

Special Educational Needs (SEND) Information Report



Barnhill
COMMUNITY HIGH

Approved by:	Local Governing Body Barnhill Community High School	Date: 25 th September 2025
Author:	Mrs Gibbons (SENDCO) & Ms Qureshi (Associate Headteacher)	
Last reviewed on:	September 2025	
Next review due by:	September 2026	

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

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 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

<https://www.barnhill.hillingdon.sch.uk/attachments/download.asp?file=1965&type=pdf>

You can also ask a member of staff to print or send you a copy.

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

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

Barnhill provides support for a wide variety of special education needs for children in a mainstream setting. Specifically, children attend Barnhill with the following needs:

AREA OF NEED	CONDITION
Speech, Language and Communication	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Claire Gibbons

She has 3 years' experience in this role and has worked as a teacher of English for 26 years, having achieved the National Award in Special Educational Needs Co-ordination in 2021.

Claire is allocated five days a week to manage SEN provision at Barnhill Community High School.

Assistant SENCO

Our assistant SENCO is Mrs Martincevic

She has 4 years' experience in this role, and has worked as the SEND Specialist Provision Manager.

Ms Matrinevic has undergone training for Access Arrangements and the delivery of the Prince's Trust curriculum and is allocated five days a week to manage SEN provision at Barnhill Community High School.

Class/Subject teachers

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

SEND provision is a core element of CPD at Barnhill, which includes four whole staff training sessions across the year, as well as fortnightly 'teachers around a child' (TAC) meetings. Additionally, we also signpost any borough training to staff.

We also provide a rigorous training programme for ECTs as part of their induction programme. New staff who join during the year also receive specialist SEN training by the SENCo and Assistant SENCo.

External training includes:

Borough led provision including:

- Educational Psychology
- Speech and Language
- Asthma
- Occupational Therapy
- Additional external training provided by RESET:

Teaching assistants (TAs)

We have a team of eight Teaching Assistants who are trained to deliver SEND provision for students within all 4 broad areas of SEN (Speech, Language and Communication, Physical Disability, Cognition and Learning and Social, Emotional and Mental Health).

Teaching Assistants are also trained to deliver interventions such as ELSA, Lego Therapy, Literacy, Numeracy, Friends for Life, Occupational Therapy, Zones of Regulation, Movement and Dance and Handwriting.

We have 1 Higher Level Teaching Assistant (HLTA) who is trained to deliver Speech and Language Therapy and the Fresh Start programme.

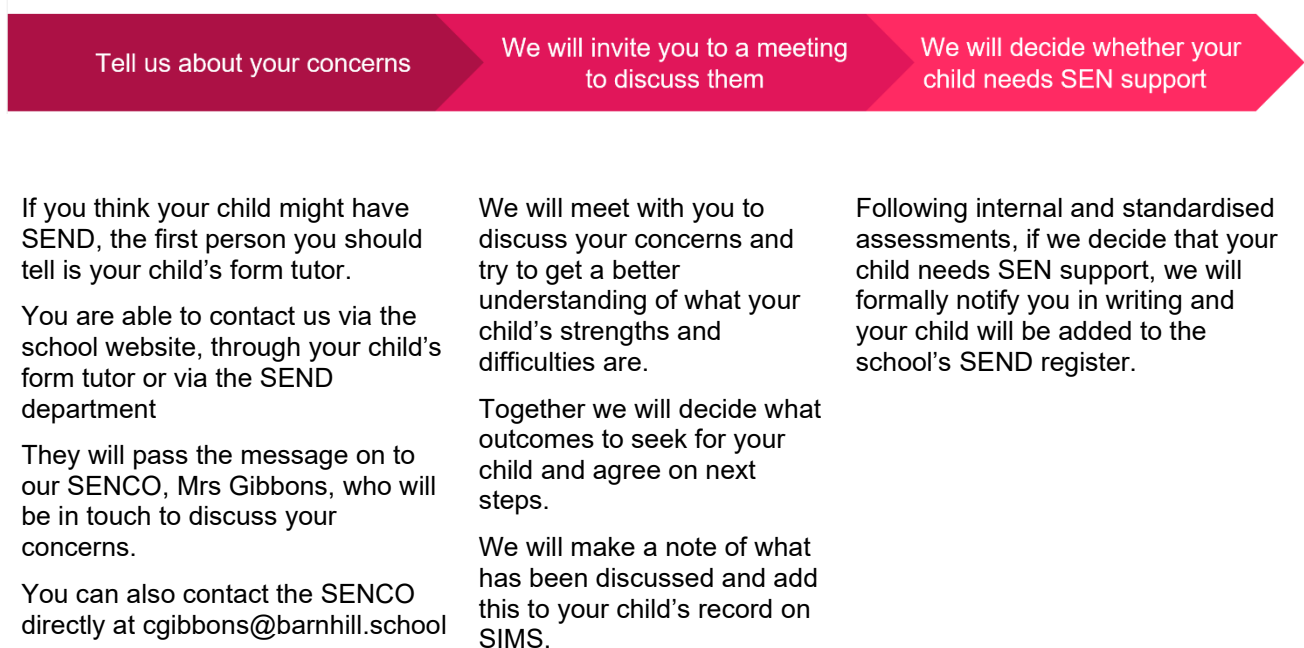
External agencies and experts

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 SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations
- › Play therapy
- › AXIS
- › LINK

- › MHST
- › Brilliant Parenting
- › Young Carers
- › ARCH
- › HACS

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



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

All our class teachers are aware of SEN and routinely monitor pupils, identifying those who are not making the expected level of progress in their schoolwork or socially. This may include reading, spelling, writing, handwriting or homework concerns and more.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Teachers will then give students the support through scaffolded tasks, review their seating partners and position in the classroom, provide additional explanations or feedback to close these gaps. Pupils who do not have SEND, usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will use the SEND referral form to raise their concerns with the SENCO

The SENCO will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. It is possible that they will undertake a series of standardised screening tests to gain a further insight to a possible need.

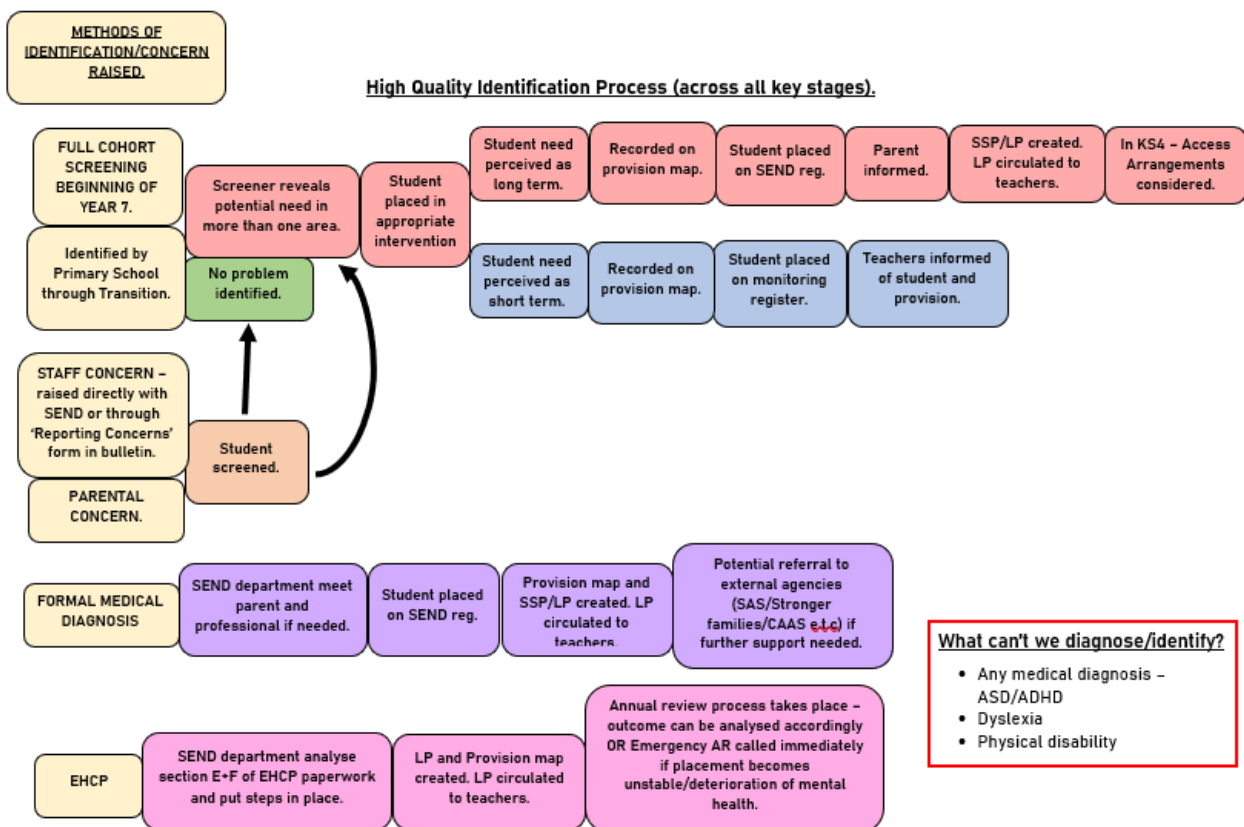
Collaboration plays an integral role at Barnhill in identifying and meeting the needs of students with SEND. Therefore, the SENCO will ask for parental opinion and speak to the child to get their input as well. Parents are also encouraged to get in touch with our SENCO at parents' evenings and through reviews. They may

also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. Parents will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

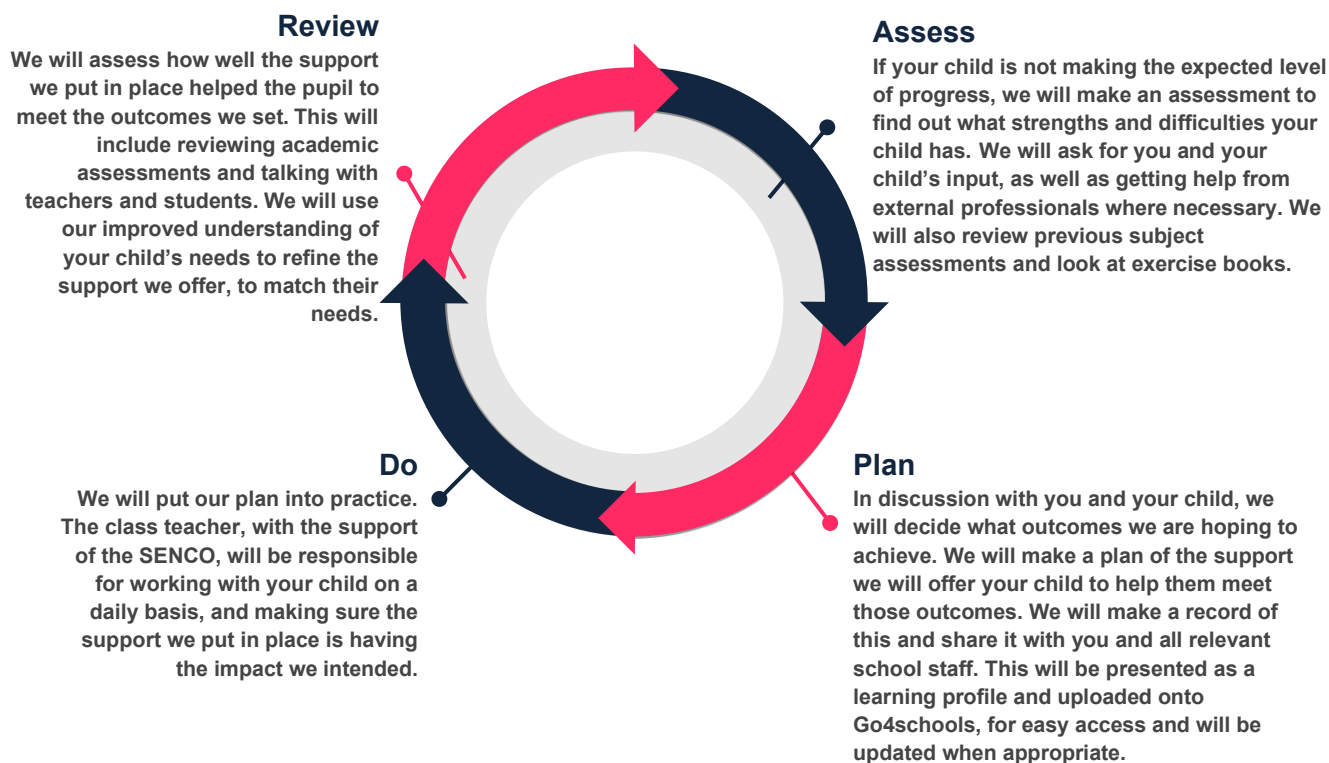
The following flow diagram explains the process Barnhill uses to identify a SEND need from a variety of different sources and the process by which they are added to the SEND register.



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. The SEN department hold termly meetings to discuss every SEN child, the purpose of this is to ensure key information is shared and recorded with the objective of keeping every member of the department up to date with key developments and sharing best practice in terms of how best to support the individual needs of each SEN child.

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 termly reports on your child's progress

Your child's class/form teacher will meet you at calendared times for parents' evenings throughout the year to:

- › Set clear outcomes for your child's progress

- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO will always be available at parents' evenings to provide further support.

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

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

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

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 department via the school website.

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

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

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

Your child's teachers are 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. Our teachers have high expectations and are aspirational for all students including those with SEND needs. They know your child and understand their individual needs and how they learn best.

Consequently, we will differentiate (or adapt) how we teach to suit the way the pupil 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.

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 font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when appropriate
- Teaching assistants will support pupils in small groups when appropriate

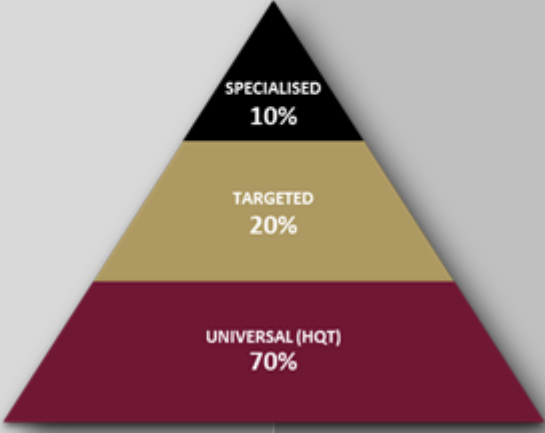
Please see below for our three-wave approach for effective provision for our most vulnerable students.



THREE WAVE (70/20/10) APPROACH FOR OUR PROTECTED COHORTS TO CLOSE THE GAPS

At Barnhill Community High School, we deliver an **ambitious** educational experience where **all** our students including our **most vulnerable flourish**, are happy, feel safe and achieve success. Our staff are committed to delivering **protected provision** for our **protected cohorts** through a three wave approach: **Universal**, through High Quality Teaching; **Targeted**, identifying and supporting those that are underperforming and; **Specialised**, referring to provision beyond the classroom and by specialist staff. Consequently, **closing the gaps** and ensuring no matter the background or need of the student, no one is missed and everyone is successful academically, personally and emotionally; ready to **thrive** in society as active and **equal citizens**.

UNIVERSAL High Quality Teaching in the classroom using the Barnhill Learning Cycle	TARGETED Who is underperforming?	SPECIALISED Referral
<p>Connection</p> <ul style="list-style-type: none"> High expectations for all - sharp focus on protected cohorts Positive relationships - catch them being good Knowing your students and their needs Flexible seating plan - positive learning partners Red folders as live series of documents Plan and adapt the lessons accordingly and logically sequence them to help know more and remember more <p>Activation</p> <ul style="list-style-type: none"> Excellent pedagogical content knowledge - leads to clear, concise explanations Literacy - Teach the vocab Opportunities for reading, comprehension and articulation Prioritise PC contribution in lesson <p>Application</p> <ul style="list-style-type: none"> Prioritise feedback for PC students Circulate the room to secure engagement and check for understanding Consistent AFL techniques throughout lessons to check understanding Appropriately challenging tasks Appropriate resources to support learning <p>Consolidation</p> <ul style="list-style-type: none"> Intelligent assessments, robust analysis and adaptations made to the curriculum - with a sharp focus on PCs Liaising with parents - positive 80%, negative 20% Referrals to pastoral, EAL or SEND team for any concerns regarding barriers to learning 	<p>Curriculum</p> <ul style="list-style-type: none"> Teacher to liaise with CL Observe in other subjects Intervention class/session Team teach Invited LWs - HOY/RAL/CL Work scrutiny Refer for reading intervention Extra resources Close contact with home Link with pastoral team Link with SEND - screening Bespoke/whole cohort Saturday interventions <p>Pastoral</p> <ul style="list-style-type: none"> Mentoring Financial support where appropriate Parental meetings Reports 	<p>SEND and Academic</p> <ul style="list-style-type: none"> External agency support Art therapy Speech and Language support Wellbeing sessions Round Robins - tracking Access Arrangements Reduced timetable PC briefings Literacy intervention 1:1 reading sessions <p>Pastoral & SG Team</p> <ul style="list-style-type: none"> Strategy/Achievement meetings Prioritised careers meetings/events HSSP - parental meetings Counselling Life skills Laptop Alternative provision Trips and clubs supported



We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS:
Speech, Language and Communication	Autism spectrum disorder	Speech and Language Mentoring Friends for Life Zones of regulation Peer to Peer reading
	Speech and language difficulties	External and internal Speech and Language Language Link screener
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Use of school laptop 1:1 Reading Lexia Handwriting support Occupational therapy Organisational Skills Fresh Start Homework club King's Trust
Social, emotional and mental health	ADHD, ADD	Movement Breaks Calm down box Sensory support toys Vocational interventions (including yoga and dance)
	Adverse childhood experiences and/or mental health issues	Mentoring School Counsellor RESET Bereavement counselling and support. ELSA
Sensory and/or physical	Hearing impairment	Radio aids Borough Hearing Specialist termly contact Targeted seating plans

	Visual impairment	Team viewer Borough visual impairment specialist termly contacts Targeted seating plans
	Physical impairment	PEEP plans Use of lift Toilet pass Time out card/Early lesson exit cards Occupational therapy Use of laptop/iPad Enlarged worksheets

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

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
- Observations in lessons
- Reviews of exercise books
- Protected cohorts meetings
- Individual SSP reviews undertaken once a term, by the SEND department and in conjunction with class teachers.
- Fortnightly meetings with Raising Achievement Leads
- Reviewing the impact of interventions after every half term.
- Using pupil questionnaires and sometimes 1:1 interviews
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours

- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. Some funding for provision is decided by our local borough of Hillingdon, with Barnhill providing the majority of funding to meet the needs of your child.

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

At Barnhill we actively promote and encourage all SEND students to participate in lessons and activities beyond the classroom. 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 trips that occur throughout the year.

Additionally, all pupils are encouraged to take part in Sports Days, school productions and special workshops, deep-learning days, cultural days, Christmas tea parties and various charity events.

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 participate.

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

Barnhill Community High School is an inclusive Academy, that is part of the Middlesex Learning Partnership Multi Academy Trust. The process of admission of pupils is controlled and administered by the Governing Body. Students follow the normal admissions policy, the Governing Body will prioritise students with an EHC Plan and will admit to the school children that have an Education, Health and Care Plan (EHCP) with Barnhill Community High School being the school named on the ECH Plan, unless there is a strong case to appeal such a direction to the Secretary of State. Parents can apply for a place for their child at any time outside the normal admissions round. As is the case in the normal admissions round, all children whose EHCP names the school will be admitted as a matter of priority.

Barnhill has a clear criteria set out for the admissions process. This can be accessed her: [download.asp \(barnhill.hillingdon.sch.uk\)](https://www.barnhill.hillingdon.sch.uk/attachments/download.asp?file=1703&type=pdf). However, even when we are oversubscribed we ensure students with SEND are not unfairly disadvantaged. Therefore, applicants who fall short of the minimum entrance criteria with 'protected characteristics' (CIN, LAC, EAL, SEN) will be enrolled where the school can meet their needs. The school will give full advice as to the suitability of Barnhill courses and of those available through other providers.

13. How does the school support pupils with disabilities?

We work closely with parents, carers and external agencies to ensure no student with a disability is disadvantaged. For example, Travel Assistance to promote travel independence, the Visual Impairment Team, the Hearing Team as well as Occupational Therapy and Harlington Hospice. We work actively with parents to understand the needs of students and we have a lift in school used by students with a physical disability, ensuring access to all rooms and resources.

Please find the link to our Accessibility Policy here:

<https://www.barnhill.hillingdon.sch.uk/attachments/download.asp?file=1703&type=pdf>

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 SEN are encouraged to be part of the school council and have their voice heard and be represented.
- Pupils with SEND are also encouraged to be part of SEND club to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEN by working closely with year teams and pastoral managers.
- We run a nurture club at lunchtimes for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by employing a strict behaviour policy that is fully explained to students. Staff work as a team to provide consistent behaviour management, have high expectations off the entire school community and ensure rewards and sanctions are awarded as appropriate.
- We employ an external sports mentor who works with students with SEMH.
- We have an onsite counselling team that works closely with our most vulnerable children.

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

Between years

To help pupils with SEND prepare for a new school year we hold a Passport to Achievement day, which provides the opportunity to discuss your child's progress with their key worker.

Between schools

When your child is moving on from our school, we will share relevant information with your child's new setting. Where required we would also meet in person or online.

Between phases

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/carers 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. The SEND department holds a pre-induction day for the most vulnerable SEN students giving them an extra day of transition before the whole wide borough transition day, to ensure they are more familiar with their surroundings, including staff and also to understand where they can go for support.

On the first day in September when they start school, students spend the day with their form tutor, without other year groups present, to build a positive working relationship which is an integral part of our transition support. Form tutors and teachers are kept updated on the additional needs students may have to access learning in the classroom or beyond.

Onto adulthood:

- We provide all our pupils with appropriate advice on pathways into apprenticeship, employment or further education.
- We offer supported visits to local further education colleges, give help with CV writing and college applications.
- We coordinate with Post-16 providers, employers and apprenticeships to ensure students' needs are met and there is a seamless transition.
- We offer priority career's interviews to support pupils' choices and applications.
- We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

The pastoral team will work with Mrs Gibbons, our SENCO, 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 SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

The SENCO and Pastoral Deputy Headteacher and DSL will discuss the child's progress on a fortnightly basis.

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

Complaints about SEN provision in our school should be made to the SENDco in the first instance. You may then bring this to the attention of the SLT member in charge of SEND (Associate Headteacher: Mrs T Qureshi) to try to resolve. They will then be referred to the school's complaints policy.

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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN 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.

This can be found at: [Welcome to the Hillingdon SENDIASS website - Sendiass](#)

18. 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.

To see what support is available to you locally, have a look at Hillingdon's local offer. This can be found on the Borough website: [SEND local offer - Hillingdon Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [Welcome to the Hillingdon SENDIASS website - Sendiass](#)

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

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. Profile of students with SEND at Barnhill by need and numbers

Autistic Spectrum Disorder	Hearing Impairment	Moderate Learning Difficulty	No Specialist Assessment	Physical Disability	Social, Emotional and Mental Health	Specific Learning Difficulty	Speech, Language or Communication Need	Vision Impairment	Other Difficulty/Disability
71	8	64	0	13	91	5	99	2	1

Student numbers and percentage in September 2025

Year	E	K	Total	%
7	8	42	50	3.25
8	6	35	41	2.66
9	14	41	55	3.57
10	5	27	32	2.08
11	1	30	31	2.01
12	0	5	5	0.32
13	1	8	9	0.58
Whole School	35	188	223	14.47

20. Glossary 20

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **ADD** – Attention deficit disorder
- › **ADHD** – Attention deficit and hyperactive disorder
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **ARCH** – Addiction recovery community Hillingdon
- › **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.
- › **ASD** – Autism Spectrum Disorder
- › **AXIS** - provides a direct preventative response to children and young people at risk of extra-familial harm
- › **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.
- › **EP** – Educational Psychologist
- › **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
- › **HACS** – Hillingdon Autistic care and support
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **LINK** - one-to-one counselling, by appointment, for people aged 13-25 years who live, work or study in The London Borough of Hillingdon.
- › **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
- › **MHST** – Mental health support in schools
- › **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** – 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

- › **SENDIASS** – Impartial, confidential and accessible information and advice for parents and children with SEN
- › **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
- › **TA** – Teaching Assistant
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages