



ST PAUL'S ACADEMY

SEND Information Report

A Guide for Parents & Carers
2025-2026



Approved by: Principal

Date: September 2025

Last reviewed on: September 2024

Next review due by: September 2026

We are very grateful to the parents whose feedback and contributions helped us to refine this document.

Welcome to St. Paul's Academy Annual

SEND Information Report for parents and carers

This is a comprehensive guide to the range of support we provide for students with Special Educational Needs and/or Disabilities (SEND) at St. Paul's Academy. This report is updated annually to reflect the changing policies and practices, as required by the 2015 Code of Practice for SEND and other statutory guidance.

This report is a guide for parents and carers of St. Paul's Academy students. It is also a guide for parents or carers who are considering St. Paul's Academy as an option for their child on transfer to secondary school. This report explains how we implement our [SEND Policy](#).

Inclusive Ethos: 'Every teacher is a teacher of every pupil.' DfE letter to teachers - 2014

St. Paul's Academy is an inclusive Catholic school which welcomes students regardless of their level of need, ability or disability, ethnicity, sexual orientation and socio-economic background, as long as we are in a position to be able to meet their needs. We expect all students who come to the academy to achieve their potential and to have their achievements recognised and valued.

Contact us with a query or to arrange a visit and/or tour of the Academy:

- General enquiries - send@stpauls.greenwich.sch.uk
- Lisa Tomkins - SENCo ltomkins@stpauls.greenwich.sch.uk
- Paul Bargery - SENCO pbargery@stpauls.greenwich.sch.uk
- Jake Gladman - SENCO jgladman@stpauls.greenwich.sch.uk
- Tracey Feeney - SEND Administrator tfeeney@stpauls.greenwich.sch.uk
- Samantha Jeal – Vice Principal sjeal@stpauls.greenwich.sch.uk

We recognise that there are many terms and acronyms in this information report that you may be unsure of. These are included in a glossary on page 15 at the end of this report.

What types of SEN does the Academy provide for?

Special Educational Needs and/or Disabilities are categorised into four areas of need. Your child's need(s) might be in one, two or more of these categories. The table below describes the range of needs we can meet at St Paul's and the different kinds of support your child might receive.



| Area of Need | Condition(s) | Examples of Support |
|-----------------------------|--|---|
| Cognition & Learning | Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties, Severe Learning Difficulties | Tier 1: Quality First Teaching; differentiated & personalised curriculum |
| | | Tier 2: Targeted TA support; small group/1:1 literacy/reading; small group/1:1 maths; handwriting support; homework clubs |
| | | Tier 3: In-class TA support; specialist interventions (e.g. Dyslexia Teacher); allocated Keyworker; Educational Psychology referrals; individual curriculum / life skills / travel training |
| Communication & Interaction | Receptive/Expressive Language Difficulties, Autism Spectrum Disorder | Tier 1: Quality First Teaching; differentiated & personalised curriculum |
| | | Tier 2: Targeted TA support; SALT groups; Zones of Regulation sessions |

| | | |
|--|--|---|
| | | Tier 3: In-class TA support; specialist SALT sessions; ASD outreach; Educational Psychology referrals; allocated Keyworker; Time Out Card; Movement Break Card |
| Social, Emotional & Mental Health (SEMH) | ADHD, ADD, Adverse Childhood Experiences (ACEs), Mental Health Difficulties | Tier 1: Quality First Teaching; differentiated & personalised curriculum |
| | | Tier 2: Targeted TA support; learning mentor groups; Zones of Regulation sessions |
| | | Tier 3: In-class TA support; Learning Mentor; allocated Keyworker; Counsellor; Time Out Card; Movement Break Card; Educational Psychology referrals; referral to MHST |
| Sensory & Physical Needs | Hearing Impairment, Visual Impairment, Multi-Sensory Impairment, Physical Impairment | Tier 1: Quality First Teaching; differentiated & personalised curriculum; fully accessible building |
| | | Tier 2: Allocated Keyworker; TA support with equipment/resources/preparation |
| | | Tier 3: In-class TA support; 1:1 Physiotherapy; 1:1 Occupational Therapy; sensory services support; adapted equipment/resources |

Tier 1

Every student at St. Paul's is entitled to quality first (adapted) teaching. This is the first step to meeting the needs of all students, including those with SEND. This is our Tier 1 offer.

All staff will have been informed of students' needs and will have been given a brief profile of your child as a learner (taken from information gathered from transition information, primary school, assessments, observations, professionals' reports) and specific strategies to support your child in the classroom.

This is coordinated by the SEND Team and is updated regularly.

Tier 2

Even with quality first, adaptive teaching, some students do not make progress at the same rate as their peers. Subject teachers will refer students they are concerned about to the SEND team, who will investigate and consider what additional strategies and / or support may be required.

Support put in place at this stage is Tier 2 and can be short or long term. Examples of Tier 2 support can be seen in the table above. Additional support may be more specialist support in the classroom or a short or long term intervention e.g. a 6 week block of input.

A SEN Support Plan will be produced for students who are receiving Tier 2 support and they will be placed on the School's SEND Register at the SEND Support level.

Tier 3

A small number of students with complex and / or high needs are often supported through Tier 3 Provision. These are ongoing interventions carried out by specialist TAs or bought-in professionals. Students at Tier 3 will already be on the SEND Register and will have either a SEN Support Plan or an Education, Health and Care Plan (EHCP).



Which staff will support my child?

Your child's form tutor, subject teachers and Head of Year will support your child on a daily basis. If you have concerns about your child's academic progress, these are the first people to contact. The SEND and Pastoral teams provide further support for all students at St Paul's Academy.

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

If you think your child might have special educational needs, or are concerned about your child's difficulties with their learning, contact the Special Educational Needs Coordinators (SENCOs).



We will arrange a meeting to discuss your concerns, decide on the best outcomes and agree on next steps. If we decide that your child needs SEN support, we will notify you and add them to the SEND register.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

Our Special Educational Needs Co-ordinators, (SENCOs)

St Paul's Academy has three fully qualified and experienced SENCOs who all hold Qualified Teacher Status:



Mrs Lisa Tomkins With 25 years of teaching experience, Mrs Tomkins has worked across both primary and secondary phases. She also brings specialist experience from working in a designated provision for pupils with speech and language difficulties.

Mr Paul Bargery has over 30 years of teaching experience across secondary, primary, and special school settings. Mr Bargery holds a Master's degree in Enabling Inclusive Education, with a specialism in Autism.

Mr Jake Gladman has been teaching since 2002, working predominantly with students who have additional and behavioural needs. He qualified as a SENCO in 2013 and has led on SEND provision in both the comprehensive and grammar school sectors. Mr Gladman is a contributing author of 'Great Expectations: Leading an Effective SEND Strategy in School', edited by David Bartram, OBE.

St Paul's Academy's SEND Team

SENCOs - Lisa Tomkins, Paul Bargery, Jake Gladman

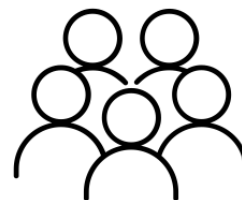
SEND HLTA – Sharon Starbuck

SEND Teaching Assistants – We have 9 SEND TAs who are trained to support students with the above needs and to deliver intervention sessions

Class/subject teachers - All teachers receive in-house training on supporting students with SEND and are supported by the SEND team to meet the needs of students with SEND

External Agencies - We work with the following outside agencies:

- Speech and Language Therapists
- Educational Psychologists
- Physiotherapists
- Occupational Therapists
- School Nurse
- GPs and Paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health in Schools Team (MHST)
- Social Services
- Autism Outreach Service
- Sensory Services
- Counselling services



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



All teachers are aware of special educational needs and routinely monitor the progress of their students. They look out for students not making expected progress academically or socially. This may include assessment results that show a lack of progress in reading, writing or maths or slow processing of information, difficulties expressing themselves or difficulties with social interactions with their peers.

The teacher will try to address any gaps in learning through their teaching as students without SEN usually make progress quickly once their learning gap has been filled. If the student is still not making the expected progress, the teacher will refer them to the SEND team.

The SEND Team will observe the student in lessons and may speak to them about their learning, speak to their teacher and compare their progress with peers. The SEND Team will also speak to parents and carers and may ask for support and advice from an outside professional such as a speech and language therapist, educational psychologist or paediatrician.

Based on this information, the SEND Team will decide if the student needs SEN support and parents and carers will be notified. The student will be added to the SEND register and a provision map will be created for them to record their support plan and strategies to meet their needs.

How will the Academy measure my child's progress?

We use the following model to meet student needs:

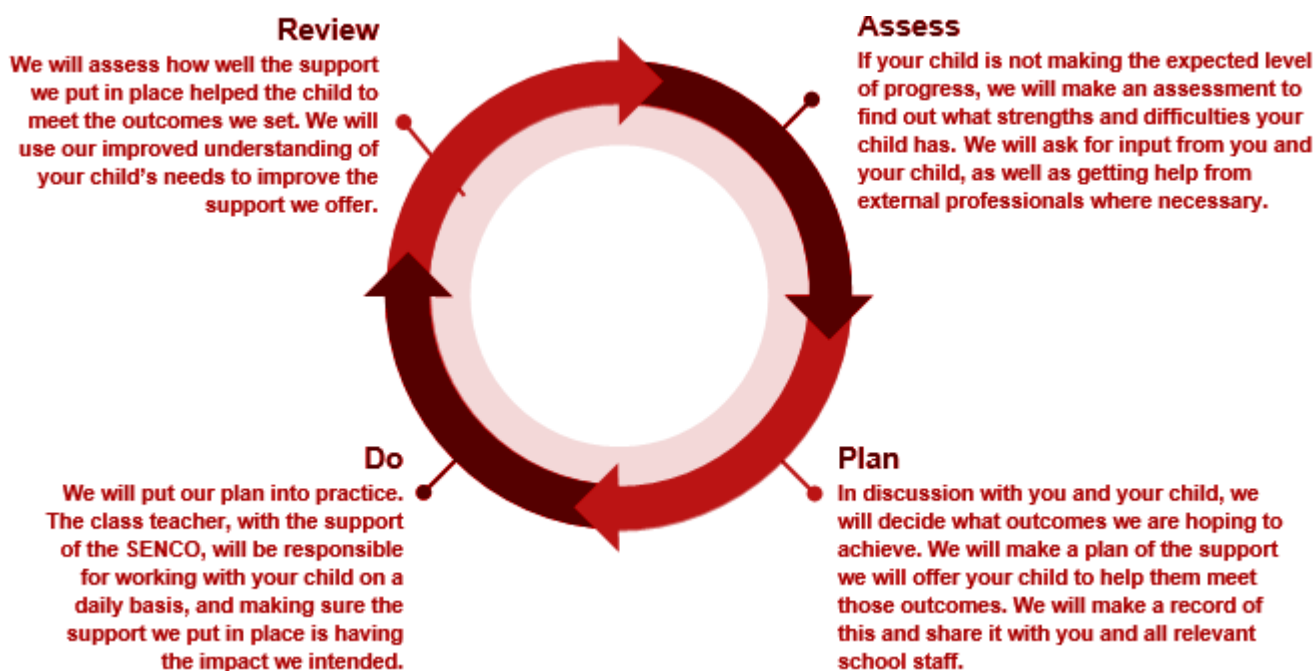


ASSESS – When a student is not making expected progress we will identify and assess the student's difficulties with information for parents, carers, the student, Academy staff and external professionals as needed

PLAN - We will work with appropriate people to plan an intervention with outcomes and a time frame and contact the student's parent

DO – Put the intervention and / or provision in place, notify all adults who work with the student and monitor the

REVIEW – Review the progress towards the outcomes and the impact of the support and plan next steps.



Interventions and provision are agreed by the SEND team in conjunction with the Vice Principal for Behaviour and Inclusion and members of the Inclusion Panel. They will have collaborated with additional relevant staff (Heads of Year, Learning Mentors, Pastoral Managers, Attendance Officers, School Police Officer and other key staff involved in supporting your child).

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.

Hopefully the intervention will address the barrier(s) to learning and the student can continue without support. However, we may need to retain the support for longer, re-assess or try a different intervention and so the cycle may continue again. This process helps us refine the support we offer to meet student needs.

Your child's subject teachers will be aware of each student who is on the SEND register and will have an outline of your child's needs, a description of the support they receive and a list of strategies which will support your child in the classroom.

How do I know if my child is making progress?



At St. Paul's Academy we have rigorous assessment procedures to ensure that we are keeping track of student progress. All teachers are responsible and accountable for the progress and development of all students in their teaching groups, including where students access support from SEND Teaching Assistants or specialist staff.

In addition to the standard three school reports per year, parents and carers of students who receive SEND interventions will receive written feedback on their progress.

Each year group has a parents' consultation evening at least once per year which is also attended by SEND staff.

Students with EHC plans have annual review meetings.

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

We will provide termly reports on your child's progress. Your child's teachers will also meet you 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

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



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

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

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher, Head of Year or the SEND team.

What if my child needs specialist help?

If a student continues to make less than expected progress despite high quality teaching, support and interventions, we will consider formally involving specialists or external agencies (see page 8).

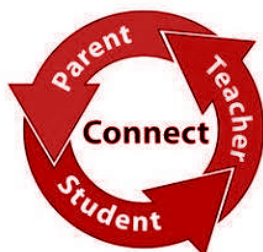
We will always seek consent from parents & carers before we embark on this process. Once consent is agreed, we can proceed with an assessment and follow up meeting where you will be part of the decision making process.



| | | |
|-----------------------------|--------------------------------|---------------------------------|
| School Nurse | Educational Psychology Service | ASD Outreach Service |
| Physiotherapy | Speech & Language Therapy | Occupational Therapy |
| Sensory Services HI & VI | Careers Advisory Service | STEPS |
| CAMHS (including Headscape) | Greenwich SEN Children's | Community Paediatrics |
| SENDIASS (formerly Parent | Services | FaASS |
| Partnership) | Attendance Advisory Service | Children with Disabilities Team |

We usually take the lead on the referral process and guide you through parental contributions if you would like further support.

How do you ensure that parents and carers of children with SEND are involved in the education of their child?



Throughout the whole process of putting SEN support in place, we aim to involve and inform parents & carers as much as possible, by telephone or meetings, emails, referrals and specialist reports. We know that you are the experts on your child's needs and aspirations and we want you to know how we are trying to meet those needs

Families of students with complex needs/EHCPs who are joining the Academy for Y7 are invited in to meet with key staff in the summer term before transition.

In the first term of Year 7, you will be invited to an Information Evening event which outlines our SEND support systems and also gives you another opportunity to meet key staff and ask questions about support.

All of our contact with you helps us to identify the responsibility that all of us have: the parents, students and the Academy towards ensuring the best outcomes for your child. We aim to strengthen the impact of support by increasing parental engagement.

The level of contact with families of students with SEND will depend on the level of need, with some families requiring daily contact and others as and when the need arises. If we are making an onwards referral to a specialist, you will be invited to the academy to contribute to this process. You will also receive specialist reports with recommendations.

If your child receives additional support in school, their teachers will have a brief profile of your child's needs as well as suggested teaching and support strategies.

When the support is not achieving the desired impact, you will be invited to meetings to discuss further ways we can support your child.

Parent Feedback

Your input and partnership are always valued and help us to develop our practice. You are welcome at any time to contact a member of the SEND team and request a meeting using the QR code to the right, by clicking the link below or by copying and pasting this link into your browser.

<https://forms.gle/jcURoTDtjLxK6CKL8>



Parent & Carer Support



Throughout the year, we host coffee mornings and support workshops for parents & carers.

Invitations are posted on the Academy website and sent to families via 'In Touch'.

We would always ask that you make every effort to attend these coffee mornings and workshops. As well as accessing specialist advice which you can try at home, it can be a way of meeting other parents / carers and sharing experiences and approaches.

How do you involve students in decisions about their education?

At St. Paul's Academy, we pride ourselves on our positive relationships with our students. Students have a strong voice and are involved in decisions as appropriate to their age and competence. Students with an EHC plan are invited to attend their annual reviews. They are welcome to stay for the whole meeting but most choose to join for a short while.

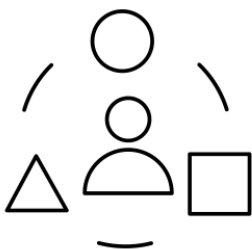
Some students have keyworkers who gather information from them or attend meetings with them.

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
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



How will the Academy adapt its teaching to meet my child's needs?



Teachers are responsible and accountable for the progress and development of all students in their class.

High quality teaching is the school's first approach to meeting a student's needs. We ensure that all students access a broad and balanced curriculum. The SENDCo works with Subject Leaders to ensure all aspects of the curriculum and extra-curricular activities are planned and reasonably adjusted to ensure accessibility and differentiation to meet student needs.

In some subjects, we group students and adapt lesson content and resources to ensure they can access the learning at an appropriate level.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, and we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when
- Teaching assistants will support pupils in small groups when

We also provide interventions outside of lessons to support students, including counselling, Zones of Regulation sessions, comprehension monitoring, Learning Mentor support, Specialist dyslexia support, Speech and Language and Autism support, Life Skills, reading and maths support. All of these interventions are part of our contribution to the [Royal Borough of Greenwich Local Offer](#).

To ensure students are able to access formal examinations, the SEND team carries out assessments and gathers evidence to decide if special arrangements can be supported, such as additional time or the use of a laptop, scribe or reader. These are known as Access Arrangements. St Paul's Academy will always fully comply with the regulations set out by the Joint Council for Qualifications and will work and communicate with parents throughout this process.

The SEND Team carry out regular learning walks to monitor the support for students with SEND, to ensure there are no barriers to learning and identify areas for development and staff training needs.

How will resources be secured for my child?

St Paul's Academy may need to secure resources to meet your child's needs. This could include intervention lessons, extra adult support in lessons, specialist equipment or training for staff, or external professional input. The Academy will fund up to £6000 of costs for these additional resources. If funding is needed beyond this, the Academy will apply to the Local Authority to meet this cost.

How does the Academy ensure the admissions process is fair for students with SEND?

Please see our [Admissions Arrangements](#) and the Accessibility plan on the Academy website.



How will the Academy support my child's mental health and social and emotional development?

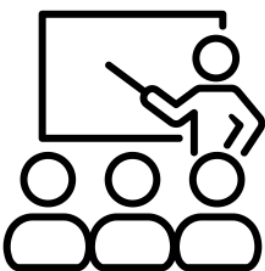
We provide support for pupils to progress in their emotional and social development in the following ways:



- Pupils with SEN are actively encouraged to be part of the student voice opportunities, including the School Council, Form Representatives, Library Ambassadors, Subject Ambassadors, Wellbeing Ambassadors, Luminaries, Prefects and Sports Leaders
- Pupils with SEN are encouraged to join various clubs which promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by allocating keyworkers to selected students who will check in with them regularly and act as a link between home and the Academy. Additionally, we hold dedicated student voice groups throughout the year.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. See our [Behaviour Policy](#) for information on the Academy's response to bullying.
- All students spend the beginning of each day with their form tutor where they have the opportunity to share any concerns.
- All students can self-refer to the Learning Mentors or Pastoral Managers for specific support.
- The school provides a free counselling service for students who would benefit from this level of support.

How much training do staff receive on supporting students with SEND?

At St. Paul's Academy, we are committed to providing the best for your children. All staff are trained on our school support and referral systems when they start at St. Paul's Academy.



All staff have recommended strategies to use for students with SEND and in each classroom. Each student with identified SEND has an Individual Provision Map with personal strategies highlighted for teaching and support staff to use.

Teachers and teaching assistants work closely together to ensure that all students have access to quality first teaching.

Our SENCOs provide 'Familiar Faces' updates and bitesize SEND CPD (Continuing Professional Development) updates for teaching staff during weekly staff briefings.

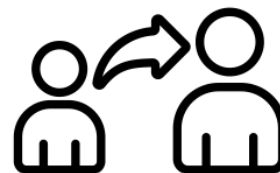
Specialist Expertise and training

Many of our students have needs which require specialist training.

We have a rolling programme of training offered by the following specialists: ASD Outreach, Educational Psychology service, Speech & Language Therapists, specialist Dyslexia teacher.

Staff training is always evolving to meet the changing needs of our students.

What help does the Academy offer at points of transition?



Transition from Y6 to Y7

We aim to make the transition from primary to our school as smooth as possible. We do this by:

- Making contact with feeder primary school as early as possible. We've got good contacts with our main feeder schools who encourage parents to visit as early as Y5
- Y6/7 transition page on school website
- Pastoral Team and Learning Mentors/Pastoral Managers visit schools and meet with students in the summer term of Year 6.
- The SEND team attend Y6 Annual Reviews
- Induction Evening for all Y6 parents and carers
- SENDCo attends the SEND transition day to identify students who may need support
- SEND Transition Programme - SEND team liaise with primary SENDCos to organise series of visits to the school for students with SEND
- Information is gathered from primary schools and used to develop students provision maps as early as possible
- Student Guide to Inclusion at St. Paul's Academy – given to all students who are invited to specialist transition visits and available on school website
- Early assessment e.g. MIDYIS tests / Reading test on induction day

Transition from KS4 – KS5

- All students transferring from Key Stage 4 to Key Stage 5 are offered ongoing individual careers advice
- Students with EHCP / SEND support receive additional meetings and these can be with parents in attendance if needed
- Some students work with the SEND HLTA on a specialist support pathway to help them choose and apply for appropriate post-16 provision and prepare for interviews and transition
- All Y10 students attend taster days at our feeder sixth form
- Some students are offered support with transition visits e.g. small group visits to Shooters Hill Campus
- Information on student needs and support is shared with new provisions as soon as possible to ensure continuity and continued progress



Destinations

Like all other students, our SEND students go on to sixth forms, colleges or apprenticeships.

What support is in place for looked after and previously looked after Students with SEND?



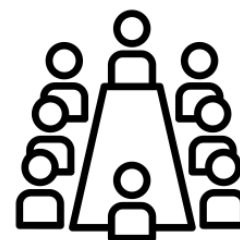
The designated teacher for looked after and previously looked after students is Kim Nicholas: knicholas@stpauls.greenwich.sch.uk

The designated teacher works with the SEND team to ensure information is shared with teachers to help them understand how the student's experiences, circumstances and SEND might interact and the implications of this for teaching and learning.

Students who are looked after or previously looked after and have SEND will be supported by a PEP (Personal Education Plan) and provision map and possibly an EHCP. The SEND team will ensure that these documents are consistent and compliant with each other.

What role does the governing body play in ensuring that the needs of my child will be met at your school?

The governing body of St. Paul's Academy has a duty to ensure that the school adheres to the SEND Code of Practice under the Children and Families Act 2014. This means that the school governors hold the Principal and the SEND Department to account.



The governing body has appointed a governor who is specifically responsible for SEND. This role is to monitor and ensure that we carry out our duties appropriately.

Also a key responsibility of the board of governors is to make sure that the school's policy for Inclusion and SEND and the SEND Information report is on the school website and that it is updated annually.

If I have a complaint about the school or any aspect of my child's SEND provision which I don't agree with, who should I go to and how will they deal with my complaint?



The SEND team will be your first port of call. They will listen to your concerns, try to work closely with you and attempt to solve the problem with you.

If this is unsuccessful, you may wish to make a formal complaint. You can do this by contacting the principal or the board of governors. You will then be referred to the school's [Complaints Procedure](#) which is on the school website.

If you are not happy with the school's response or would prefer to speak to someone outside the school, you should contact the Greenwich local authority SEN team; sendiass@royalgreenwich.gov.uk or Special-needs@royalgreenwich.gov.uk

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

Disability Discrimination Claims

Parents and carers 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:

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



Before going to tribunal, you can go through a process of mediation to try and resolve the disagreement. Please see below link for further information:

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/advice.page?id=POQDVQ6V5nc>

How can I find further information about support?

You will find lots of information on our school website including policies related to SEND. They include:



- [SEND Policy](#)
- Accessibility Plan
- [Behaviour & Discipline Policy](#)
- [Complaints Procedure](#)
- [Personal & Intimate Care Policy](#)
- [Safeguarding Policy](#)
- [Supporting Students with Medical Conditions Policy](#)

You will also find guides for Parents & Carers as well as a Student Support Guide at

[Inclusion Support for Parents and Carers](#) within Greenwich.

In addition to school staff, there are various agencies in Greenwich who are able to support families, for example:

- Greenwich Mencap Independent Supporters
- SENDIASS – formerly parent partnership
- ASD Outreach Services

You will find information on all of these on the Greenwich Website www.royalgreenwich.gov.uk/localoffer

Glossary



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

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

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

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

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan / 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

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

Keyworker – A member of the SEND team who regularly meets and checks-in on the student and acts as a link between home and school. They may attend meetings with students

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

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

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

SENCO – a 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 which meets the needs of pupils with SEN

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