



# PUDSEY GRAMMAR SCHOOL

EST.1905

Special Educational Needs and  
Disabilities Information Report  
(relating to the academic year of)  
2024 - 2025

Date presented to Governors:  
26<sup>th</sup> November 2025

Approved by: **Mrs. E Matthews**

**Mr. A Karnacz**

Last reviewed on:

Next review due by: **September 2026: This document will be updated annually and as soon as possible when any of the information in it changes**

1. What types of SEN does the school provide for? .....	4
2. Which staff will support my child, and what training have they had? .....	5
3. What should I do if I think my child has SEN? .....	6
4. How will the school know if my child needs SEN support? .....	6
5. How will I be involved in decisions made about my child's education? .....	7
6. How will my child be involved in decisions made about their education?....	7
7. How will the school adapt its teaching for my child? .....	7
8. How will the school evaluate whether the support in place is helping my child?.....	9
9. How will the school resources be secured for my child? .....	9
10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?.....	9
11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?.....	10
12. How does the school support pupils with disabilities? .....	10
13. How will the school support my child's mental health and emotional and social development?.....	10
14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? .....	10
15. What support is in place for looked-after and previously looked-after children with SEN? .....	11
16. What should I do if I have a complaint about my child's SEN support? .....	11
17. What support is available for me and my family?.....	11
18. School Characteristics and SEND Data Breakdown .....	12
19. Priorities for next year.....	15
20. Governor statement.....	15
21. Compliance.....	15
22. Glossary.....	16

In order to place Pudsey Grammar School's SEND Priorities for 2025/26 into context, it is necessary to review the outcomes of the 2024/25 period.

Reflection on the progress made in SEND will allow school to make informed decisions on how resources are to be utilised going forward or if further investment is needed. Statutory Responsibilities We must comply with the 'Special Educational Needs and Disability Code of Practise: 0 to 25 years' January 2015 <https://www.gov.uk/government/publications/send-code-of-practice0-to-25> Our SEND policy is published on our school website and is known as the 'Local Offer'.

### Context

Pudsey Grammar School is a heavily oversubscribed non-selective 11 to 18 year old school of over 1300 students, and Sixth Form, of over 250 students. This report offers an overview of the Special Educational Needs and Disabilities and provision at Pudsey Grammar School for the academic year of 2024 - 2025. Over the past academic year, significant improvements have been made to SEND, this has involved increased staffing capacity, a change of leadership and increased staff training for all staff, provision continues to remain advanced and inclusive. If you want to know more about our arrangements for SEND, please read our SEND policy.

Note: Glossary can be found in the appendix

### Summary of SEND Performance 2024-2025

Y11 Summer 2025 Exam Performance Comparison	All students	EHCP (5)	SEN Support (37)	Non-SEN (185)
Average A8 grade	4.36	2.88	2.15	4.84
Achieving 9-5 English & Maths	42.3%	20%	10.8%	49.20%
Achieving 9-4 English & Maths	62.6%	40%	21.6%	71.4%
5 standard passed including English & Maths	57.3%	20%	18.9%	65.9%
Average English A8 grade	4.79	4	2.7	5.23
Average Maths A8 grade	4.36	3.6	2.41	4.77

The GCSE data for 2024/2025 shows there is a gap between the attainment of SEND and non-SEND cohorts. Whilst there was some fantastic success for our EHCP students particularly in English, there is further work needed to support this cohort. One area of development is that of the SEND cohort, it appears that whilst significant support goes towards the EHCP cohort, and this has led to higher levels of attainment than predicted, there is a gap between the EHCP and SEND cohort. As a team we are targeting this cohort moving forward and ensuring we are using achievement briefings and department time to raise awareness of this cohort of students.

It is expected that there will be a discrepancy in attainment between SEND and non-SEND cohort due to the different starting points these students had, the majority of our lowest ability students are SEND students and therefore when measuring attainment there is always likely to be a gap. However, we strive to ensure this gap is bridged and that we continue to work to ensure that all teaching staff are aware of the needs of our students and how best to support them in lesson.

Y13 Summer 2025 Exam Performance Comparison	All students	SEN (6)	Non-SEN (88)
LS3 Average Grade	C+	C=	C+
L3 Overall VA	0.02	0.03	0.01
L3 Average points per entry	32.17	31.4	32.22
A Level VA	-0.12	-0.12	-0.12
Academic VA	-0.08	-0.08	-0.08
Applied General VA	0.27	0.34	0.27

There was a very pleasing performance from the Year 13 SEND cohort, with SEND students making progress in line with the non-SEND cohort. In addition to this students with SEND made more progress than the non-SEND cohort in Applied General qualifications, this is fantastic achievement and testament to the brilliant working of the 6<sup>th</sup> form team and teaching staff across PGS.

Include SEND academic performance

### SEND Attendance 2024-2025

	2024/25		2023/24		2022/23	
SEND Code	National attendance*	PGS attendance	National attendance	PGS attendance	National attendance	PGS attendance
E	87.26%	83.60%	86.70%	76.10%	87.90%	71.80%
K	90.37%	80.20%	89.10%	79.80%	90%	85.60%

\*Data currently available for Autumn and Spring terms 24/25

For the year 2024/2025 attendance for SEND students continues to be below national average; however there has been significant improvement from previous years. Significant work has gone into improving attendance across the whole school with a particular focus on the SEND cohort. The work of the SEND leadership team in combination with attendance and pastoral staff has allowed positive relationships to be developed leading to a significant increase in attendance of our EHCP cohort. In addition to this the development of the Inclusion unit creating KS3 and KS4 cohorts has played a significant role in the improvement in attendance. Attendance of SEND students continues to be a

priority moving into 2025/2026, we are already seeing improvements thanks to the increased capacity in SEND leadership and the new building for Inclusion.

## **SEND Training 2024-2025**

### **SEND team training**

- STARS training led by Gavin Woodshaw – relational approaches and sensory circuits
- Medical training – led by Leeds Respiratory Team
- IPM training – led by SENCO
- Social Emotional Mental Health Training – Mindmate
- Fire Safety and Evacuation Training – In School
- Epilepsy Training – NHS

### **Whole Staff Training**

- ADHD training led by SENCO
- Inclusive Classroom led by SENCO
- Building Positive Relationships led by leadership
- Developing Positive Behaviour Systems led by leadership
- SEND systems and finding information led by SENCO
- Access Arrangements Update led by SENCO
- Key Student Updates – led by SENCO each half term

## **SEND Cohort 2025-2026**

This section summarises the current context for the SEND cohort at Pudsey Grammar School for the Year 2025-2026, identifying type of need and our whole school approach to SEND.

### **Who are our SEND Students?**

1. Students with an Educational Health Care Plan (EHCP), formally known as a Statement. These students have complex needs, often have a formal diagnosis and generally receive funding for inclusion (FFI). An EHCP is a legal document which outlines the needs of the student and states the expected outcomes of the student in each academic year. These documents are reviewed annually. Staff are made aware of who these students are through the use of an 'E' code on Arbor and on our SEND spreadsheet.
2. Students are considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made. This is where students have a greater difficulty in learning than their peers, or have a disability which prevents or hinders them from making use of the facilities that are generally provided (Code of Practice, 2015) Staff are made aware of who these students are through the use of a 'K' code on Arbor and on our SEND spreadsheet.

### 2025/2026 SEND Cohort

Year Group	No of SEND	No of EHCPs	No of SEND K	No of Yes to Assess
7	53	7	49	2
8	44	5	39	3
9	43	10	36	4
10	42	6	39	6
11	35	2	33	2
12	11	2	9	0
13	8	1	7	0

### Comparison of 2025/2026 SEND Cohort to Prior Cohorts

Area of Characterisation	25/26	24/25	23/24	22/23	21/22
Total number of students on roll	1367	1366	1319	1337	1313
Total number of students SEN registered	222	216	280	137	109
Number of students with EHCPs	33	22	14	11	8

It is clear from the data above that the size of the SEND cohort at PGS is growing significant year on year. This is reflected in national data where it has been reported that the % of students with SEND has increased by 40% in the last 5 years. It can be seen that the figures at PGS have more than doubled in this time frame.

It is also evident that the number of EHCPs at PGS has increased by more than 200% in the last 4 years, this creates a significant impact on the SEND provision required at PGS, which is reflected in the increased capacity added to the SEND team and the whole school work completed on increasing understanding of SEND, building positive relationships and streamlining data sharing across the school.

Area of characterisation as a percentage vs National	25/26	24/25	23/24	22/23	21/22
Total number of students SEN registered	16.2%	15.8%	21.2%	10.2%	8.3%
National % (all schools)		13.4%	12.9%	12.4%	11.9%
Number of students with EHCPs	1.8%	1.6%	1.1%	0.8%	0.6%
National % (all schools)		3.1%	2.7%	2.4%	2.2%

### Area of Need 2025/2026 - SEND

Breakdown of SEN register by primary category of need	25/26	24/25	23/24	22/23	21/22
Cognition and learning	85	71	74	32	19
Sensory impairments	28	27	16	37	23
Behavioural, social, emotional and mental health needs	103	116	104	27	29
Speech, language and communication needs	60	45	N/A	15	21
Physical disabilities	12	13	11	2	2
Medical needs	6	6	5	24	115
Communication and Interaction	113	95	69	N/A	N/A

## Area of Need 2025/2026 - EHCP

Breakdown of EHCPs	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHCP	7	5	10	6	2	2	1	33
ASD	1	3	5	1	1	2	1	14
SpLD (e.g. dyslexia)	1		1					2
Speech, Language and Communication	1							1
Moderate Learning Difficulty			1					1
SEMH	3	2	2	4	1			12
Physical or Medical Need	1		1	1				3

## Priorities for academic year 2025/2026

- 1) To enhance and further develop information sharing systems across school for all students, with particular focus on information sharing regarding the needs of SEND and vulnerable learners. With the growing number of students with SEND and the increase in need seen at PGS the previous systems of information sharing are increasing workload for all staff to an unmanageable level. The focus for 2025/2026 is to create a bespoke document that will allow concise yet thorough sharing of the key needs, provisions and characteristics of all students at PGS.
- 2) To continue to develop and expand the Inclusion offer at PGS. With the completion of our Future Foundation build we are in an exciting position of having a team of staff in place to work with our most vulnerable students. The expansion to a full time KS3 and KS4 cohort of students has already taken place in September 2025. The goal for the rest of 2025/2026 is to ensure that this resource is used to capacity to allow us to create bespoke offers to meet the needs of some of our most vulnerable SEND learners.
- 3) To continue to work with students and families to enhance the EHCP application process and ensure that we are able to ascertain EHCPs for students continuing to access our provision.

## SEND Support at PGS

### 1. What types of SEN does the school provide for?

Pudsey Grammar School provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties

Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

**Ellen Matthews** – SENCO Assistant Headteacher - SEND and Inclusion

**Courtney Shepherd** - Deputy SENCO - KS3

**Nathan Haley** – Deputy SENCO – KS4 and KS5

**Priyani Wick** – Access Arrangement Lead and Dyslexia Lead

Team of 9 Teaching Assistant's - primarily support students in lesson and in the SEND room. A number of students access support in lessons, as documented in their EHCPs so a significant proportion of the team will be directed to support these students. Teaching Assistant's will also deliver bespoke small group and 1:1 interventions as required, members of the team specialise in autism, speech and language, SEMH and dyslexia.

Class teachers – all staff are teachers of SEND and receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND. Staff have also had training led by external agencies to support their understanding of how best to support students with SEND.

External agencies and experts

We work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Mindmate support team
- DAHIT – deaf and hearing-impaired team
- STARS – Specialist Training in Autism and Raising Standards
- SENIT – SEMH team

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should contact is the SEND or pastoral team. Contact details on the school website.

We will contact 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 share relevant details with the form tutor and teaching staff

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 take part in regular SEND training and are made aware of the emerging needs of students during half termly achievement briefings. Classroom teachers are able to use observations and in class assessments to identify any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, students being easily distracted or facing sensory overload.

If a teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. The classroom teacher will then put in support to allow this student to bridge the gaps. If the support isn't successful teaching staff will communicate with the year and SEND teams and wider support can be put in place.

The SEND or Year team will make contact with home to 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.

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

In addition to this the Year Teams and SEND team monitor pastoral data to pick up any patterns or concerns in terms of engagement with lessons. This will then be communicated with home to allow conversations to take place regarding how best to support a young person.

5. How will I be involved in decisions made about my child's education?

You will receive progress information for your child 3 times a year, this will include information regarding your child's attitude to learning (ATL) in each subject area as well as their academic progress. This information will be sent home in writing and via email.

Parent's evenings will also take place once a year allowing face to face meetings with teaching staff, SEND staff will also be available on these nights. In addition to this information evenings are held for each year group every year allowing opportunity to hear key information about events of the year and meet your child's form tutor.

If your child has an EHCP you will be invited in for an EHCP review once a year.

If any concerns arise, you are able to contact the SEND, Year Team or Form Tutor to arrange a meeting or phone call to discuss your concerns and what support we can put in place.

6. 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 2 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

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

The Schools accessibility plan is on the school website, and this is continually updated and takes into account the need of everybody in school.

Classroom 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:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups
- We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism Spectrum Disorder	Visual timetables In school Autism Lead
	Speech and language difficulties	Speech and Language therapy  In school Speech and Language Key Worker
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Bespoke online interventions (IDL) Smaller class sizes Homework Club
Social, emotional and mental health	ADHD, ADD	Pastoral Support Behaviour Support Worker External referrals Small group intervention
Sensory and/or physical	Hearing impairment	External support from the Hearing Impairment Team (DAHIT)
	Visual impairment	In School Visually Impaired Key Worker  External support from the Visual Impaired team (VI)

	Multi-sensory impairment	Fidget toys Time out pass Movement break
	Physical impairment	Lead First Aider Building adaptions Staff training

8. 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 each term when data collections are completed by classroom teachers,
- Reviewing the impact of interventions in a timely manner, as each student is looked at on an individual basis.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if students have an education, health and care (EHC) plan)

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

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

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

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs, House System Competitions, school council etc.

All pupils are encouraged to go on our school trips, including our residential trips, geography field trips, Duke of Edinburgh Awards, ski trips and international trips (including Iceland, China and New York).

All pupils are encouraged to take part in sports day, school plays, special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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

Pudsey Grammar School is an inclusive and compassionate school. Students with an EHCP can apply for a place at Pudsey Grammar School via the Leeds SENSSAP team. Any request is then passed to the school to consider and advise whether we can meet the student's specific needs. We encourage any parent/carer applying in this way to provide as much current and detailed information to the school/with their application. This will allow the school to fairly assess its ability to meet their individual needs. The school has a well-established process of transition for student from primary schools into secondary as part of the wider transition process.

Temporary and permanent needs of students as well as existing and emerging health needs of all students are closely monitored and arrangements for individualised support are developed in consultation with parents and medical or other appropriate professionals. Short-term mobility needs are considered, and guidance and help given as appropriate.

12. How does the school support pupils with disabilities?

All our students are treated fairly, we have a table within our Accessibility plan which is monitored by the SEND team and the Governing Board, we ensure that no student is left behind and every step is taken to guarantee all students with SEN have an equal footing.

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

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of House system competitions to promote teamwork and building friendships
- We encourage pupils with SEND to take part in student panels during recruitment for new staff members
- We provide extra pastoral support for listening to the views of pupils with SEN by speaking to Year Leaders and the BSW's
- We work with Pudsey Cluster, Mindmate SPA, Mindmate Support Team and SENIT – SEMH team to secure external support for students who are struggling with their social, emotional and mental health
- We run various homework clubs for students who need extra support with social or emotional development, recently we have also introduced breakfast clubs for all students

- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following our Bullying Policy.

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

**Between years**

To help pupils with SEND be prepared for a new school year we ensure that pastoral leaders and form tutors stay in place to ensure stability and consistency for all students.

**Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will support with transition visits and work closely with the previous or new school to ensure a smooth transition.

**Between phases**

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term. We also run a transition club allowing our most vulnerable new starters to take part in regular visits to PGS prior to their start in September. This allows students to understand the layout of the building, meet key staff and see key documents. We host a Year 7 information evening in the Summer term to allow all new parents the opportunity to visit PGS and meet key members of staff, further information evenings take place in the autumn term of Year 7 to allow parents to meet form tutors and get an understanding of how the school year runs.

**Onto adulthood**

We provide all our pupils with appropriate advice on paths into work or further education. We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Mr. O Bassett (Assistant Headteacher for Progress and Designated Teacher) will work with the SEND and Pastoral Teams 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.

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

Complaints about SEN provision in our school should be carried out as per the complaint's procedure.

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

If you have questions regarding SEND, or are struggling to cope, please get in touch and let us know.

We want to support you, your child and your family. For information regarding SEND in school:

SENDCo Mrs. E Matthews [e.matthews@pudseygrammar.co.uk](mailto:e.matthews@pudseygrammar.co.uk)

Deputy SENCO KS3 – Miss C Shepherd [c.shepherd@pudseygrammar.co.uk](mailto:c.shepherd@pudseygrammar.co.uk)

Deputy SENCO KS4 – Mr N Haley [n.haley@pudseygrammar.co.uk](mailto:n.haley@pudseygrammar.co.uk)

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

Link off to all local SENDIASS organisations in your catchment area.

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. Governing Body Statement

The Governors ensure that correct procedures and policies are adhered to and ensuring provision is made for pupils with SEND and ensuring high standards are promoted. Monitoring the SEND department has the appropriate staffing and what funding arrangements are in place. Governors also ensure there is a model of Assess Plan Do Review in place around the SEND provision. Regular meetings are held with the SENDCo. and SEND Governor, the SENDCo also delivers regular presentations to the Student Support Committee.

19. Compliance with statutory duties

<input checked="" type="checkbox"/> / <input type="checkbox"/>		
All provision is in place for students with statements of SEND / EHCPs		Yes
Annual reviews have been conducted on time		Yes
The school's SEND policy reflects reality within the school		Yes
The school has responded to all professional recommendations made in this period		Yes
Students with disabilities have accessed all relevant school activities including trips		Yes

20. 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
- SENDCo – the special educational needs and Disabilities 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