified teacher with ASD expertise.

External agencies and experts

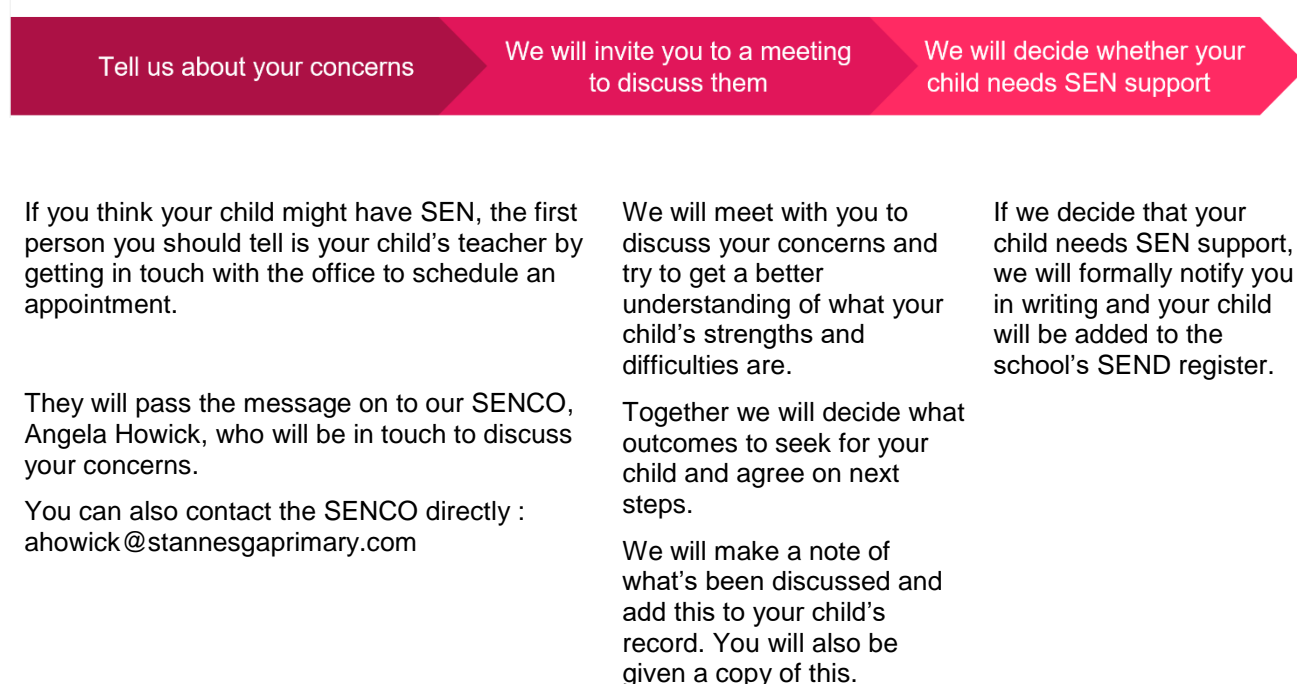
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- The Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- THEWS (Tower Hamlets Education Wellbeing Service)
- Visual Impairment Team
- Hearing Impaired Team
- Children with Disabilities Team
- The Behaviour and Attendance Support Service (BASS)
- Occupational Therapy
- Physiotherapy
- Speech and Language Service
- The School Nurse (Compass)
- Phoenix Outreach Team for children with Autism
- Social Care
- The Looked After Children's Team and Virtual School
- Specific Learning Difficulties Team (SpLD)

- The Early Help Hub
- Barts Speech and Language Therapy
- Organisations offering transition support e.g. Half Moon Theatre
- Docklands Outreach Service
- Learning Advisory Service
- Attendance and Welfare Service
- Catholic Children's Society
- Schools Library Service
- Voluntary Sector Organisations and Charities

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

The class teacher is the initial point of contact for responding to parental concerns. If you would like to speak to the SENCO, please phone the office for an appointment or call into the school to arrange an appointment.



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

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially. They are also alive to any significant change in pupil's behaviour or medical needs.

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 in class. Pupils who don't 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.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

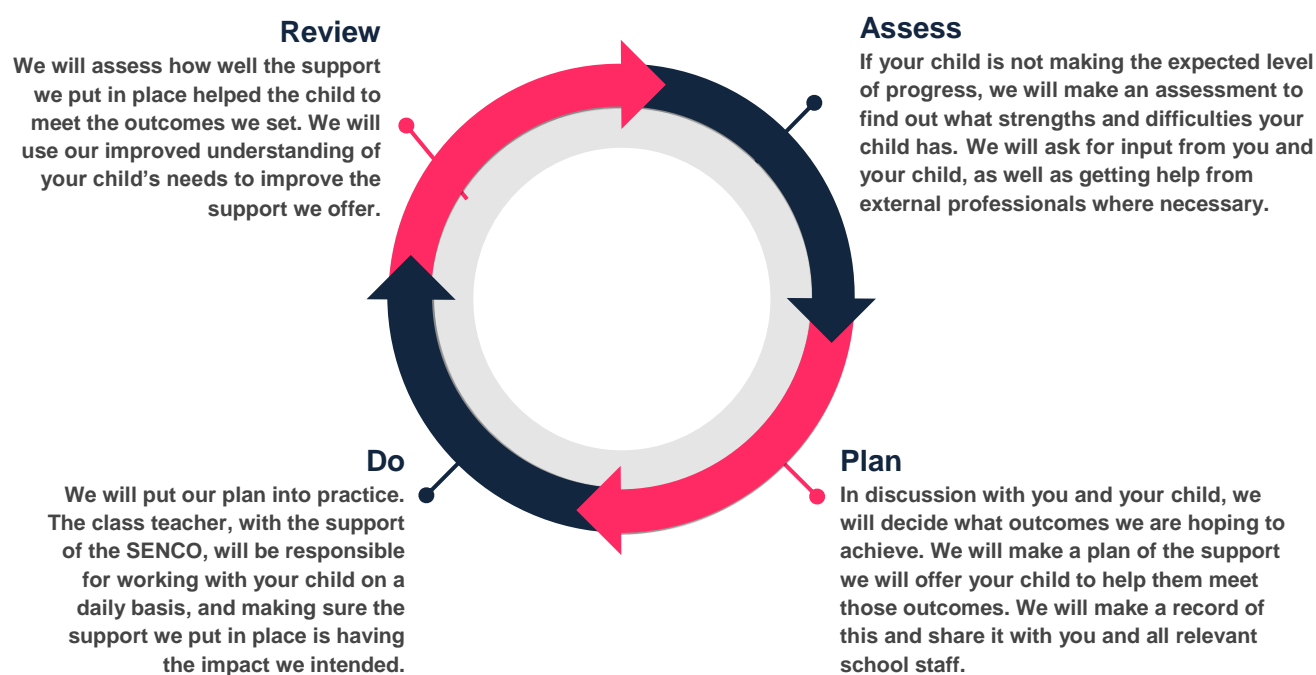
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you and the class teacher or other professionals who are involved to create a SEN support plan for them.

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

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

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

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

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

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

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

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with your child's teacher
- During Parents' Evenings
- In discussion with the SENCO or other professional
- You are invited to contribute targets and strategies to your child's EHCP Plan at any reviews including Annual Reviews. You are invited to attend all Annual Review meetings and have input into drawing

up of and making revisions to your child's EHCP in consultation with the Local Authority SEN Department

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

- You will be able to discuss your child's progress at Parents' Evenings.
- Achievement will be recorded in Pupil Passports and these will be shared in the autumn term and spring term Parents' Evening meetings.
- Sometimes we use the engagement model* to assess progress in smaller steps and at a slower pace than the usual assessment of the National Curriculum. This is shared with parents.
- Pupils with an EHCP will have an Annual Review meeting with the parents and, if possible and appropriate, the child to discuss progress and the pupil's provision.
- Appointments can be made to speak to the class teacher or SENCO at the office.
- Reports from the class teacher are sent out annually in the summer term.
- The SENCO will contact you if there are concerns and arrange a further meeting.

The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2. For more information see <https://www.gov.uk/government/publications/the-engagement-model>

We know that you are the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher.

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. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

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

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

The School's Accessibility Plan and Accessibility Policy can be accessed on the school's website: <https://www.stannegapprimary.com/policies>

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

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

We will differentiate or adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. The class teacher who will adapt their teaching and use strategies in class to enable them to access the curriculum more easily.

These adaptations include:

Planning and tailoring our curriculum to make sure all pupils are able to access it, for example, by grouping, small group work, adapting the teaching style or content of the lesson, making provision for children with ASD and meet the entry criteria to be taught as part of the specialist class for all or some of the day.

Differentiating or adapting our teaching, for example, by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, adapting the content of planned activities etc.

Adapting our resources and staffing

Using recommended aids, such as i-pads, laptops, computer keyboards, ear defenders, head sets, cushions, weighted blankets, stress balls, coloured overlays, visual timetables, larger font, IT programmes that support their learning, etc.

TAs may be allocated to work with a pupil in a small group when needed to target more specific needs under the direction and supervision of the class teacher.

We have additional interventions/materials to support children's learning e.g. Early Talk Boost, Early Words, Personalised or Group Speech and Language Programmes, Reading Intervention and Comprehension Programmes, Catch-up Phonics groups, Changing the Story Reading Programme, Word Shark, Verbo speech and language programmes and support.

We also have a specialist class for up to 10 children with ASD or who are on the pathway for assessment where the curriculum is planned and adapted for children with outreach support from Phoenix Specialist School using the Phoenix Steps of Engagement and Programmes of Study.

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

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

The evaluation of how much support a child will receive and its effectiveness is made in consultation with the class teacher and the Senior Leadership Team on an individual basis. Decisions are based upon termly tracking of pupil progress, assessment of interventions your child has been part of and may be as a result of assessments by outside agencies.

We also evaluate the effectiveness of provision for your child through:

- Monitoring by the SENCO
- 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
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding beyond this is thought necessary, we will seek it from the local authority who will make this decision after any required application or assessment.

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 subject to staffing levels and risk assessment in line with our responsibilities to keep your child safe. Risk assessments are carried out, procedures are put in place and reasonable adjustments needed are made to enable all children to participate.

All pupils are encouraged to go on our school trips, including our Year 6 pupils' residential trip to Gorsefield or other chosen centre. We work closely with parents and carers who may be invited to accompany their child, when feasible, if the School has serious concerns for their child's health, safety or wellbeing.

No pupil is ever excluded from taking part in activities because of their SEN or disability where we are able to make reasonable adjustments to make sure they can be included. In a small number of cases, where participation in a particular activity may not be possible or appropriate due to health and safety considerations, or the nature of the activity, decisions will be made on an individual basis, in consultation with parents and relevant professionals, and with the pupil's wellbeing and best interests as the priority.

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

Our school, which is part of the Lux Mundi Catholic Academy Trust, is committed to fair and inclusive arrangements for the admission of all prospective pupils with a disability and prospective pupils with SEN.

The school follows legal requirements under the SEND Code of Practice and the Equality Act.

If a prospective pupil has an EHC plan that names the school, they will be admitted before any other places are allocated.

The admissions policy is designed to avoid discrimination, and the oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs.

The school also ensures accessibility, early identification of needs, and works closely with families to provide appropriate support from the start.

13. How does the school support pupils with disabilities?

Our school is committed to supporting pupils with disabilities and ensuring they are included in all aspects of school life.

The school takes active steps to prevent disabled pupils from being treated less favourably than others. By integrating the core values of Catholic education - faith, respect, and compassion – the Lux Mundi Catholic Academy Trust ensures that its schools' educational approach is academically enriching and nurturing for the whole person. The schools in the trust provide all pupils with access to a broad and balanced curriculum. Staff are trained to recognise and meet a range of needs, and reasonable adjustments are made in the classroom and around the school to ensure full participation.

We are happy to discuss individual access requirements. For more details please look at our Accessibility Policy which is available on the school website or can be requested from the office. It is regularly reviewed to ensure that the needs of disabled pupils are being met and that the school environment continues to be inclusive and supportive.

The school's Accessibility Policy outlines how we will continue to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to disabled pupils

We are fortunate that our school is all on one level and completely step-free. A series of ramps has been put in place around the school. A toilet, with access for wheelchairs, is situated in the entrance area.

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

The school's Mental Health Lead is Angela Howick - ahowick@stannegaprimary.com

The school offers a wide variety of pastoral support for all pupils who are encountering emotional and social developmental difficulties. They include:

- TAs and a Learning Mentor trained in 1:1 and small group nurture activities.
- A TA undergoing training due to complete in March 2026 in Emotional Literacy Support.(ELSA)
- The school's 'Nurture Room' is available to those who may have difficulties getting along on the playground. Support can also be arranged, dependent on the child's level of need, so that our extra-curricular activities are inclusive. There may be a charge if outside regular school staffing hours at the discretion of the headteacher.
- The SENCO and Year 6 staff work with Secondary Schools and other voluntary organisations such as the Half Moon Theatre to support transition to Secondary School
- The SENCO and EYFS staff support transition into the EYFS
- Medical Needs: Care Plans are drawn up for children who have medical needs by the hospitals/GPs in collaboration with the school nurse, SENCO and parents. The school is not able to write medical care plans.
- The Tower Hamlets Emotional and Well-being Service (THEWS) works with the school and the school's Mental Health Lead to offer parent-led support for parents who are concerned about anxiety or behavioural difficulties in their child. They do this via individualised 1:1 sessions (typically 8x weekly sessions). They can also sign post parents to other services and deliver whole class workshops at the request of the school aimed at developing emotional resilience for children and managing anxiety.

They can also offer support for parents whose children are experiencing friendship/bullying problems. They are able to offer one-off consultations to parents and carers. Referrals are usually made by the school's Mental Health Lead.

- The school has a policy on the administration of medicines in school. Please ask for a copy if you need one.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by teaching and upholding desirable behaviours and values in line with our behaviour policy which can be accessed on the school's website.

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

The school has many strategies in place to support smooth transition. We value very highly the parent's contribution to this process as each child has individual needs.

What we do to help children with SEN be prepared for a new school year or who are starting at our school:

1. Children entering the Early Years may have a home or Nursery visit before they begin at school. Stay and play days are arranged for all children to visit the setting with their parents or carers and extra can be arranged if your child may find transition difficult.
2. We talk to the previous setting and will sometimes visit the setting if the child has SEN to arrange transition into the EYFS.
3. We talk to previous settings or the receiving school and forward our records when we are officially informed that your child is at a new school.
4. We will arrange for new parents/carers to talk to their teacher and the SENCO and hold transition information evening for children in year 6.
5. We partner with BASS where they offer visits for children who may benefit from additional small group transition support or who might be seen as vulnerable
6. The SENCO attends the LBTH secondary school's transition meeting when these are held in the summer term to discuss transition arrangements with these schools for St Anne's and Guardian Angels Primary School pupils with SEN. We will liaise with parents and carers to arrange for a meeting with a secondary school for children with a specific educational need and also help with the application process.
7. Visits are arranged for all year 6 children when transferring to secondary school.
8. We may arrange for a member of staff to visit potential secondary schools for children with SEN with the parent if so wished. We may also invite the SENCO from the secondary school once parents have been notified to attend any scheduled meeting with our SENCO to review an EHC plan and/ or to discuss transition.
9. We ask both the current teacher and the next year's teacher to attend a handover meeting in the summer term when the pupil's SEN is discussed.

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

The designated teacher for Looked after Children is Angela Howick: ahowick@stannesgaprimary.com

Mrs Howick will ensure 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 SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Mrs Howick will attend meetings with the Virtual School for SEN children in care and work with the class teacher to ensure that they get the support they need and complete ePEPS on Welfare Call.

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

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENCO or your child's teacher. The trust's schools' SEN Policy can be viewed on the school website at www.stannesgaprimary.com where you will also find a web link to the London Borough of Tower Hamlets Local Offer.

Complaints about SEN provision in our school should be made to the class teacher or SENCO 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.

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.

More information on the disagreement resolution and mediation services for Tower Hamlets can be found in the Tower Hamlets Local Offer (<https://www.localoffertowerhamlets.co.uk>) and by visiting the SEND IASS and Parents Advice Centre. (<https://www.towerhamletsandcitysendiass.com>)

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

The class teacher may suggest ways of how you can support your child at home.

The SENCO may also meet with you to discuss particular areas where you could help your child.

If outside agencies or the Educational Psychologist or a Speech and Language Therapist have been involved with your child, they may supply a programme for you to follow at home.

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 Tower Hamlets Local Offer. Tower Hamlets publishes information about the local offer on their website: <https://www.localoffertowerhamlets.co.uk>

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

<https://www.towerhamletsandcitysendiass.com>

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. Specialist Provision Class

Our Specialist Provision Class, St John's Class, is an inclusive classroom for autistic pupils (children who have been diagnosed with Autism or whom are on the pathway for diagnosis and who have an Education Health and Care Plan). It is a specialist classroom which students can access for the whole or, in some cases, a part of the day whilst also accessing mainstream lessons where it is in their best interests to do this. Phoenix School is supporting us to develop an inclusive space for a group of up to 10 children to work effectively following the Phoenix model. Staff working within the Specialist Provision Class receive enhanced support from Phoenix Outreach Service, receive extra training and are able to access and use Phoenix assessment and planning resources to support the specialist teaching and learning. They also attend resource evenings to meet other teachers and visit Phoenix and work with Phoenix staff. They have a buddy teacher for mutual visits and advice.

The support received from Phoenix School is part of a pilot project which started in September 2023 and has been confirmed until July 2026. Phoenix School and Tower Hamlets SENAR section launched the pilot to meet growing autism numbers in mainstream schools in the borough. They recognise that a lack of special school places means more children are accessing mainstream for longer and want to ensure that children who attend mainstream schools have access to trained teachers, teaching assistants and resources to support them.

It is important to state that our Specialist Provision Class is not a Phoenix 'Satellite Class' (in satellites, staff are employed by Phoenix School and the children are on roll at Phoenix School). Our Specialist Provision Class is for children who are on roll at our school and the staff working in the Specialist Provision Class are employees of St Anne's and Guardian Angels school. St Anne's and Guardian Angels school is responsible for safeguarding, policies and the daily running of the class. Phoenix Outreach works in an advisory capacity only.

Pupils' attendance in the Specialist Provision Class will not receive preferential treatment for placements at Phoenix School. Consultations for places will still be through the Local Authority.

All aspects of our SEND Offer and the trusts's SEND Policy apply to those children in the Specialist Provision Class.

We hope the pilot leads to better outcomes for autistic learners who attend mainstream schools. Our vision is that those learners in our Specialist Provision Class will develop the skills, confidence and ability to;

- communicate their wants and needs to others
- spend increasing amounts of learning time with their peers in their mainstream class, with full re-integration where possible and appropriate
- successfully progress on to the next stage of their schooling and for families to be well supported in this transition

20. 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