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Special Educational Needs (SEN) information report



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how 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.heathrow-utc.org/key-information/send-and-safeguarding/>

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
	Speech and language difficulties

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional, and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Multi-sensory impairment
	Physical impairment

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

The SEN Team consists of:

SENCO/Assistant Principal – Aaron Singh Sohi

Contact: Aaron.Sohi@heathrow-utc.org

Aaron Singh Sohi has a wealth of experience. He has been a Teacher of English for over 10 years and has achieved his Master's degree (MTeach), as well as other Level 7 accreditation, including NPQML, NPQSL and NASENCO.

He is allocated 12 hours a week to manage SEN provision.

He has undergone in house and external training in addition to his SENCo course.

Assistant SENCO/Senior LSA – Beverley Pearce

LSA – tbc

LSA – Suzana Shabani

KEY CONTACTS

Designated Safeguarding Lead (DSL): Jas Kallah – Jasmit.kallah@heathrow-utc.org

Deputy Designated Safeguarding Lead (DDSL): Gemma Gardiner – Gemma.Gardiner@heathrow-utc.org

Designated Safeguarding Officers (DSO): Ian Wilkins – Ian.Wilkins@heathrow-utc.org,

Aaron Singh Sohi – Aaron.Sohi@heathrow-utc.org; Sarah Carey – Sarah.Carey@heathrow-utc.org

Designated Teacher responsible for Looked After Children: Jas Kallah – Jasmit.Kallah@heathrow-utc.org

At UTC, Heathrow we aim to:

- Meet the individual needs of students
- Overcome barriers to learning
- Raise student self-esteem
- Build student confidence
- Develop student independence
- Provide students with access to a broad and balanced education

Our LSAs have a wealth of experience supporting students in School. We aim to provide holistic SEN support, using LSAs to assist in classes, without hindering the individuality and independence of the students. They are broadly trained and regularly work alongside Educational Psychologists to seek advice and implement suggested strategies to support students.

UTC support their SEN staff with personal development, which in turn supports the needs of our students. Staff receive both in house and external training.

Our Assistant SENCO/Senior LSA underwent the ELSA (Emotional Literacy Support) training in 2021, which is run by the London Borough of Hillingdon.

Two LSAs are attending the ELSA course currently, to become qualified ELSAs at UTC.

Proactive Support

ELSAs are established to deliver planned programmes of support, designed to increase the emotional literacy skills of the young people with whom they work.

- Students receive continuity of support, allowing them time in a safe, friendly space in which to work. Students have time to think about how they manage their emotions and express their feelings.
- ELSA sessions are fun and provide opportunities to build positive relationships and break down barriers to learning.
- Students are encouraged to find their own solutions.

The timeframe set is generally between half a term and a term. Examples of programmes that may be achievable within a term:

- To recognise and be able to talk about their emotions – happy, sad, any and frightened.
- To identify and use a selection of calming strategies appropriate to different contexts.
- Be willing to attempt tasks that contain a challenge.
- To be able to list six personal qualities or strengths on request – self-belief.
- Be confident to contribute to class discussions.

Harrow Collegiate work in conjunction with UTC to provide staff with the opportunity to share good practices. Currently, our Senior LSA/Assistant SENCO is working with Bentley Wood School to further support students with their communication and interaction needs as well as cognition and learning needs.

MW Education ran a face-to-face course to support staff with student behaviour. Staff are encouraged to work consistently, using the same script and procedures in every lesson across the School.

LSAs have received training on Reading Plus/Dreambox Reading online to include one-to-one assistance. Students feedback that they enjoy the Program and they are encouraged to aim for a consistency of 80% and above comprehension score. They can view their progress on their dashboard and this assists to motivate them to improve.

Reading Plus is a program for students that teaches them to be stronger readers. It does this by developing their:

- Reading speed
- Comprehension
- Vocabulary

In School students will receive 40 minutes 2/3 times a week dedicated to Reading Plus which is merged into their timetable.

To gain further benefit, students are encouraged to use this program at home. An additional 30 minutes, 3 times a week is recommended.

Class/subject teachers

All our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of pupils who have SEN. Teachers have daily access to Class Charts which shows the Pupil Passport giving information to teachers that assist in their planning and delivery. Strategies for teachers are suggested in conjunction with EPs, LSAs, the SENCO and teachers themselves.

Target plans are set between teachers and LSAs and these are discussed with students as areas of improvement to aim for. The target plan is set out for the student in the format of Area of Concern, Target, Success Criteria, Strategies and Provisions. These are formally reviewed termly with teachers and students. Parents are given a confidential access code and are encouraged to leave their comment regarding targets.

Provisions are listed for teachers to easily see, an example includes target setting and monitoring, Education Psychology Report, EHCP.

Class Charts works alongside the Provision Map system. Provision Map provides the SEN department with a way to show types of interventions, support offered. This tool offers key staff an insight into the provision and an overview of the children who need extra support. Provision maps allow UTC to look strategically at pupils' needs, including inclusive education for those belonging to underprivileged groups, to identify needs and strengths. Then it can be made possible to plan provisions to fulfil their needs and to track individual pupils progress to enhance learning outcomes. Any additional funding coming into school must be accounted for and Provision Map acts as an accountability measure.

Provision map ensures the entitlement of each student and increases standards and achievement. An effective provision of resources shows a clear connection between current provision and student progress.

Key staff and can be vital to the whole-school planning and development process.

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

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

At the point of application, parents are requested to disclose any SEND that potential students might have. Parents alongside their child, are encouraged to approach our SEN team at Open Evenings and our Attendance Officer Louise Dwyer to ask for information and find out how UTC can support the needs of each student.

We request information packs from previous schools for all students. This helps identify any students with SEND and what their needs are. Concerningly, however, parents often do not disclose this information to us and schools are not diligent/effective in sending over key information like this so we follow this up by conducting a CATS and Lucid assessment in the first few weeks of term for new intakes; this reveals where students might have additional learning needs in cognition and literacy, in addition to that already disclosed by other stakeholders.

Baseline assessments across other subjects are also part of this picture of achievements, helping to identify students in need of additional support.

Also, CATS are evidence that we can use to support Access Arrangements for GCSE exams. We regularly met with staff to conduct training and assess SEND students; this forum is also used to disclose students for whom staff may have concerns.

Staff voice and observation are used to initially identify students requiring additional support. We work closely with the pastoral team and make use of the EP service to identify students who need additional support. All of this is part of the assess strand. Increasingly, possibly due to the consequences of Covid, or a long-term squeeze on funding, we are accepting placements for students with no diagnosis and/or EHCP, only to see the full extent of need after they have joined us, in some cases getting EHCPs in Year 10. This supporting students with SEND.

At open evenings and when joining UTC students are made aware of where to find SEN and Pastoral staff and other staff members so students/staff have every opportunity to connect with students and they with them. Students are reminded regularly that staff are available to approach and talk to. Being a small school students have a strong sense of connection. Students develop resilience, a feeling of belonging and inclusion. Students feel staff are approachable as they are surrounded by adults who know them well and are invested in their wellbeing.

PROGRESS MADE BY PUPILS WITH SEN

We currently offer limited but well-selected and well-targeted out of class interventions: chiefly, ELSA and Literacy support through Reading Plus. Given our high numbers of ASD students, and their difficulties in socialising, we determined last year that we needed strategies to support their social and emotional development: ELSA is designed to do just this. Furthermore, low literacy levels are a result of a number of learning needs and low levels block students' ability to access the curriculum. Reading Plus is a small group intervention that students can access at home, that enables them to develop these key skills.

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Parents are encouraged to contact UTC by email info@heathrow-utc.org which is found on the School website.

Telephone: 01923 602 130
Our office hours are 8am – 4.30pm.
Outside of these times, a voicemail service is in operation.

Messages will be passed on to our SENCO/Assistant Principal, Aaron Singh Sohi, who will be in touch to discuss your concerns.

You can also contact the SENCO directly by emailing aaron.sohi@heathrow-utc.org

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. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

When students begin at UTC Heathrow we undertake a wide range of baseline assessments to learn more about the students; this includes Lucid, NGRT, CATS as well as subject specific assessment. This enables us to see which students may have additional needs. We triangulate with feedback from teaching staff and observations to identify where additional needs may exist.

The SENCO will hold a meeting with relevant stakeholders to gather data on students who may have additional needs; staff will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data and they will also speak to parents about the student's needs.

Based on all of this information, the SEND team will decide whether your child needs additional support.

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

SEND staff at the UTC will monitor a range of data to measure progress. As mentioned, Lucid, CATS and NGRT are conducted once students arrive; CATS and NGRT form part of ongoing assessments in order to measure progress.

As well as measuring this progress, we also look at academic progress and data, as well as pastoral data. Some SEND students can struggle with behaviour in class so monitoring this, number of detentions, reward points and other data can be a useful measure of progress. Finally, we also make use of student voice; the students themselves can provide feedback as to how they feel they are progressing, particularly where SEMH needs are present.

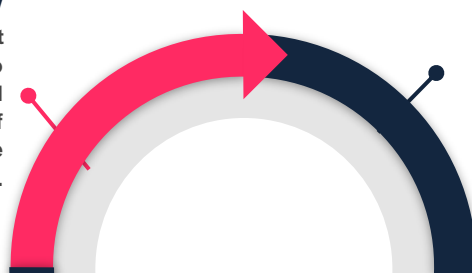
As outlined previously, we follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

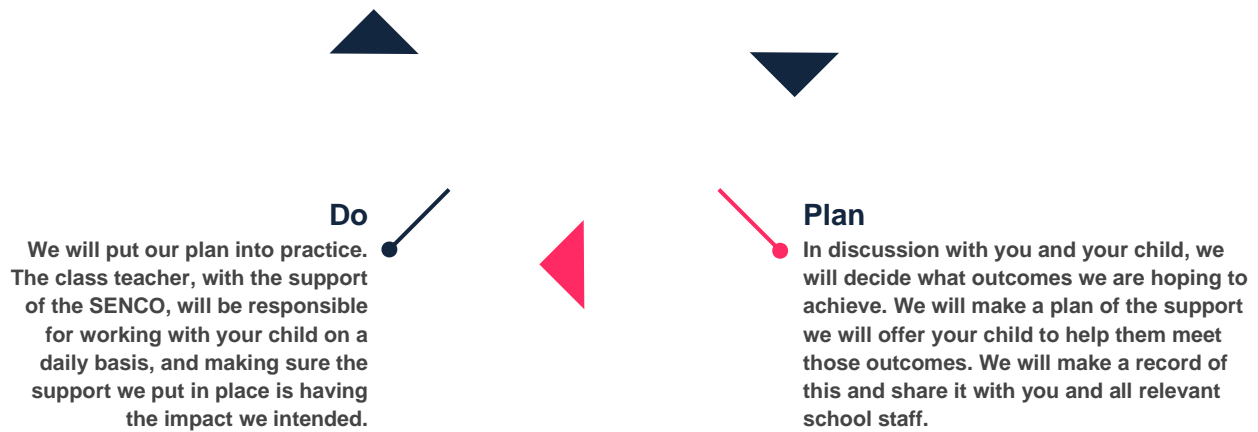
Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

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.





As a part of the planning stage of the graduated approach, we work with you to set targets for your child. We also measure progress by tracking your child's progress towards the outcomes. This process is ongoing. 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 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 once every half term, 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

In addition to the above, the SEND team make use of software to communicate clearly and regularly with parents. Edukey is software that enables parents, students and staff to communicate, share information about targets, monitoring and other interventions in one location. We also make use of parent voice possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

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 the school at info@heathrow-utc.org

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

We place students and their wishes at the heart of our SEND support; they are actively involved in decisions with regards to their support and the strategies that are put in place to support them. Student voice confirms that students feel engaged in the support and interventions they receive.

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, whilst focusing on our Engineering specialism in every year they are at our school. Students are encouraged to ask for help and feedback from their teachers.

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 can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our resources - using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Teaching assistants support pupils holistically and in small groups/one-to-one at times such as during interventions and Emotional Literacy Support.

We may also provide the following interventions:

- After School support – Mathswatch, GCSEpod
- Online revision
- Hardy copy revision books

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables ELSA, Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Reading Plus
	Moderate learning difficulties	After school support
	ADHD, ADD	Quiet workstations, time out cards, fiddle toys.

Social, emotional and mental health	Adverse childhood experiences and/or mental health issues	Nurturing/mentoring Pastoral support
Sensory and/or physical	Hearing impairment	Provide visual aids, ensure clear line of sight Reduce background noise by shutting door and windows as appropriate Repeating questions and responses, emphasise key words Carry out assessments in quiet room Check-in frequently, ask how they are feeling and respect their choices Ensure good lighting Send copies of teaching notes and visual aids through Teams
	Visual impairment	Limited/clear classroom displays and Risks assessments where appropriate to confirm support
	Multi-sensory impairment	Risks assessments where appropriate to confirm support
	Physical impairment	Risks assessments where appropriate to confirm support

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
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring feedback received from teachers
- Using provision maps to measure progress
- Measuring the impact of interventions through assessments of the in-class topic, end of term tests and mocks
- 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'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; SENDEX funding can be sourced to provide additional funding for student provision and top up funding is used where a student has an EHCP.

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

UTC Heathrow ensure there are no barriers to our pupils with SEND enjoying the same activities as other pupils in school, including physical activities:

- Extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to go on our school trips.
- All pupils are encouraged to take part in workshops with our Partners/employers promoting their aspirations. Our Partners include Brunel University, Soben, Virtus Data Centres, Yondr, AWS.
- 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.

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

- Parents/carers and prospective pupils with SEN have the opportunity to speak with staff on the telephone/in person. Meetings can be arranged to ensure we fully understand the needs of the student so that the appropriate support can be implemented.
- Meetings are arranged with students/parent/carers with EHCP plans and we follow the consultation process exactly to ensure that students' applications are considered fairly.
- Given our specialism, there are occasions when we cannot safely educate students due to the risks in the workshop. In instances where this might be the case, the SENDCo will carefully consider whether SEND or disability constitutes a health and safety based on student need/behaviour and risk assessments of the machinery and workshop environment. How you make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated

13. How does the school support pupils with disabilities?

- We carry out detailed risk assessments to ensure that all students are supported to access our curriculum in a safe and fair manner; risk assessments identify potential hazards and look for solutions to ensure that students with disabilities have the same, safe, access to learning as other students.

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

UTC has trained specialist mental health first aid trained staff; they are able to work with students to address mental health concerns:

Gemma Gardiner gemma.gardiner@heathrow-utc.org;

Sarah Carey sarah.carey@heathrow-utc.org

We have a 'zero tolerance' approach to bullying and teachers are trained to look for bullying behaviours and address them appropriately. One method of addressing bullying is restorative justice (RJ) sessions. Restorative justice enables school students affected by bullying, or other serious behavioural incidents, to communicate and agree on how the harm caused by their actions or done to them is to be repaired. When well-implemented, perpetrators learn to understand the consequences of their behaviour and take responsibility for repairing the harm.

The SEND department work closely with the Pastoral Department to ensure the wellbeing of students, which includes safeguarding.

In our Personal Development lessons students have the opportunity to talk openly about diversity.

We run regular Assemblies in which students contribute.

There are many opportunities to build good connections within our School, an example being during workshops where students are encouraged to work in teams and enhance their confidence to work with our Partners, meaning employers.

UTC Heathrow plan support and adjustments for pupils with disability/disabilities.

Support might include a student support group, individual learning plan, teacher aides and building modification.

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

- Pupils with SEN are also encouraged to be part of the School Council to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- UTC work with MIND, St Giles Trust regarding County Lines, Street Doctors explaining emergency first aid, TFL came in this year to discuss respect in the Community
- We run a nurture club for pupils who need extra support with social or emotional development

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

Between schools

When your child is moving into our school in Year 10, we will gather information from all stakeholders, including current school, parents and student about a student's needs, successful strategies for learning and communication and anything else pertinent to ensuring smooth transition. We look to provide a point of contact – an LSA – for the student and parents, who will also be charged with much of the day-to-day communication and support for the duration of the student's learning journey with us.

Between Phases – Year 11 into Year 12

For new intake students we look to follow the same process as above. Where students remain with us into 6th form, we would look to ensure we have properly planned for this through the EHCP review process; for students in Year we look to conduct these in the Spring term, in good time for key transition.

Onto Adulthood

We provide all our pupils with appropriate advice on paths into work or further education, using our close ties with Brunel University; this includes trips to the setting as well as talks about university life and applications. In addition, we actively look to teach students the life skills they will need throughout their time at the UTC. Our excellent careers support and Employer Engagement also mean that before they leave, students will have

had multiple interactions with employers, giving them the skills they need to operate effectively in the world of work.

Finally, through our comprehensive PPD programme, students are taught the skills they need to operate effectively in adulthood, as well as the fundamental British Values they need for life in modern society.

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

Jasmit Kallah - Jamit.kallah@heathrow-utc.org - is the designated LAC teacher.

Jas Kallah will work with Aaron Singh Sohi, 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.

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 SENCO in the first instance. If this needs to go further then you will 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.

- For more information on Mediation in Hillingdon, contact the team directly via the website:

[Welcome to KIDS Mediation Service | Home | KIDS](#) or by phone: 03330 062 835

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 local or, if you live in a different borough, check their website offer. Hillingdon publishes information about the local offer on their website:

[SEND local offer - Hillingdon Council](#)

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

[Hillingdon SENDIASS | Hillingdon Directory](#)

Local charities that offer information and support to families of children with SEND can be found here:

[Search results | Hillingdon Directory](#)

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. 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 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 which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – 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 which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages