

Special Educational Needs and Disability Information Report 2025 - 2026



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Special Educational Needs Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND provision. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for SEND, read our Special Educational Needs section on our website.

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 SEND does the academy provide for?

Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	SLCN (Speech, Language and Communication Needs)
Cognition and learning	Specific learning difficulties, including dyslexia, DCD (Developmental Coordination Disorder), dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attachment-based disorders
	Trauma-based disorders
	ADHD (Attention deficit hyperactive disorder)
	ADD (Attention Deficit Disorder)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-Sensory impairment
	Physical impairment

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

Our Inclusion Lead or SENCO (Special Educational Needs Coordinator)

Our Inclusion Lead is Sam Sankey.

She has eight years' experience in this role and has worked as a qualified classroom teacher and special needs teacher.

She achieved the National Award in Special Educational Needs Co-ordinations in 2019.

She is a trained DDSL (Deputy Designated Safeguarding Lead) and Designated Teacher for our LAC (Looked After Children).

She is a Senior Mental Health Lead.

She is trained to deliver the Therapeutic Thinking Approach.

She is allocated three days per week to manage Inclusion Provision.

Class Teachers

All of our teachers receive in-house SEND training, and are supported by the Inclusion Lead to meet the needs of pupils who have SEND. They have also received external training from the SALT (Speech And Language Therapy), CLASS (Communication, Language and Autism Support Service) team and TASS (Team Around the School and Setting).

All teachers have received recent training in Attachment Theory, Therapeutic Thinking, SLCN (Speech, Language and Communication Needs), Supporting Sensory Needs in the Classroom, Mindfulness, Dyslexia, PDA (Pathological Demand Avoidance) and Colourful Semantics.

Selected teachers have received training in Women and Girls with Autism, Supporting Struggling Writers, Communication Using Symbols and Intensive Interactions.

Teaching assistants (TAs)

We have a team of TAs, including specialist SEND TAs, who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions such as Thrive, Speechlink, LanguageLink, Jump Ahead, Sensory Circuits, Intensive Interactions, Bucket Time, Colourful Semantics and Nurture Groups.

TAs have been trained in SLCN (Speech, Language and Communication Needs), Women and Girls with Autism, Autism, ADHD (Attention Deficit and Hyperactivity Disorder), Dyslexia, Speechlink, Communicating Using Symbols (Including PECS – Picture Exchange Communication System), Makaton, Therapeutic Thinking, Mindfulness and Thrive.

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 SEND and to support their families. These include:

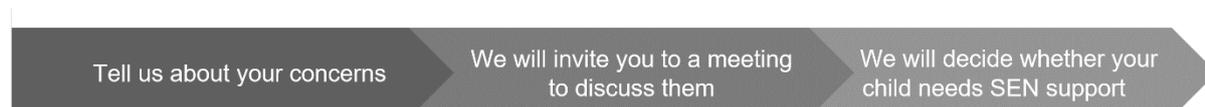
- Speech and language therapists

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- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- The NHS School Health Team
- Child and adolescent mental health services (CAMHS)
- TASS (Team Around the School and Setting)
- CLASS (Communication, Language and Autism Support Service)
- Social services and other LA-provided support services
- Voluntary sector organisations

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



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

You can speak to them on the gate, phone them at school or contact them via the class email system.

They will pass the message on to our Inclusion Lead, Sam Sankey, who will be in touch to discuss your concerns.

You can also contact the Inclusion Lead directly on:

s.sankey@dudleyinfantacademy.org.uk

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 small targets to reach next steps.

We will make a note of what's been discussed and add this to your child's record.

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

All children on the SEND register will have either an ANP (Additional Needs Plan) or APDR (Assess Plan do Review) which will note strengths and challenges, the agreed small step targets and provision in place to meet these targets.

You will be invited to review your child's plan at least three times per year.

All children on the SEND register will complete a Pupil Voice, to gather their own views on their needs and provision, at least once per year.

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

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We aim to identify children's special educational needs and disabilities (SEND) as early as possible, so that they have the best possible outcomes. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to a pupil of the same age.

Our academy will assess each pupil's current skills and level of attainment on entry to the academy. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. This may include increased provision within the classroom or targeted small group work.

Where progress remains below that expected, the class teacher will work with the Inclusion Lead, to carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data, and will contact you to discuss the possibility that your child has SEND. The Inclusion Lead will observe the pupil across the setting to assess their strengths and difficulties.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. Staff also listen and address any concerns raised by the children and young people themselves.

Where it is decided to provide a pupil with SEND support, the decision will be recorded in academy records and we will formally notify parents. We are required to make data on the level and types of SEND in the academy available to the Local Authority. These data, which are collected through the School Census, are also required to produce the national SEND information report.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

A school-based Additional Needs Plan (ANP) or Assess, Plan, Do, Review (APDR) is used when, despite the appropriate targeted support, a child or young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

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Where, despite taking relevant or purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, consideration will be given to requesting an Education, Health and Care Needs Assessment (EHCNA). This request can be made by the academy or by parents.

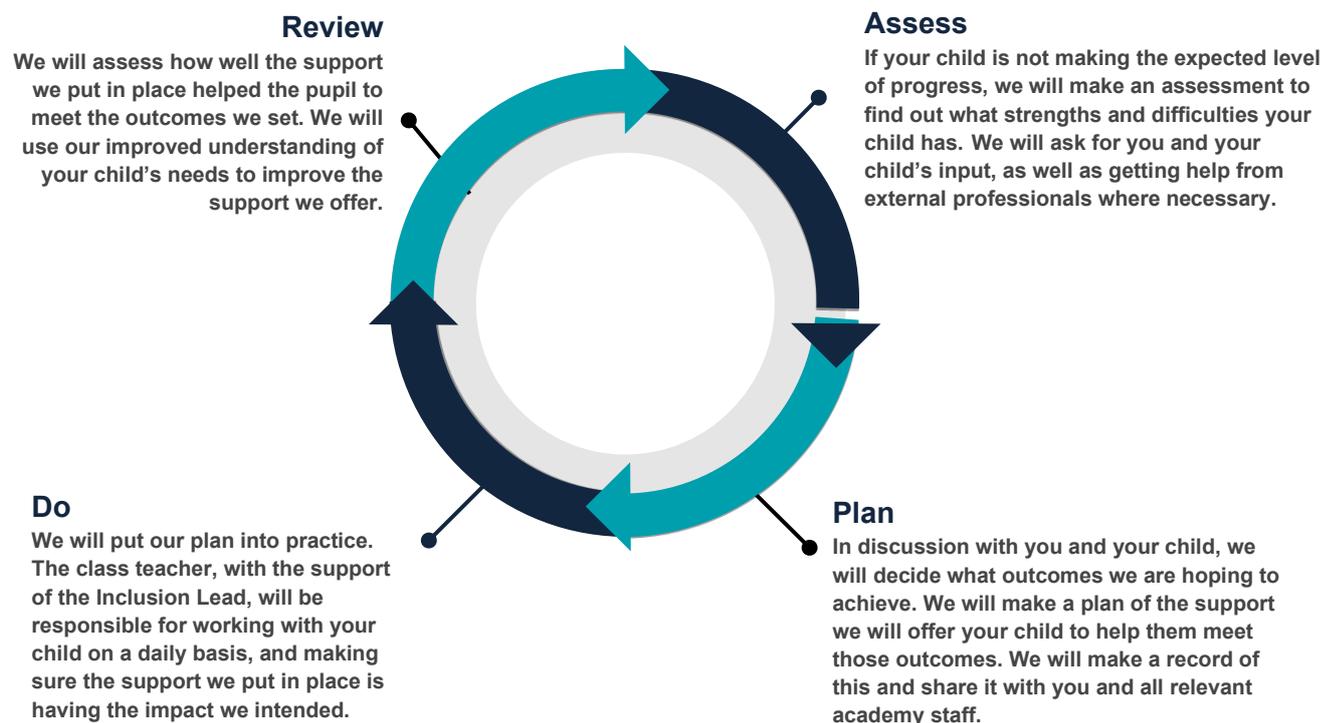
In considering whether an EHCNA is necessary, the Local Authority will consider evidence of the actions already being taken by the academy to meet the child or young person's SEND. An EHCNA will not always lead to an Education, Health and Care Plan (EHCP).

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHCP also specifies the arrangements for setting shorter term targets at academy level.

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

We will follow the 'graduated approach' to meeting your child's SEND 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 aspirational but achievable outcomes for your child.

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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 SEND support. For others, the cycle will continue and the academy'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 annual written reports on your child's progress

Your child's class teacher will meet you at least twice per year to discuss general progress, outcomes and provision.

The Inclusion Lead will invite you for a SEND review meeting at least three times per year to:

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

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

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

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 onto an ANP (Additional Needs Plan) or Assess, Plan, Do, Review (APDR). 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 either in the playground, by phoning the academy or via the class email system.

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 cognition. We recognise that all children are individuals, so we will decide on a case-by-case basis, with your input.

All children will complete a Pupil Voice at least once per year. Where appropriate, they may be asked to attend their SEND review meeting.

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will make adaptations to 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:

- Adapting 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.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using CIP (Communicate In Print)
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a short-term 1-to-1 basis where there is a specific need
- Teaching assistants will support pupils in small groups when children require increased adult support

We may also provide the following interventions:

AREA OF NEED	SPECIFIC NEED	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism	Individual timetables Now/next boards Communication Boards Social stories Talkabout Sensory Circuits Intensive Interaction techniques Makaton Access to calm, safe space

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	Speech and language difficulties	<p>Speech and language therapy using Speechlink and/or Languagelink</p> <p>Programmes supplied by SALT (Speech and Language Therapy)</p> <p>Support from external speech specialists</p>
Cognition and learning	Specific learning difficulties, including dyslexia, DCD (Developmental Coordination Disorder) and dyscalculia	<p>Writing slope</p> <p>Alternative forms of recording</p> <p>Coloured overlays</p> <p>Use of 'buff' paper</p> <p>Priority reading</p> <p>Targeted overlearning</p> <p>Pre-learning of vocabulary</p> <p>Colourful Semantics</p>
	Moderate learning difficulties	<p>Increased visual including CIP (Communicate In Print)</p> <p>Alternative forms of recording</p>
	Severe learning difficulties	<p>Increased visual including CIP (Communicate In Print)</p> <p>Alternative forms of recording</p> <p>Individualised curriculum</p>
Social, emotional and mental health	ADHD, ADD	<p>Individual workstation</p> <p>Increased visual including CIP (Communicate In Print)</p> <p>Access to a Calm Box</p> <p>Movement breaks</p> <p>Wobble cushions</p> <p>Chair bands</p> <p>Bucket Time</p>

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	Adverse childhood experiences and/or mental health issues	Thrive Nurture groups Strategic use of the Calm Room IAPs (Individual Action Plans) Increased ZOR (Zones of Regulation) Access to a calm, safe space
Sensory and/or physical	Hearing impairment	Use of a radioaid Increased visual including CIP (Communicate In Print) Pre-learning of vocabulary
	Visual Impairment	Increased font and display size Adapting the classroom space
	Multi-sensory impairment	Access to ear defenders Access to fiddle toys Sensory circuits
	Physical impairment	Jump Ahead Adapting the classroom and setting space
	Sensory Processing Disorder	Access to calm, safe space Access to sensory equipment Access to low-stimulus environment

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

9. How will the academy evaluate whether the support in place is helping my child?

We regularly and carefully review the quality of teaching for all pupils to make sure every child is making progress. We look at whether our teaching and programmes of support have made a difference and also their cost effectiveness. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

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We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term, to include discussion at PPMs (Pupil Progress Meetings)
- Reviewing the impact of interventions after 12 weeks
- Monitoring by the Inclusion Lead to include meeting at least three times a year with parents/carers to discuss outcomes, progress and provision
- Using ISP, Individual SEND Profiles to measure progress
- Holding an annual review (if they have an Education, Health and Care Plan (EHCP))

10. How will the academy 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 academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

Making sure that every pupil is fully motivated and engaged and able to develop through a curriculum which supports their needs is key here at Dudley Infant Academy - this includes their involvement in the whole life of the setting. We strive to ensure that every child in our care can learn and thrive in a way that appropriately supports them.

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the academy together with those who do not have SEND, and are encouraged to participate fully in the life of the academy and in any wider community activity.

All of our extra-curricular activities and academy visits are available to all our pupils, including our wraparound care (breakfast and after school club) provided by external provider Fireflies Childcare.

All pupils are encouraged to go on our academy trips

All pupils are encouraged to take part in enrichment activities – extra curricular events, creative workshops and activities run by external providers (such as Forest School and Shore Academy)

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No pupil is excluded from taking part in these activities because of their SEND or disability, unless staff and parents have agreed a high level of risk or potentially negative impact, and we will make whatever reasonable adjustments are appropriate to make sure that they can be included.

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

- All pupils/students with an Education, Health and Care Plan naming the academy will be admitted to the academy before any other pupils/students.

Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective pupils with a disability or special educational needs – further details are published on the Trust website.

13. How does the academy support pupils with disabilities?

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with disabilities engage in the activities of the academy together with those who do not have disabilities and are encouraged to participate fully in the life of the academy and in any wider community activity.

The academy building is largely wheelchair accessible. We have disabled changing and toilet facilities. We provide other appropriate support from the school budget including any resources targeted at particular groups or pupils' needs.

We may receive additional top up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Our academy's Accessibility Plan is available on our website.

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

Mental Health and Emotional Wellbeing (MHEW), continues to be a significant focus at Dudley Infant Academy, particularly since the pandemic which caused increased levels of anxiety for parents, carers and children alike.

We support the Social, Emotional and Mental Health (SEMH) of children and young people with SEND and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent school becoming overwhelming.

We make provision for pupils' spiritual, moral, social and cultural development within our PSHE and wider curriculum. Our Thrive practitioner works 1:1 with pupils in order to support their social, emotional and mental health needs. We have two trained Mental Health First Aiders and one Senior Mental Health Lead. We run weekly nurture groups for each class focusing specifically on supporting

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any children struggling with their emotional wellbeing. All school staff are trained in the Therapeutic Approach and Individual Action Plans (IAPs) support those children for whom the more general Behaviour Policy is inappropriate.

We may work with other services to support children, such as the Team Around the School and Setting (TASS), Communication Learning and Autism Support Service (CLASS), PSS (Pupil Support Service) and the Child and Adolescent Mental Health Services (CAMHS).

At Dudley Infant Academy we promote a positive growth mind set in all areas of our academy, including how we behave. To achieve this we endorse mutual respect, good relationships and positive use of language between all staff and learners. More information about support for behaviour, avoiding exclusions and increasing attendance can be found within our Behaviour Policy, which is available on our Academy website.

We use a range of approaches to support children's social and pastoral needs. Children are given the opportunity to contribute their views through the School Council, who meet regularly, and through completing a Pupil Voice, which allows children on the SEND register to offer their thoughts and feelings about the support they are receiving.

We have a 'zero tolerance' towards bullying. All issues are thoroughly investigated and recorded and support put into place where appropriate.

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

Our SEND support includes planning and preparation for the transitions between phases of education, key stages and year groups. We will agree with parents and students/pupils the information to be shared as part of this process. We support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another. If a child or young person has an EHCP, this will be reviewed and amended in sufficient time prior to moving between key phases of education. This review and any amendments must be completed by 15th February in the calendar year of the transfer.

Between years

To help pupils with SEND be prepared for a new academy year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Organise individual meetings with the new class teacher and individual children where deemed necessary
- Produce social stories to help pupils prepare over the summer holidays

Between schools

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When your child is moving on from our academy, we will ask you and your child what information you want us to share with the new setting.

The Inclusion Manager of the junior academy meets throughout the academic year with our Inclusion Lead. They discuss the needs of all the children who are receiving SEND support in Year Two.

Pupils will be prepared for the transition by:

- Timetabled visits to Dudley Infant Academy by the children's new teachers
- Visits to the junior academy in the last term
- Social stories to prepare all the children for the transition over the summer
- Increased small group visits for those children who we deem with parents may struggle with transition
- Pupils may be included in our bespoke Enhanced Transition Programme, developed with the CLASS (Communication Language and Autism Support Service)

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

Sam Sankey, Inclusion Lead and Designated Teacher for LAC and PLAC, will work to make sure that all staff members understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning. All staff members have been trained in The Therapeutic Thinking Approach and this is included in our induction processes for new staff.

Children who are looked-after or previously looked-after will be supported in much 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 SEND support plans or EHCPs are consistent and complement one another.

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

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these.

Complaints about SEND provision in our academy should be made to the class teacher and/or Inclusion Lead.

If you are not satisfied with the academy's response, you can then be referred to the Trust's Complaints Policy and Procedure which can be found [here](#)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

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If you feel that our academy 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-academy/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. Details of how to contact this service can be seen [here](#)

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

If you have questions about SEND, or are struggling, 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 East Sussex local offer. East Sussex Local Authority publishes information about the local offer on their website:

<https://localoffer.eastsussex.gov.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be seen [here](#)

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
- **Adaptation** - when teachers adapt how they teach in response to a pupil's needs
- **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

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- **EHCNA (Education Health Care Needs Assessment)** – the needs assessment is the first step on the way to securing an EHCP (Education, Health and Care Plan). The local authority will complete an assessment to decide whether a child needs an EHCP.
- **EHCP** – 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 an EHCNA or EHCP and against discrimination by an academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the academy 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 SEND 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 academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEND information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages