



Special Educational Needs and Disabilities (SEND) Information Report

LITTLEBOURNE CE PRIMARY SCHOOL



At Littlebourne, we foster a nurturing, inclusive school community. Following the example of Jesus, we act with compassion to look outwards to serve our neighbour. We empower all to be lifelong, respectful learners who flourish under God's guidance. Through our aspirational curriculum, we grow and thrive together.

Inclusion Team:

SEND Governor: Jess Wood

Inclusion Lead: Emma Haybourne

Nurture team: Holly Migden and Daisy Wardell

Contact No. School Office (01227) 721671 haybournee@littlebourne.kent.sch.uk

Approved by:	Full Governing Body	Date: September 2026
Last reviewed on:	September 2025	
Next review due by:	September 2027	

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Kent SEND 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 SEND support works at Littlebourne CE Primary School.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website <https://www.littlebourne-kent.co.uk/send-policyinformation-report/>

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.

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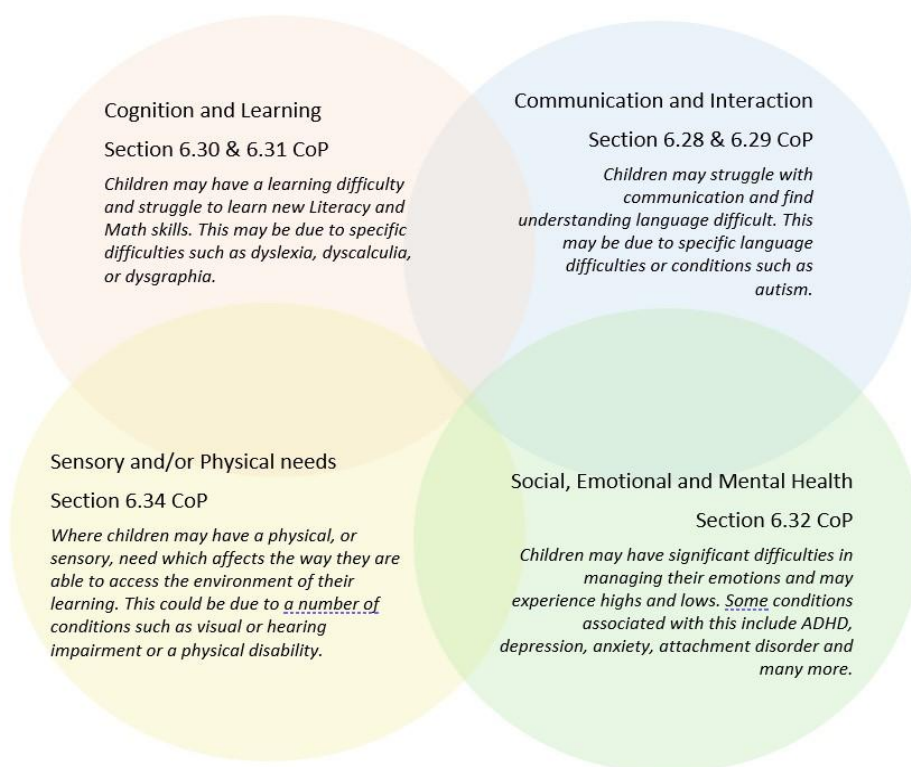


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1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs, as outlined in the SEND Code of Practice (DfE/DoH,2015):

- Cognition and Learning Needs
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Physical and Sensory Needs



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Four Areas of Need

Communication and Interaction Needs

Children and young people with needs in this area have difficulty communicating with others.

They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Children and young people, who are on the autism spectrum, often have needs that fall into this category. Children and young people who have speech and language needs are also identified in this area of need.

Cognition and Learning Needs

Children and young people with learning difficulties usually learn at a slower pace than their peers. These are typically identified by categorisation as either general or specific learning difficulties, which may also include difficulties associated with delayed processing and/or working memory. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where children and young people are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health Needs

These needs may reflect a wide range of underlying difficulties or disorders.

Children and young people may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention Deficit Disorder (ADD),
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment disorder
- Suffered adverse childhood experiences (ACEs).

These needs can manifest in many ways, for example externally presented as challenging or dysregulated behaviour, or internally presented by the child or young person becoming withdrawn or isolated.

Sensory and/or Physical Needs

Children and young people with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Children and young people may have:

- A sensory impairment such as vision impairment, hearing impairment or multisensory impairment
- A physical impairment

These children and young people may need ongoing additional support and additional equipment to access the same opportunities available to their peers.

Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE/DoH, 2015):

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270714/SEND_Code_of_Practice_January_2015.pdf)

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2. Which staff will support my child, and what are their key responsibilities?



“Every teacher is a teacher of SEND.”

At Littlebourne CE Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Inclusion team key staff:

Emma Haybourne – Inclusion Lead

Holly Midgen and Daisy Wardell- Nurture and Wellbeing Teaching assistants

Our Special Educational Needs Co-ordinator, or SENCO

Our Special Educational Needs Co-ordinator, or SENCO Our SENCO/Inclusion Leader is Emma Haybourne. She is a qualified teacher and has been Inclusion Lead at Littlebourne CE primary School since 2025. Mrs. Haybourne is currently working towards achieving the National Award in Special Educational Needs Co-ordination.

Mrs. Haybourne works part-time as SENCO on Monday, Tuesday and Wednesday and is available via the School Office on (01227) 721 671 or haybournee@littlebourne.kent.sch.uk

Class/subject 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.

Our whole school staff team have been involved in training delivered by The Autism Education Trust Staff, Specialist teaching service have delivered Nurture approaches in schools training, Language through colour, emotion coaching and trauma informed practice.

All teaching staff are trained to use The Mainstream Core Standards.

Teaching assistants (TAs)

We have a team of six TAs, including one higher-level teaching assistant (HLTA), who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as Sensory Circuits, regulation mapping, Language Link, Lego Therapy Intervention, Little Wandle and many more. One of our TAs is a Level 5 TISUK Trauma informed Practitioner, in order to deliver bespoke SEMH interventions for identified children.

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TAs have been trained in Lego Therapy Intervention, Little Wandle, Autism, Emotion Coaching, Clever Hands, Alphabet Arc work.

External agencies

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

Child and adolescent mental health services (CAMHS)

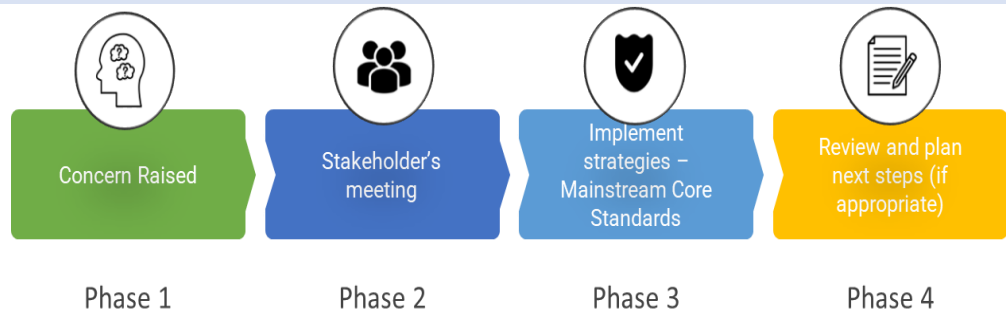
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Wellbeing Team
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists (Balanced Approach)

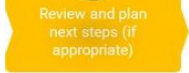


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3. What should I do if I think my child has SEND?

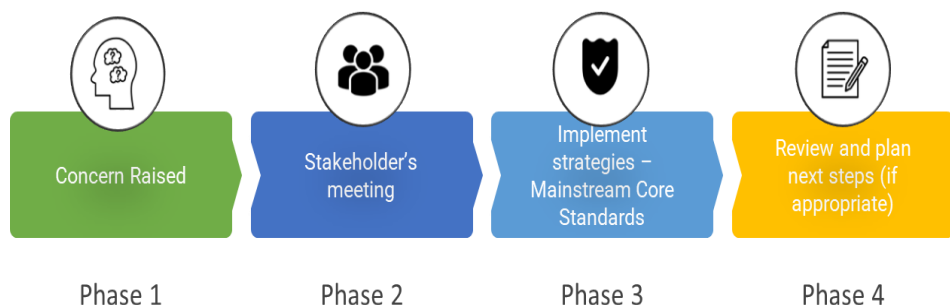


Phase 1  	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. If you have concerns about how your child is progressing, please contact your child's teacher in the first instance. All teachers in school are teachers of pupils with special needs and disabilities. We also have a skilled team of Teaching Assistants and a Well-being TA. If appropriate, the class teacher will raise concern with the Inclusion Leader Emma Haybourne.
Phase 2  	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.
Phase 3  	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Specialeducational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4  	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register or SEN with Support. They will receive additional support, and this will be reviewed using the assess, plan, do, review model.



4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, social communication, fine motor skills, gross motor skills etc.

If the teacher notices that a pupil is having difficulties, they will further explore this to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

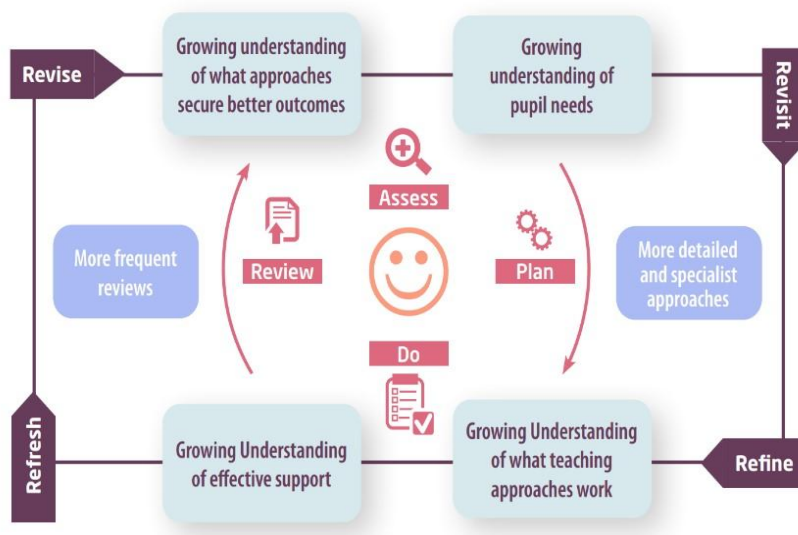
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).



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

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

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



Assess 	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan 	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do 	We will put our plan into practice. The class teacher and TA, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review 	We will assess how well the support we put in place helped your child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

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

If your child has more complex needs, a member of staff who knows your child well will meet you 3 times a year in order 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 Inclusion Leader 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. 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 SEND 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 the SENCO haybourne@littlebourne.kent.sch.uk or your child's class teacher via the school office office@littlebourne.kent.sch.uk

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

The level of involvement will depend on your child's age, stage and individual needs. 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
- Complete a survey

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class, including those with additional needs and requirements and those with SEND.

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 adapt our approaches to how we teach to suit the way your child works best.

There is no '*one 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 and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:



- Adapting our approaches, for example, giving longer processing times, pre and post teaching of key vocabulary and concepts, reading instructions aloud, using retrieval practice strategies, use of stem sentences, questioning.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, where appropriate.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials

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We may also provide the following interventions:

Area of Need	Intervention
Cognition & Learning	Little Wandle Rapid Catch Up Precision Teaching Pre/Post Teaching Access to Visuals Small group curriculum support Literacy Gold
Social Emotional & Mental Health	Drawing & Talking Wellbeing Check-Ins Counselling (External Agency) The Good Morning Club Boxall profile
Communication & Interaction	Lego Therapy Language through colour Social Stories Social Group
Physical & Sensory	Sensory Circuits Fine Motor (Clever Hands, Dough Disco etc) Gross Motor (Fizzy)

These interventions are part of our contribution to Kent County Council's local offer.

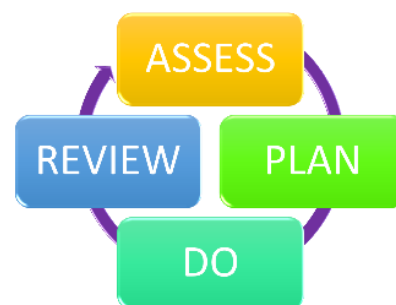
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9. How will the school evaluate whether the support in place is helping my child?

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

- Reviewing their progress towards their goals each term
- Regular Pupil Progress Review Meetings
- Reviewing the impact of interventions after approximately 10 - 12 weeks
- Using pupil questionnaires and pupil voice
- Monitoring by the class teacher and/or SENCO
- Using class provision maps and assessments to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Teachers using 'Insight Assessment' to monitor and evaluate the impact of interventions.



Our in school provision is also externally monitored and reviewed by external stakeholders such as the Local Authority, as well as regularly monitored by our Governing Body.

10. How will the school ensure my child has appropriate resources?

As part of our budget, the school receives 'notional SEND funding'. This funding is used to ensure that the needs of all pupils with identified SEND are met throughout the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. Our provision maps are continuously updated to reflect the needs of the pupils in the school at any one time.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning

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- Additional more targeted adult time and support
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

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

All pupils are encouraged to take part in sports day, school plays, local visits and special events/workshops.

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 that they can be included.

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



At Littlebourne, our admission arrangements for children without an Education Health and Care Plan do not discriminate against or disadvantage children with SEN and/or disabilities.

We follow KCC processes for admissions, which gives priority for children with EHCPs to be admitted, before other places are allocated, in line with KCC SEND Departments consultation process.

13. How does the school support pupils with disabilities?



Under the Equality Act (2010) (you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to access and participate in normal daily activities.

We are continuously reviewing and developing our in school provision to more effectively meet the needs of our whole school, including those with SEN and/or disabilities.

Please see our Accessibility Plan for more information, [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:

- Pupils with SEND are encouraged to be part of the School Council and other leadership groups such as play leaders and worship leaders.

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- Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships
- Our nurture space is an inclusive environment for all children in the school. Two dedicated nurture teaching assistants are on hand to provide well being interventions.
- Littlebourne CE Primary follows a regulation mapping programme (The Good Morning Club) to support all children during daily transitions and in bespoke well being interventions.
- Staff follow an emotion coaching approach to support emotional wellbeing.
- All children are encouraged to recognise and identify how they are feeling on a daily basis using check ins and body mapping. Additional support is in place for those children who struggle to identify and understand their emotions and those of others or children who need additional emotional support.

We have a zero tolerance approach to bullying of any member of our school community (children, young people and adults). This is reflected in our school Anti- bullying policy [Littlebourne Antibullying Policy 2024](#)

We prevent bullying through proactive education approaches utilising our PSHE programme Jigsaw to support our children develop as balanced individuals and through maintaining and reinforcing our school vision and values. We use restorative justice approaches to support our children to understand the impact of their actions in order to develop socially, resolve conflict positively and prevent harm within our school community.

15. What support is in place for looked-after and previously looked-after children with SEND?



Mrs. Haybourne, our Inclusion Lead, is also our designated teacher for looked after children and previously looked after children. This ensures that this provision is seamless and reflects both areas of challenge, ensuring that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for

teaching and learning.

Pupils 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

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(PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Littlebourne implements a robust transition process for all children in our school community and intensify this for children with SEND when required, to ensure all children are prepared for the next part of their education journey.

Between years:

To help pupils with SEND be prepared for a new school year we



- Ask both the current teacher and the next year's teacher to attend the final Pupil Progress meeting of the year where the pupil's SEND is discussed.
- Schedule lessons with the incoming teacher towards the end of the summer term

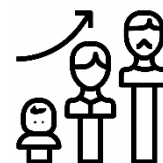
Between schools:

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools): The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable.
- Learning how to get organised independently
- Plugging any gaps in knowledge.



Between phases (for secondary schools): The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community. We set up new pupils with a buddy from the year above to help them get settled in and make friends.

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

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Kent County Council publishes information about their Local Offer on their website: [KCC Local Offer Information](#)

To see what support is available to you locally, have a look at Kent County Council's Local Offer through the SEND Information Hub: [KCC SEND Information Hub](#)

IASK also explain the Local Offer in their parent/carers booklet: [IASK Local Offer Booklet](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[IASK](#)

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

[SEND Information Hub](#)

National charities that offer information and support to families of pupils with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

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

In line with our complaints policy, where parents/carers have concerns about Littlebourne CE Primary School's SEN/D provision, we encourage them to first raise their concerns informally with:

- Their child/young person's class teacher
- The SENCO
- The Headteacher

[Littlebourne CE Primary School Complaints Policy and Procedure](#)

They will try to resolve the complaint informally, in the first instance.

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If this does not resolve the raised concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEN/D provision in our school should be made to the Headteacher in the first instance. These will be addressed, in line with Stage 1 of the school's complaints policy.

[Littlebourne CE Primary School Complaints Policy and Procedure](#)

If parents/carers are not satisfied with the school's response, they have the right to escalate the complaint to the Governing Body, as per Stage 2 of Littlebourne CE Primary School's Complaints Policy.

[Littlebourne CE Primary School Complaints Policy and Procedure](#)

In some circumstances, this right also applies to the child/young person themselves.

Parents/carers would seek to follow this route if their complaint is about SEN/D provision in school, which covers the following aspects –

- General In School SEN/D provision
- Specific provision for individual children/young people who **do not** have an Education, Health and Care Plan
- In school disability discrimination

For all other complaints, it may be more appropriate, to make these to the relevant outside body.

To see a full explanation of suitable avenues for complaints regarding SEN/D provision and who to approach with these, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, 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.

To find out about disagreement resolution and mediation services in our local area, see KCC's offer here [KCC's Mediation and Resolution Service](#)

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19. Supporting documents

- Littlebourne Equality and Objectives Information [Littlebourne Church of England Primary School - Equality Statement](#)
- Littlebourne Child Protection Policy [Child Protection Policy](#)
- Littlebourne Behaviour Policy [Behaviour and Relationship Policy](#)
- Littlebourne Accessibility Plan [Accessibility Plan](#)
- Attendance Policy [Attendance Policy](#)
- Littlebourne SEND Policy [SEND Policy](#)
- SEN & Disabilities Code Of Practice 2015 [SEND code of practice: 0 to 25 years - GOV.UK](#)
- KCC Mainstream Core Standards [SEND Mainstream Core Standards - Kent County Council](#)



20. 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.

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 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 SEND 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 which explains what services and support are on offer for pupils with SEND in the local area

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

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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 pupils with SEND

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

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

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