

Special educational needs (SEN) information report

The Gateway School



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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 [here](#)

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?

Pupils must have an EHCP to be admitted to The Gateway School. The primary need within this EHCP must be SEMH difficulties, for example Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD), Attachment Disorder, Anxiety or Tourette's Syndrome.

Pupils must also fall within Ranges 5a – 6b for Social, Emotional and Mental Health needs, as defined by West Northamptonshire Local Education Authority in their 'Using the SEND Ranges 0-25 years Guidance 2022' handbook.

The Gateway School does not admit pupils diagnosed with Autism Spectrum Disorder (which should be classified as a Communication and Interaction need on the plan, not SEMH), as their primary area of need. However, it recognises that some pupils may be diagnosed with ASD during their time at this school: if ASD becomes their primary area of need, the school will facilitate parents and carers finding an alternative provision as we will no longer be a suitable provision for that child.

In addition to pupils' EHCP stating SEMH as their primary areas of need, our pupils may also have additional needs falling within these categories:

ADDITIONAL AREA OF NEED	CONDITION
Communication and interaction	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties, including poor learner self-esteem and learner-based anxiety
Sensory and/or physical	Moderate hearing impairments
	Moderate visual 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 Sara Wilks (sarawilks@thegatewayschool.co.uk)

She has 4 years' experience in this role and has worked as a teacher in both mainstream primary and special secondary schools. She is a qualified teacher and Deputy Headteacher.

Sara achieved the National Award in Special Educational Needs Coordination (NASENCO) in May 2021.

They are allocated 3 days a week to manage SEN provision.

The school also has a member of teaching staff currently undertaking their NPQ SENCO qualification.

SEND Officer

Our SEND Officer is Debs Hannah (debshannah@thegatewayschool.co.uk)

She has 2.5 years' experience in this role.

Pastoral Manager

Our Pastoral Manager is Amy Johansson (amyjohansson@thegatewayschool.co.uk)

She has 1.5 years' experience in this role at The Gateway School, and several years' experience prior to that at mainstream secondary schools.

Class / Subject Teachers

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

Staff have been trained in the following areas:

- PACE Approach
- Mulberry School Social and Emotional Curriculum and Approach
- Team Teach
- Exam Invigilation and Access Arrangements

Higher Level Teaching Assistants (HLTAs) and Teaching assistants (TAs)

We have a team of 17 TAs, including 4 higher-level teaching assistants (HLTAs) and 3 Emotional Learning Support Assistants (ELSAs) who are trained to deliver SEN provision. In September 2025, our TAs will increase by 6 and our ELSAs by 2 additional members of staff.

Our teaching assistants are trained to deliver interventions such as Forest School, pupil support, reading support, core subject support, play-based work and other pastoral support.

In the last academic year, TAs and ELSAs have been trained in:

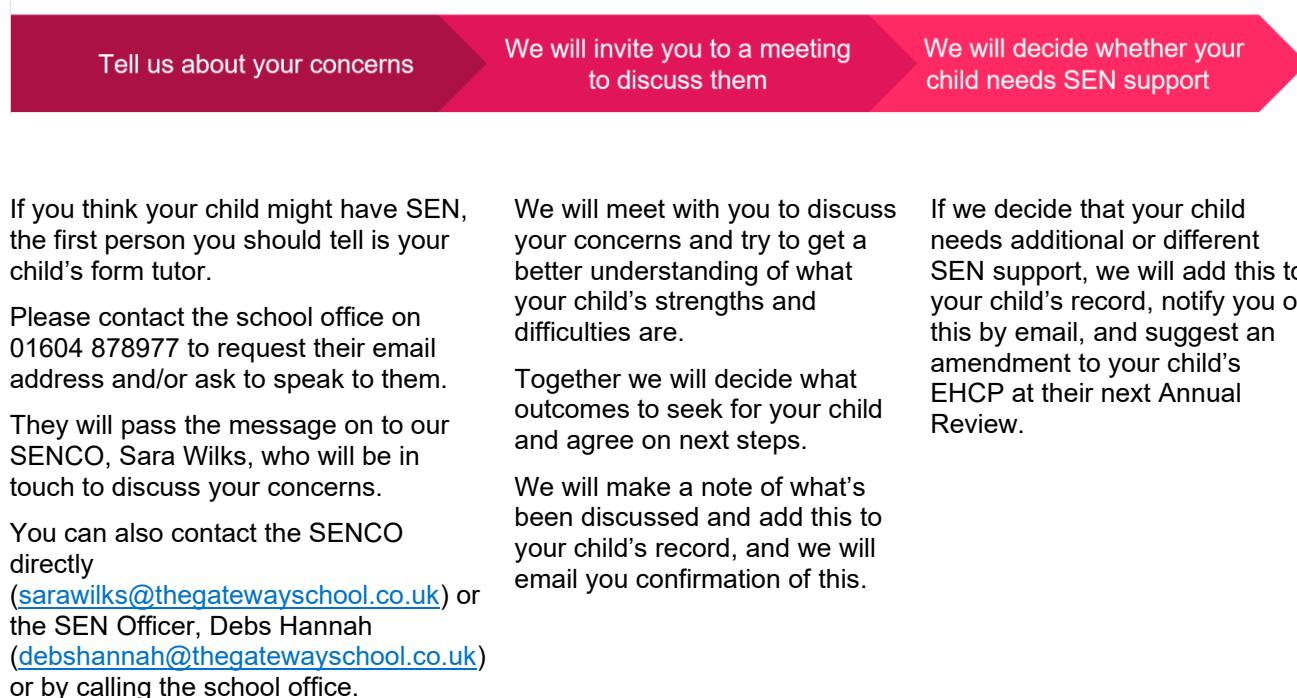
- Lexonik Flex and Leap
- Mental Health First Aid
- Team Teach
- Protective Behaviours
- Exam Invigilation and Access Arrangements

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
- Specialist Teachers for Visually Impaired
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services

3. What should I do if I think my child has additional or different SEN to that specified in their EHCP?



4. How will the school know if my child needs additional or different SEN support than that specified in their EHCP?

Each pupil's needs as outlined on their EHCP, is summarised on their Statement of Educational Needs. This statement is available to all staff within school via our Management Information System, Arbor.

The SEN Office is also developing Individual Learning Plans (ILPs) for each pupil. This report will be available from Arbor and will show what SEN support is available for the pupil, including class-based provision and considerations, the pupil's preferred safe space and team of supporting adults within school, interventions and exam access arrangements. It is anticipated that these will be available for each pupil by Summer 2026 and will be available for all staff within school via Arbor. Parents/carers can request a copy.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

We will have regular discussions with the pupil and their parents when identifying the special educational provisions required. These consultations will include:

- Direct discussion with the pupil, group work sessions and 1:1 work
- Setting of learning targets
- Contributions towards personal plans and assessments of need
- Choice of schools
- Transition meetings
- Reintegration meetings

These discussions will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and a copy offered to their parents.

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

At The Gateway School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best
- develop their skills in line with the school's six core values: resilience, communication, going beyond your borders, communication, reflection and balance.
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

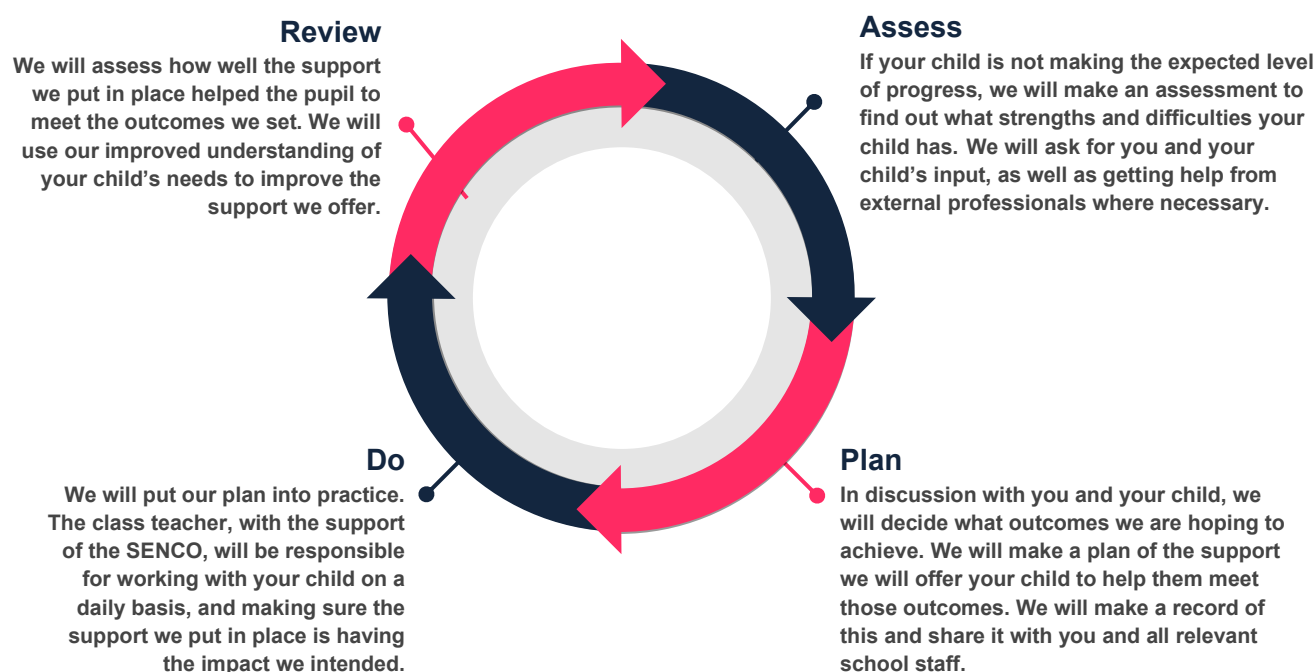
We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Pupil progress is measured holistically three times a year in terms of:

- Progress against EHCP targets
- Progress against the school's six core values
- Academic progress
- Behaviour data (both positive and negative)
- Attendance

For more information, please see our Assessment Policy [here](#)

Interventions and non-class activities are assessed and reviewed six times a year, using the 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. For non-academic interventions and activities, these will be based on our six core values.

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 school reports on your child's progress twice a year

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

We will have regular discussions with the pupil and their parents when identifying the special educational provisions required. These consultations will include:

- Direct discussion with the pupil, group work sessions and 1:1 work
- Setting of learning targets
- Contributions towards personal plans and assessments of need
- Choice of schools

- Transition meetings
- Reintegration meetings

These discussions will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and a copy offered to their parents.

All parents and carers of pupils at The Gateway School are considered to be our partners. They will be supported to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective, school staff will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the pupil's strengths as well as their areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures. Are aware of how to access support in preparing their contributions, and are given documents to be discussed in advance of meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs which parents themselves may have, such as a disability or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings

It is vital for the school to maintain positive and clear communication with parents throughout the school year to make sure students feel fully supported. Form tutors and/or personal tutors inform parents of the pupil's school life and experiences, both positive and negative, regularly.

Meetings are offered in-person, online via Teams or Zoom, or by telephone.

The Pastoral Manager works very closely with parents to ensure they are fully involved in their child's education, whether this be about accessing school trips, attending meetings, completing forms or links to other agencies.

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 via email or phone.

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

Pupils are enabled and encouraged to participate in all decision-making processes in education. They need to be part of the process, to know that they are listened to and that their views are valued.

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

To allow senior leaders to hear the voice of the students and act accordingly, pupils complete the following:

- School views questionnaire
- Contribution towards the School Council

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

It is the intention of our school that every child, regardless of difference in mind, body or social circumstance, will be provided with the opportunities to fulfil their potential, contribute to their community and find their place within society.

We aim to provide a rich learning environment flexible enough to meet the needs of all members of our school. To do this, we:

- Screen all pupils for reading upon entry to the school
- Provide access to a range of qualifications across the curriculum, at Entry, Functional Skills, BTEC and GCSE level
- Provide a range of enrichment activities and opportunities to develop social and emotional skills through our Warm-up and TAB (Teaching Acceptable Behaviours) sessions
- Rigorously monitor the progress of all pupils to ensure learning is taking place
- Rigorously monitor the availability and impact of cognition and learning interventions for all applicable pupils to ensure the effectiveness of the provision and that learning is taking place
- Rigorously monitor the availability and impact of pastoral interventions and enrichment opportunities for all applicable pupils to ensure the effectiveness of the provision and that progress is being made towards the school's six core values
- Provide individualised learning timetables to support our pupils and maximise achievement
- Refer to external agencies, such as Educational Psychology, if further professional advice is required
- Take advice from the Local Educational Authority

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Every teacher is responsible for the progress of all students in their class and every member of the school community is able to contribute to the development of the pupils within the establishment. All students will be challenged to raise their aspirations and all staff will raise their expectations to ensure the best possible outcomes for children and young people within the setting.

Pupils are taught in small class sizes (Max: 10 pupils) and teachers are supported by at least one teaching assistant.

Where possible, pupils are taught in Key Stage groups and follow a curriculum based upon the National Curriculum. The individual needs and learning styles of pupils will determine the methodologies used. The school is committed to offering carefully structured access (with the appropriate support) to a mainstream curriculum if appropriate to the pupils' needs.

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 '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 ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Apply for exam access arrangements for pupils

We also provide a range of interventions, including:

- 1:1 or small group reading
- 1:1 or small group maths and English
- 1:1 specialist teaching across the curriculum
- 1:1 or small group emotional awareness
- 1:1 play-based therapy
- Small group drama to explore emotional awareness, relationships and acceptable behaviours
- Small group Outdoor Learning
- 1:1 pupil support
- 1:1 or small group music
- External provision, including: equine-based activities, motor vehicle studies, construction studies and sports-related social skills

These interventions are part of our contribution to West Northamptonshire's local offer, which can be found [here](#)

Our accessibility plan can be found [here](#)

Our school improvement plan focuses on developing learning for all and details our planned continued professional development (CPD) opportunities for all staff.

Pupils presenting challenging behaviour may benefit from an additional Individual Education Plan (IEP), which details strategies and arrangements to support the pupil.

Looked after children (LAC) will undergo reviews of their progress and placement via LAC reviews, Personal Education Plans (PEPs), and IEP Plans.

Where a pupil makes significant progress and the parents/carers and professionals agree that the EHC Plan is no longer required, the school will work with the Local Authority to ensure appropriate new provision is identified.

9. How will the school support pupils moving between phases of education and preparing for adulthood?

Transition is a part of life for all learners. This can be transition to our school, having a new teacher, or moving on to another school, training provider or moving into employment. The Gateway School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all our learners. We offer a carefully developed transition programme for new pupils joining the school, including:

- A 'Welcome to The Gateway School' booklet, providing information about the school day, staff, the building and contact details
- SEND Department liaison meetings with the prior setting
- New Pupil Paperwork completed by the prior setting to detail needs, home circumstances, likes and dislikes and exposure to early-life traumatic events
- Home visits by the Form Tutor or SEND Department
- School tours
- Liaison with the SenCo and/or Pastoral Manager

For our KS4 pupils considering their Post-16 destinations, we offer the following:

- Careers advice and assistance in completing application forms and personal statements
- Work experience placements
- Liaison with the Post-16 provision's Home/School Partnership Officer and Post-16 Officer
- Individualised transition arrangements to Post-16 destinations to manage anxieties and fears about moving on

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

10. 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 EHCP Targets three times a year
- Assessing their Core Value Priorities three times a year
- Reviewing their performance in lessons in terms of their Attitude & Engagement and Academic Progress three times a year
- Reviewing the impact of interventions six times a year
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review
- Holding a PEP and/or LAC review (if they are a looked after child)

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

The school receives base funding from their Local Education Authority (Currently, £10,000 p.a. per child). In addition, each pupil is allocated top-up funding based on their level of need and risk under the West Northamptonshire RAS system.

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

- Extra equipment or facilities
- Additional adult support
- 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. We will also consult with West Northamptonshire LEA to attempt to secure additional funding if this is required to meet need.

12. How will the school make sure my child is included in activities which pupils at other schools who don't have SEND may expect to participate in?

All pupils have an EHCP detailing their SEN.

As all our learners are transported into school from across the county, there is no opportunity to access extra-curricular activities after school hours. However, we offer a range of opportunities throughout the school year to ensure our pupils can explore different activities and enrichment programmes, including:

- Warm-up activities three times per week, including sports, art and design, breakfast club and outdoor learning
- Teaching Acceptable Behaviour (TAB) activities five times per week, including arts, design and craft-based activities, outdoor learning, sports and ICT

- KS3 Enrichment activities, including outdoor learning, out and about in the community, sports, drama, cookery and biking
- KS4 pupils have access to the school's Vocational Learning Centre to work towards a qualification in motor vehicles or construction. Alternatively, pupils can work towards a BTEc: Sport qualification. Selected pupils can work towards an additional GCSE qualification in Computing
- Year 11 pupils are invited to engage in a two-week work experience placement in their chosen field
- Links with Northampton Town Football Club to engage with a community football programme
- End of term trips out of school, including the zoo, Go Ape, Milton Keynes Shopping Centre and local cycling routes
- Parent and Pupil events, including cookery, sporting events, charity mornings, sports day and a summer fete

No pupil is ever excluded from taking part in these activities as a direct result of their SEN or disability and we are committed to making reasonable adjustments to ensure participation for all, so please contact the SENCO to discuss specific requirements. Risk assessments and risk reduction plans are carried out to increase safety, as required.

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

Pupils must have an EHCP to be admitted to The Gateway School. The primary need within this EHCP must be SEMH difficulties. The Gateway School does not admit pupils diagnosed with Autism Spectrum Disorder (which should be classified as a Communication and Interaction need on the plan, not SEMH), as their primary area of need.

Pupils must also fall within Ranges 5a – 6b for Social, Emotional and Mental Health needs, as defined by West Northamptonshire Local Education Authority in their 'Using the SEND Ranges 0-25 years Guidance 2022' handbook.

All referrals must be made via West Northamptonshire Local Education Authority, emailed to consultations@thegatewayschool.co.uk: we do not accept referrals directly from parents or other professionals, or to other email addresses within school, for example directly to the head teacher.

Referrals are logged and reviewed on a strictly first-come, first-served basis.

The pupil's needs and special educational provision are reviewed by the SEN department, and then discussed with the head teacher.

If we feel we are able to meet a pupil's needs, based on the information offered to us at the time of referral, and subject to space being available in that year group, an offer will be submitted to West Northamptonshire Local Education Authority. If additional information comes to light between an offer being made and the pupil starting at the school, we reserve the right to issue a withdrawal of offer letter if we no longer feel we can meet need.

If we have no space in the Year Group, we will notify West Northamptonshire Local Education Authority that we are unable to admit the pupil on the grounds of capacity and Health and Safety.

If we feel we are unable to meet a pupil's need, we will submit the reasons for this in writing to West Northamptonshire Local Education Authority.

All responses will be made within 15 working days of the referral being made to the school.

14. How does the school support pupils with disabilities?

Our school aims to treat all pupils fairly and with respect, in accordance with the provisions of the Equality Act 2010. This involves providing access and opportunities for all pupils without discrimination of any kind, including:

- Pupils meeting the admissions criteria of the school will be the subject of reasonable adjustments made to facilitate their physical access to the learning environment, including:
 - All areas of the school have ramped access and there are no steps or stairs
 - All outside sports facilities have ramped access
 - All doors comply with The Discrimination and Disability Act 2010
 - Disabled toilet facilities are provided
- The school has taken the following steps to prevent disabled pupils from being treated less favourably than other pupils:
 - Continuous review of the school environment, including planning, preparation and teaching of the curriculum, including the minimising those areas of the curriculum which have limited access to those with disabilities
 - To provide CPD opportunities for new and existing staff, including training on specific needs, such as attachment and childhood trauma
 - All staff ensure that pupils are able to access and understand information provided to them
 - To provide an atmosphere where pupils feel safe and valued
 - To promote an understanding of disability and work to show positive role models of others with disabilities
 - To avoid the use of stereotypes
 - To use language which emphasises the person, rather than the disability
- Access investigation is included as an explicit element of the school's planning cycle to ensure it is a prominent area of regular review
- The school's accessibility plan can be accessed via the school website or by clicking [here](#)

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

We provide support for pupils to improve their emotional and social development. Staff are aware of the importance of emotional wellbeing and work in creative ways with children and families to boost self-confidence, manage their social and emotional needs and increase social development.

The School's six core values: Communication, Independence, Beyond Your Borders, Resilience, Reflection and Balance, are embedded within its culture; every aspect of the school day reflects pupils' development of these core life skills to enable them to lead happy and fulfilling lives beyond the school gate and in their adult lives, and to be positive contributors within their community

Pupils are supported and encouraged to participate in:

- Roles of responsibility including the school council and peer mentoring
- Representing the school in sports tournaments
- A range of enrichment activities and opportunities to develop social and emotional skills through our Warm-Up and TAB (Teaching Acceptable Behaviours) sessions
- Activities in the community, including enrichment activities, curriculum-based day trips and residential stays

- A range of team-working and social situations during unstructured times of the day, such as lunch and breaks, supervised by trained staff
- A range of locations to enjoy break and lunch with their peers
- Regular contact and liaison with parents, including the ability of parents to arrange a meeting with staff by appointment
- Targeted interventions designed to promote emotional awareness, trust and support from school adults
- Targeted involvement of the Pastoral Manager with families
- Targeted involvement of external agencies, such as Preventing Harmful Sexual Behaviours, Play Therapy or Educational Psychologists
- Carefully developed transition programmes between settings

We have a zero-tolerance approach to bullying and racism. Our policy on this can be found [here](#)

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

Gareth Griffiths (Assistant Headteacher) and Amy Johansson (Pastoral Manager) will work with our SENCO Sara Wilks, 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. They will then be referred to the school's complaints policy which can be found [here](#)

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.

To find out about disagreement resolution and mediation services in our local area, please click [here](#). You can request mediation by clicking [here](#).

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 West Northamptonshire's local offer. Links are as follows:

[West Northamptonshire Local Offer](#)

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

[West Northamptonshire 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. 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