

Special educational needs (SEN) information report

John Emmerson Batty Primary School



Approved by: Stephen Harvey

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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 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 <https://www.johnebattyprimary.co.uk/send/>

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 SENCO & Assistant SENCO (Special Educational Needs Co-ordinator)

Our SENCO is **Mrs Jayne Hogg**

They have many years of experience in this role and hold QTS status and hold a National Award in Special Educational Need Co-ordination.

Miss Caitlin Harrison and Miss Laura Richards are currently working towards their National Award in Special Educational Need Co-ordination, which will be completed in Autumn 2026.

They are allocated regular release time each week to manage SEN provision.

Class teachers

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

We have had external training in the following:

Team Teach, Emotional Regulation, Autism awareness and ADHD awareness.

Teaching assistants (TAs)

We have a team of TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All teaching assistants are trained to deliver interventions such as:

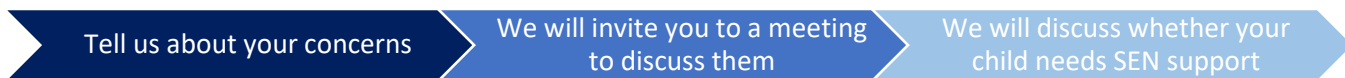
- RWI Fast Track Tutoring
- Reading Fluency
- Reading Comprehension
- Math Skills
- Emotional support
- Self-regulation strategies

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
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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



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

They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly by contacting the school office.

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?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

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 tuition to try to fill it. Pupils who don't 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 SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO 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.

The SENCO 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.

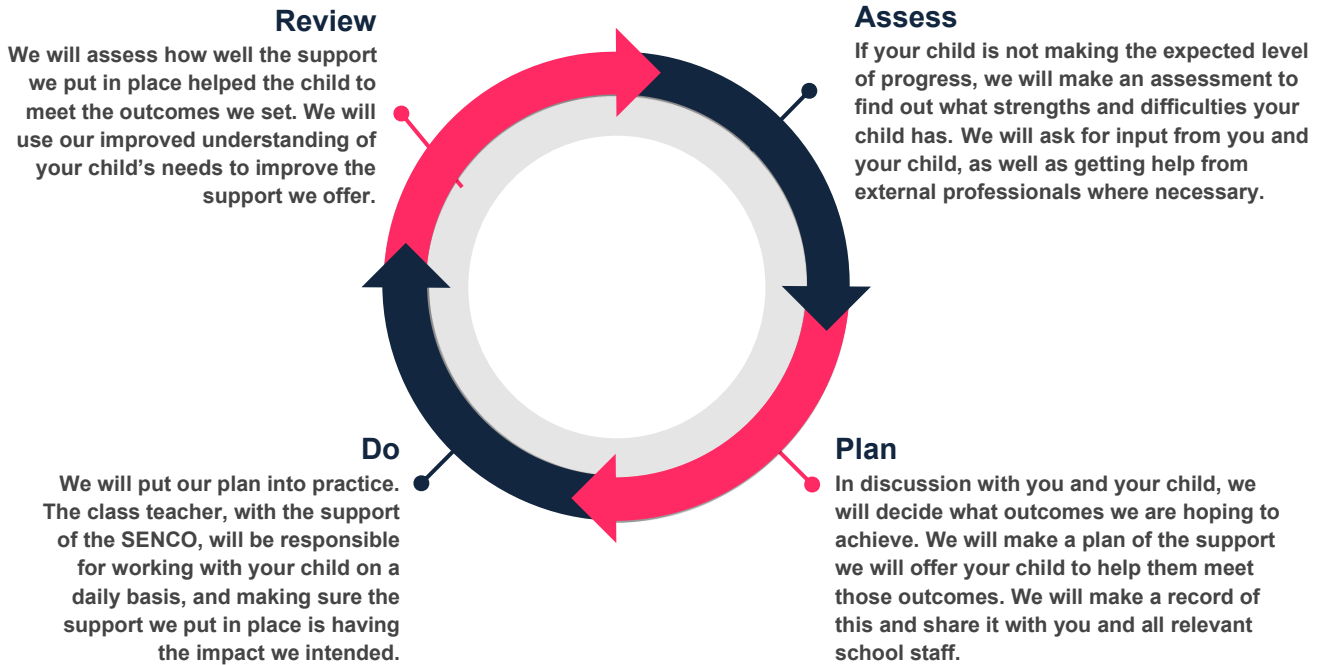
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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.

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 termly reports on your child's progress and your child's class teacher will meet you half-termly 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 may also attend these meetings to provide extra support.

We value your input and it is important that as parents/ carers you support us to build a better picture of how the SEN support we are providing is impacting your child outside of school.

All targets and outcomes are driven by your child's needs and aspirations and we will gather your input and insight into what you think would work best for your child at each review point.

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 each review point 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.

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?

[JEB-Accessibility-Plan](#)

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.

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:

Scaffolding 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.

Deploying teaching assistants to make sure children can access classroom learning

We may also provide the following interventions/learning aids:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	<ul style="list-style-type: none"> ○ Visual timetables with clear sequencing and consistent routines ○ Pre-teaching of key vocabulary and concepts ○ Chunked instructions delivered one step at a time ○ Use of dual coding (images + text) to reduce cognitive load ○ Social stories to prepare for transitions or new situations ○ Clear, literal language and avoidance of idioms ○ Opportunities for overlearning and repetition ○ Use of "first-then" boards to support task initiation ○ Flexible grouping with predictable partners ○ Modelling and worked examples before independent tasks ○ Allowing processing time before expecting a response

	Speech and language difficulties	<ul style="list-style-type: none"> ○ Speech and language therapy programmes embedded into classroom routines ○ Use of visual prompts, symbols, and gesture to support understanding ○ Explicit teaching of vocabulary ○ Sentence stems and structured talk frames ○ Recasting and modelling correct language structures ○ Opportunities for structured talk ○ Breaking down complex questions into simpler parts ○ Checking understanding through “ask–pause–select” rather than hands-up
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<ul style="list-style-type: none"> ○ Writing slope to support posture and handwriting ○ iPad or assistive technology for reading, writing and recording ideas ○ Overlearning and spaced practice of key skills ○ Explicit instruction in phonics, spelling patterns, and number facts ○ Chunked tasks with clear success criteria ○ Worked examples and partially completed examples ○ Use of manipulatives ○ Alternative methods of recording (voice notes, typing, diagrams) ○ Scaffolds such as writing frames, checklists, and graphic organisers ○ Regular retrieval practice to strengthen memory ○ Breaking tasks into small, manageable steps ○ Flexible grouping for targeted support
	Moderate learning difficulties	<ul style="list-style-type: none"> ○ Highly structured lessons with clear modelling ○ Repetition and reinforcement of key concepts ○ Use of concrete resources before moving to abstract ideas ○ Vocabulary pre-teaching and regular retrieval ○ Scaffolded tasks with gradually reduced support ○ Visual aids, diagrams, and dual coding ○ Frequent low-stakes checks for understanding ○ Step-by-step instructions and guided practice ○ Opportunities for success to build confidence
	Severe learning difficulties	<ul style="list-style-type: none"> ○ Highly individualised scaffolding and task breakdown ○ Multi-sensory teaching approaches ○ Consistent routines and predictable lesson structures ○ Intensive modelling and guided practice ○ Use of objects of reference and tactile resources ○ Simplified language supported by visuals ○ Repetition, overlearning, and small-step progression ○ Close collaboration with specialist teachers

Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none"> ○ Quiet workstation or low-stimulus seating ○ Clear, concise instructions delivered in short chunks ○ Movement breaks and opportunities for regulation ○ Visual checklists and task-management boards ○ Use of timers to support focus and task completion ○ Predictable routines and explicit expectations ○ Positive reinforcement and immediate feedback ○ Breaking tasks into small, achievable steps ○ Flexible grouping to maintain engagement
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> ○ Nurture groups and emotionally supportive environments ○ Trauma-informed approaches (predictability, safety, connection) ○ Key adult for check-ins and relationship-building ○ Clear routines and reduced uncertainty ○ Emotion coaching and modelling self-regulation strategies ○ Opportunities for success to build self-efficacy ○ Scaffolded tasks to reduce cognitive load during stress ○ Calm, low-arousal teaching approaches ○ Flexible grouping to provide peer support
Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none"> ○ Facing the pupil when speaking; clear articulation ○ Repetition and rephrasing of key information ○ Visual supports (diagrams, captions, written instructions) ○ Pre-teaching vocabulary to reduce listening load ○ Minimising background noise where possible ○ Checking understanding discreetly ○ Providing transcripts or written summaries
	Visual impairment	<ul style="list-style-type: none"> ○ Limiting classroom displays to reduce visual clutter ○ High-contrast resources and enlarged text ○ Clear verbal descriptions of visual content ○ Tactile resources and manipulatives ○ Consistent layout of worksheets and books ○ Use of screen readers or magnification tools ○ Strategic seating to optimise access
	Multi-sensory impairment	<ul style="list-style-type: none"> ○ Multi-sensory teaching with tactile, auditory and kinaesthetic elements ○ Highly structured routines and predictable environments ○ Clear, consistent cues (visual, auditory, tactile) ○ Step-by-step modelling and guided practice ○ Collaborative planning with specialist teams
	Physical impairment	<ul style="list-style-type: none"> ○ Adapted equipment and accessible classroom layouts ○ Extra time for movement and transitions ○ Alternative methods of recording (typing, voice notes) ○ Scaffolded tasks with reduced physical demands ○ Collaboration with physiotherapists and occupational therapists

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 half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Tracking progress through regular pupil progress meetings
- 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.

If additional funding is needed, 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 residential trips.

All pupils are encouraged to take part in sports days and extra-curricular PE days with our local sports partnership providers.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments are made wherever possible to ensure all children are included.

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

Our admissions arrangements follow the Local Authority's policy and comply with the Equality Act 2010, ensuring that pupils with SEN or a disability are not treated less favourably than other applicants.

We welcome visits from families of children with SEN or disabilities so we can discuss their child's needs and any reasonable adjustments that may be required.

Pupils with an Education, Health and Care (EHC) plan are admitted to the school if it is named in their plan. These places are allocated before all other admissions.

Our oversubscription criteria are applied fairly and do not disadvantage pupils with SEN or disabilities. We do not refuse a place on the basis of a child's needs, level of support required or disability.

We work closely with the Local Authority and relevant professionals to ensure that any necessary support or adjustments can be put in place before a child starts school.

13. How does the school support pupils with disabilities?

We are committed to ensuring that all pupils, including those with disabilities, are able to access a full, rich and ambitious curriculum. Our approach is rooted in equality, inclusion and removing barriers to learning so that every child can thrive.

We make reasonable adjustments to ensure disabled pupils are not disadvantaged in any aspect of school life, including learning, play, trips, clubs and wider opportunities.

Staff receive training on disability awareness, inclusive practice and how to meet the needs of pupils with a range of physical, sensory and medical needs.

Curriculum materials, teaching approaches and classroom environments are adapted to ensure accessibility for all learners.

We work closely with families to understand each child's needs and to ensure their voice is central to decision-making.

Risk assessments for activities and visits are personalised to ensure safe participation rather than exclusion.

Anti-bullying policies explicitly reference disability-related bullying, and staff monitor social interactions to ensure pupils feel safe and included.

Ramps, handrails and accessible entrances allow wheelchair users and pupils with mobility needs to move safely around the site.

Accessible toilets and changing facilities are available for pupils who require them.

Classrooms are arranged to allow clear movement routes and safe access to resources.

We provide auxiliary aids such as writing slopes, adapted seating, pencil grips, radio-aid systems, visual supports, enlarged print, and assistive technology where needed.

Quiet spaces and low-stimulus areas are available for pupils who require sensory regulation or reduced sensory input.

Staff work with external professionals (e.g., occupational therapists, physiotherapists, sensory support services) to ensure specialist equipment is used effectively.

Our school has an up to date Accessibility Plan, which is available on our school website or from the school office on request. The plan outlines how we will continue to develop our provision in three key areas:

1. Increasing access to the curriculum

- Adapting teaching and learning through high-quality teaching, scaffolding and personalised support.
- Providing accessible learning materials, including visual supports, enlarged text, simplified language and assistive technology.
- Ensuring staff receive ongoing training in meeting the needs of pupils with physical, sensory and medical needs.
- Working with specialist services to ensure curriculum access for pupils with hearing, visual or multi-sensory impairments.

2. Improving the physical environment

- Maintaining and developing accessible routes around the school, including ramps, handrails and clear signage.
- Ensuring classrooms and shared spaces are organised to support safe movement and reduce barriers.

- Reviewing lighting, acoustics and classroom layouts to support pupils with sensory or physical needs.
- Planning future building works with accessibility in mind.

3. Improving the availability of accessible information

- Providing information for pupils and families in alternative formats where required (e.g., large print, visual symbols, simplified text).
- Using visual timetables, symbol-supported communication and dual-coded resources to support understanding.
- Ensuring key information is shared verbally as well as in writing for pupils who need it.
- Working with families to identify the most effective communication methods for their child.

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:

PSHE Curriculum

A well-sequenced PSHE curriculum taught weekly, covering relationships, health, wellbeing, safety, citizenship and digital literacy.

Curriculum content mapped against statutory RSHE guidance and adapted to meet the needs of pupils with SEND.

Regular opportunities for discussion, reflection and role-play to build confidence, social understanding and emotional literacy.

Strong safeguarding themes, including online safety, consent, healthy relationships and recognising unsafe situations.

Cross-curricular reinforcement of PSHE themes through assemblies, themed weeks and whole-school initiatives.

Pastoral Support & Listening to the Views of Pupils with SEND

A graduated approach to pastoral support, ensuring pupils with SEND have regular opportunities to share their views in a safe, structured way.

Key adults or trusted relationships for pupils who need additional emotional support or help expressing their views.

Use of communication aids (visuals, choice boards, sentence stems, social stories) to ensure all pupils can participate in pupil voice activities.

Regular check-ins, nurture groups and small-group interventions to support emotional regulation and wellbeing.

Annual reviews of one-page profiles co-produced with pupils to ensure their voice shapes provision.

Opportunities for SEND pupils to contribute to school councils, eco groups or wellbeing groups with appropriate scaffolding.

Measures to Prevent Bullying

A whole-school anti-bullying policy that is explicitly taught through PSHE, assemblies and class discussions.

Clear systems for reporting concerns, with additional adult support for pupils who may struggle to articulate worries.

Proactive teaching of empathy, respect, diversity and inclusion across the curriculum.

Regular monitoring of social spaces and unstructured times, with targeted support for pupils who may be vulnerable.

Restorative approaches used to resolve conflict and repair relationships.

Staff training on recognising early signs of bullying, including subtle or relational bullying that may affect pupils with SEND.

Close communication with families to ensure concerns are addressed quickly and collaboratively.

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

Steps we take to help pupils with SEN prepare for transitions:

Careful transition planning that begins early, with information shared between teachers, SENCOs and support staff to ensure continuity of provision.

Additional transition visits to new schools to help pupils become familiar with routines, staff and environments.

Use of transition booklets with photos, key information and visual supports for pupils who benefit from structure and predictability.

Pupil voice at the centre of planning, ensuring children can express their worries, preferences and aspirations in a way that suits their communication style.

Enhanced handover meetings between current and next teachers, including discussion of strategies that work well, triggers, strengths and support needs.

Opportunities for pupils to meet new staff in advance through informal sessions, small-group introductions or nurture-based activities.

Collaboration with external agencies (e.g., educational psychologists, health professionals) where appropriate to support smooth transitions.

Support for parents and carers through meetings, information sessions and opportunities to ask questions about new settings or expectations.

For pupils moving to secondary school or specialist provision, structured liaison with receiving schools, including sharing of SEN documentation, assessments and pupil passports.

Preparation for adulthood is woven into the curriculum from an early age, focusing on independence, self-advocacy, organisation skills and confidence-building.

Support for developing life skills such as managing routines, understanding personal safety, building friendships and making informed choices.

For older pupils, opportunities to explore future pathways through careers education, visits, taster sessions and guidance from relevant professionals.

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

Stephen Harvey (Designated teacher) will work with Jayne Hogg, 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 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.

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

[John Emmerson Batty Primary complaints procedure.](#)

Complaints about SEN provision in our school should be made to the headteacher in the first instance. 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 [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.

<https://www.redcar-cleveland.gov.uk/schools-and-education/special-education-needs-and-disabilities-services/disagreeing-with-a-decision>

18. 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 Redcar & Cleveland's offer. Redcar & Cleveland publish information about the local offer on their website:

[Families with additional needs | Redcar and Cleveland](#)

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

[South Tees SENDIASS | Barnardo's SENDIASS](#)

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

- [Autism Parents Together](#)
- [Carers together](#)
- [Contact](#)
- [Daisy Chain Project](#)

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

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

19. 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

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 that meets the needs of pupils with SEN

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