

Special educational needs (SEN) information report

Pearl Hyde Primary School



Approved by:

Melissa Wyatt

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Contents

Contents	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	4
3. What should I do if I think my child has SEN?	6
4. How will the school know if my child needs SEN support?	7
5. How will the school measure my child's progress?	8
6. How will I be involved in decisions made about my child's education?	8
7. How will my child be involved in decisions made about their education?	9
8. How will the school adapt its teaching for my child?	9
9. How will the school evaluate whether the support in place is helping my child?	12
10. How will the school resources be secured for my child?	12
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	12
12. How does the school support pupils with disabilities?	12
13. How will the school support my child's mental health, and emotional and social development?	13
14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?	13
15. What support is in place for looked-after and previously looked-after children with SEN?	14
16. What should I do if I have a complaint about my child's SEN support?	14
17. What support is available for me and my family?	15
18. Glossary	16

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.

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

You can find it on our website www.pearlhyde.co.uk or you can ask a member of staff to 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?

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 SENDCO – Miss Rebecca Edwards

Our SENDCO is Rebecca Edwards and she has worked at Pearl Hyde as the Inclusion lead for 8 years, however Miss Edwards has 16 years of SENDCO experience in all. She is a qualified teacher and has a MEd in SEND management. Miss Edwards is also a deputy designated safeguarding lead.



Miss Edwards achieved the National Award in Special Educational Needs Co-ordination in July 2013, along with additional training which she has undertaken in the years since including childhood trauma, Neurodivergence in primary pupils, mental health and well-being in primary pupils, Positive Handling, pathological demand avoidance, attention autism, intensive interaction, ADHD, dyslexia and dyscalculia, sensory processing, Makaton, school-based anxiety and mental health first aid and many more supporting her understanding of a large range of SEND.

Miss Edwards leads the school Inclusion Team, which seeks to make communication and support around each child in our care is at the highest level and that any safeguarding concerns can be actioned as quickly as possible.

Miss Edwards makes sure that referrals to outside agencies are completed, writes EHCP requests for our highest need pupils, supports teaching staff with resources and strategies that make teaching and learning adapted and inclusive for all, support teachers in creating Individual Learning Plans for our SEND children and liaises with outside agencies such as the Complex Communication Team, Social, the Emotional, Mental Health for learning team, Educational psychology, Speech and Language, School Nursing and Occupational Therapy. Miss Edwards also oversees the SEND budget and makes decisions on how and where the resources and strategies are used within the school.

Miss Edwards also delivers a range of CPD in school and has trained all staff to use EduKey, our online SEND monitoring and provision mapping tool.

Miss Edwards is allocated 29 hours a week to manage SEN provision.

Assistant/Deputy SENDCO – Miss Shannon Power

Our assistant SENDCO is Miss Shannon Power

Miss Power has 2yrs experience in this role and has 6 years-experience. She previously also worked as a teaching assistant, a HLTA and SEND HLTA at Pearl Hyde school.



Miss Power offers an extensive range of support within her role. She is able to give advice to teachers and teaching assistants, complete monitoring of provision and complete referrals, including EHCP requests, for pupils who need additional support. Miss Power provides support and well-being sessions to children with the highest needs across the whole school. She is able to deliver speech and language sessions with the support of the Speech and language therapy service and supports some children with non-verbal communication. Miss Power has completed a large range of training throughout her time at Pearl Hyde that support her within her role, including speech and language, PDA (Pathological Demand Avoidance) + Autism, managing challenging behaviour, attention autism, speech and language courses, intensive interaction and many other areas of SEND. She works very closely with our pupils who have the highest level of need, but also supports many more children across the school every day.

Miss Power is also a fully trained dyslexia specialist teacher.

Learning Mentor/Attendance Lead – Mrs Hayley Bird

Mrs Hayley Bird is the Learning Mentor, Attendance Lead and Deputy Safeguarding Lead at Pearl Hyde School. Mrs Bird began her employment at Pearl Hyde School as a HLTA, since then further training and CPD has enabled Mrs Bird to undertake the role of Learning Mentor and Attendance Champion. The role means that Mrs Bird can help support the children with any barriers to their learning that may involve things that are happening outside of school, emotional support and helping with any anxiety the children may have. Being part of the Inclusion team means that we all work closely to ensure the most vulnerable children in our school get the support that they need.



Mrs Bird is a qualified Thrive practitioner.

Mrs Bird works closely with the Local Authority attendance team and also supports families through the family hubs and the Early Help process.

Mrs Bird meets with children daily, supporting them and their parents with anything they may need. She is outside the school gates to welcome all children most mornings and holds meetings with parents regularly to ensure they feel their children are getting what they need in school, especially with their health and well-being. Mrs Bird also holds a termly parent/career forum, where parents are encouraged to discuss what is working well and how we can improve our provision.

Class teachers

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

All staff have completed relevant SEND CPD including:

- Neurodivergent awareness course
- SEMHL – challenging behaviour training
- Positive handling training
- ASD/Pathological demand avoidance training
- Writing effective targets for Individual Learning Plans
- Adaptive Teaching
- The Inclusive classroom
- Square Peg/Round Hole – high needs training.
- EduKey training

As a school, we have a separate SEND parents evening in order to give our parents more time to talk to their class teachers. Class teachers are responsible for feeding back information to parents about progress and attainment, but also to share the provisions and strategies we have in place to support their child. The class teachers and parents then develop new targets.

Class teachers will use the targets on a pupil's Individual Learning Plan to develop adapted resources and specialist equipment that will support the child to achieve to the best of their ability.

Teaching assistants (TAs)

We have a team of ten teaching assistants (TAs), including four higher-level teaching assistants (HLTAs) who are trained to support all pupils in lessons and to deliver interventions across the whole school. This also includes two SEND TAs, who support pupils who require 1:1 support

We have 4 teaching assistants who are trained to deliver a range of interventions including Fresh Start and Fast Track linked to the RWI phonics program. Across the school we also deliver phonics interventions, reading fluency interventions and ready to progress maths interventions.

Our team of four HLTAs deliver intervention groups before school for both maths and English in KS1 and KS2 alongside supporting reading, writing and maths in small group interventions throughout the day.

In the last academic year, TA's who work with SEND children have been trained in Makaton and speech and language, Attention Autism, Sensory circuits, intensive interaction and daily adapted phonics sessions/rhyme time.

Our Learning mentor works closely with children who may have barriers to their learning for a range of reasons and is trained in trauma support and direct mental health and well-being support for individual children.

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:

- Speech and language therapists
- Social, Emotional, Mental Health for Learning team (SEMHL)
- Complex Communication Team (CCT)
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers/Attendance Team
- Social services and other local authority (LA)-provided support services

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

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you think your child might have SEN, the first person you should tell is your child's teacher.</p> <p>Your child's class teacher may also contact you with any concerns they have about your child and their learning.</p> <p>You can get in touch with your child's teacher by sending an email to admin@pearlhyde.co.uk, alternatively you can call the</p>	<p>Your child's class teacher will then meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>The class teacher may seek advice from the school</p>	<p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>Sometimes, small adaptations to the resources or lessons are enough to reduce the barriers to your child's learning.</p> <p>Alternatively, it could be agreed by all that a</p>

<p>school office and request that your child's class teacher call you back.</p> <p>They will pass the message on to our SENDCo, Rebecca Edwards who will be in touch to discuss your concerns.</p> <p>You can reach the Inclusion Team directly in order to gain advice or discuss your concerns:</p> <p>inclusion@pearlhyde.co.uk</p>	<p>SENCo, who may attend the meeting alongside them.</p>	<p>development of an Individual Learning Plan may be needed to support your child.</p> <p>If this is the case, your child will be placed on the school SEND register.</p>
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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. This might include areas of concern with spelling, recall of the things they have learnt, focus and concentration, sequencing, development of speech and language, sensory processing or recording their ideas in writing.

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 intervention to try to fill it. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo 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 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 SENDCo 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. Permission will always be sought from parents before any referrals to external specialists are made.

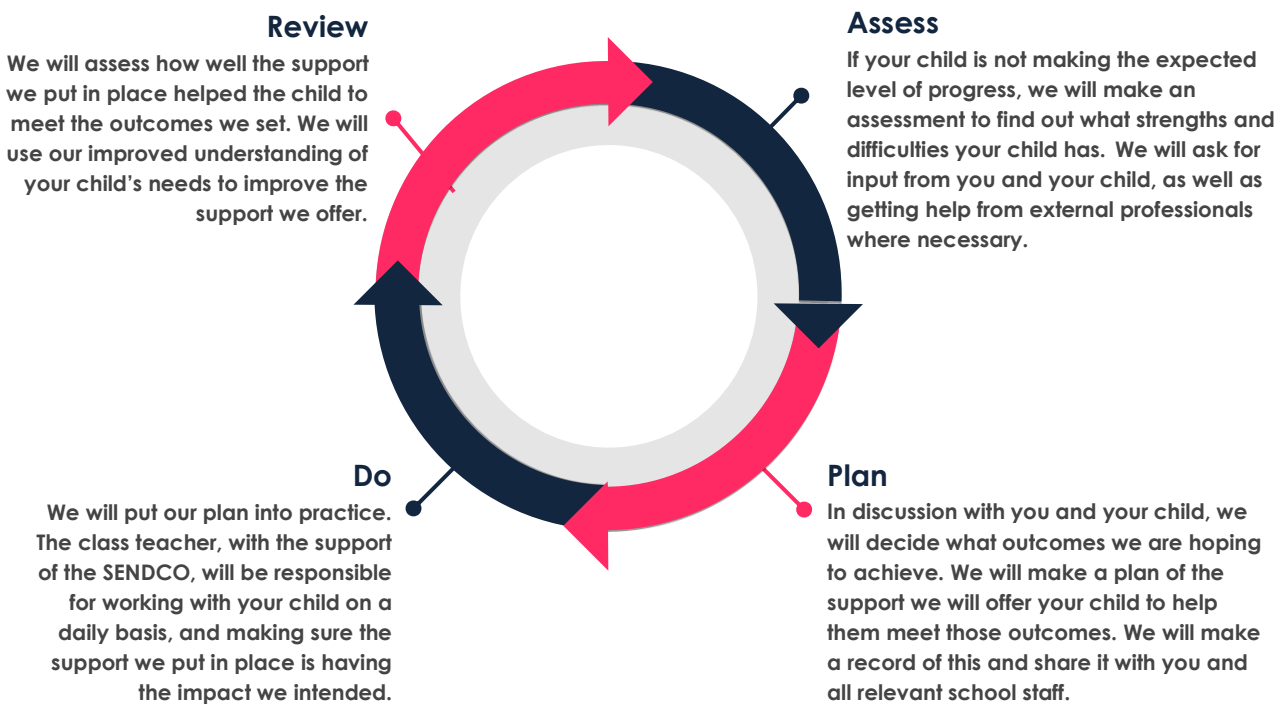
Based on all of this information, the SENDCo will decide whether your child needs SEN support. Parents will always be kept informed throughout the whole process.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEN support plan for them. You will then be invited to discuss individual learning plans regularly and invited to our SEND parent's evenings.

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?

We will provide half-termly (with the exception being half terms that are four weeks or shorter) meetings with your class teacher, where the targets set will be discussed and updated. Parents will be involved in this process.

When your child's class teacher meets with you at the SEND Parents evenings, they will:

- 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 SENDCO may also attend these meetings to provide extra support.

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. This is so 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. This can be by calling the school office to request a call back, emailing admin@pearlhyde.co.uk to request a call/meeting or emailing the inclusion team directly using inclusion@pearlhyde.co.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 and level of competence. We recognise that no 2 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:

- Complete pupil voice about how they feel about school, what their strengths and weaknesses are and gain their views on they support they have
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a 'My View' questionnaire.

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

At Pearl Hyde School, we aim to make all classrooms inclusive spaces so that all children are included in the teaching and learning, accessing the full curriculum. All classrooms have visual timetables and access to communication boards using Widget symbols. All teachers have lanyard visuals and make sure that access to visual prompts, word mats and prompt cars are available at all times on the tables. Sensory items are available in all of the classrooms and there are a range of items that support children available in school, including wobble cushions and feet, writings slopes, pencil grips, coloured overlays and ear defenders.

Teachers use a range of visuals and actions when teaching new vocabulary across the whole curriculum for all of the children in order for them to access the teaching and learning, learn key vocabulary and retain new learning. The visuals are consistent in all year groups leading to a whole school approach.

Your child's teachers 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.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, 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, visual prompts etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when they have a high level of need and have been allocated funding from the local authority through and EHCP.
- Teaching assistants will support pupils in small groups when intervention is needed in a specific area of teaching and learning is needed and to support with memory and recall.
 - We may also provide the following interventions:
 - RWI Phonics – Fresh Start for KS2
 - RWI Phonics Fast track
 - Fluency factory reading
 - Ready to Progress maths
 - Memory magic/Focus support
 - Daily sensory circuit
 - Makaton
 - Speech and Language – Information Carrying Words/Blank Levels Scheme
 - Wellcom Speech and Language support
 - Forest Schools

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Sensory circuits Sensory Yoga – CCT Ear defenders/Loops ear buds Sensory fiddle toys Lunchtime nurture club Individualised timetables iPads/laptops for writing fatigue

	Speech and language difficulties	Speech and language intervention sessions. ICW/BQS SALT sessions Liaising with Speech therapists from the local authority.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays SNIP dyslexia intervention iPads Coloured reading guides
	Moderate learning difficulties	Phonics interventions -Fast track/Fresh Start RWI. Fluency Factory Flash Academy Memory magic
	Severe learning difficulties	1:1 support Individualised timetables
Social, emotional and mental health	ADHD, ADD	Wobble cushions Wobble feet Fidget equipment Sensory circuit
	Adverse childhood experiences and/or mental health issues	Nurture groups Wishes and Feelings Three Houses Lego Therapy
Sensory and/or physical	Hearing impairment	Makaton signing Widget visual – staff lanyards, class timetables and flip charts for learning.
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Sensory circuit – Calming, alerting, organising equipment Sensory boxes in classrooms Fiddles/Chew toys

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
- Reviewing the impact of interventions after 6 - 8 weeks
- Using pupil voice questionnaires
- Monitoring by the SENDCO/Inclusion team/class teachers
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Regular meetings with parents at SEND parents evenings.

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
- More teaching assistant hours
- 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 is needed beyond this, we will seek it from our local authority.

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.

All pupils are encouraged to go on our school trips, including our year 6 residential trip to Plas Dol Y Moch in Eryri Wales.

All pupils are encouraged to take part in sports days, school plays, special workshops and events and any reasonable adaptations needed for this will be put in place.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school support pupils with disabilities?

At Pearl Hyde School, we support pupils with disabilities by:

- increasing the extent to which disabled pupils can participate in the school curriculum;

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- continue with CPD to raise skill levels in staff
- bespoke training to meet the specific medical needs or physical needs of individuals
- a review of schemes of work to ensure more differentiation in the classroom and the sharing of good practice 14.

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

Extra Pastoral support is available for all children, who can access the school Learning Mentor, Mrs Bird. Mrs Bird can help children with Mental health and well-being concerns, including anxiety, self-esteem, emotional resilience amongst others.

Parents can contact Mrs Bird using the inclusion team email:

Inclusion@pearlhyde.co.uk

Alongside our pastoral care, we provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the Pearl Hyde Parliament, the E-Safety committee, the Eco Squad, school, Coventry young ambassadors and science ambassadors.
- Pupils with SEN are also encouraged to be part of all of the after-school clubs on offer to promote teamwork/building friendships. Our sports leader, Mr Jardim, actively seeks out inclusive opportunities for SEND pupils to access a range of sporting competitions.
- We provide extra pastoral support for listening to the views of pupils with SEN by making sure the inclusion team meet with individual children regularly and sharing feedback within the inclusion team. Mrs Bird also has a box on her office door that children can place confidential thoughts and feelings into, this is checked consistently throughout the week.
- We run a daily lunchtime nurture club for pupils who need extra support with social or emotional development, where children can socialise and enjoy social time with the support of trusted adults.

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

Between years

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

Hold a pastoral handover meeting between the current and new teacher where information, strategies and other information is shared.

In the weeks leading up to transition day, we create opportunities for any children who may struggle with transition, including children with SEN to spend time with their new teacher, even before they know who that teacher is. Children with SEND will be shown the new area of the school, the new routes in and out of school, coat pegs, lunch hall and entrances to the outside spaces.

For some children with SEND it will be necessary to tell them before transition day who their new teacher will be to reduce anxiety, we will always discuss this with parents.

Between phases

At Pearl Hyde School, the children will move phase every two years. This will mean getting used to a new area of the school, new toilets, new routes around school etc. This is planned carefully for children with SEND, and a more in-depth approach is developed. This will include visits to the new phase, photo books of the new spaces to go home and regular visits to the staff working in that area.

Between schools

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

- Pupils will be prepared for the transition by:
- Practising with a secondary school timetable.
- Learning how to get organised independently.
- Additional SEND transition visits to secondary school
- A place at secondary school summer clubs, where available.

For some children who we feel need additional support with transition, we can access additional support from the SEMHL team, who will complete three weekly sessions in the summer term with the pupil getting them ready, then one session at the new secondary place in September.

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

Miss Rebecca Edwards, our SENCo will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Complaints about SEN provision in our school should be made to the class teacher or SENCo in the first instance. A meeting can then take place to discuss your concerns.

If this does not satisfy the complaint, the head teacher can be contacted to arrange a meeting to share your concerns.

If you are not satisfied with the above school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

You can access the school's complaints procedure on the Pearl Hyde School website:

www.pearlhyde.co.uk

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.

Disagreement resolution and mediation services for Coventry Local Authority:

<https://www.coventry.gov.uk/coventry-send-support-service/school-education-children-special-education-needs-disabilities/10>

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

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

To see what support is available to you locally, have a look at the Coventry local authority local offer. Coventry Local Authority publishes information about the local offer on their website:

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

SENDIASS can be contacted at:

Website: <https://www.covsendiass.co.uk/>

Email: IASS@coventry.gov.uk

Telephone: 024 7669 4307

A comprehensive list of Local charities that offer information and support to families of children with SEN can be found on the Council website:

<https://cid.coventry.gov.uk/kb5/coventry/directory/results.action?familychannel=4&sr=70&nh=10>

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

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

18. 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

SENDCO – 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