

## Special Educational Needs and Disabilities (SEND) Information Report



**HYPHE BAY**  
Church of England  
Primary School

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<b>Approved by:</b>	FGB	<b>Date:</b>	07.11.2024
<b>Last reviewed on:</b>	31.10.2024		
<b>Next review due by:</b>	01.11.2025		

Signed	Designation	Date
	Headteacher	
	Chair of Governors	

Anchored by God, we strive to teach children to be confident, connected, and creative through outstanding teaching and care. We show our love, tolerance, forgiveness, and compassion, not just by talking about them but living them each day of our lives.

"We should love people not only with words and talk but by actions and true caring."  
1 John 3: 18

Our vision is to be a Spirit- filled community where every individual flourishes and is respected.

Our Christian values allow us to be an inclusive school which, through our learning, strives to give everyone life in all its fullness.

Within our local and global culture of continuous learning and reflection, we aim to deliver a broad and ambitious curriculum to all children in our care.

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# Kent SEND Information Report

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.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



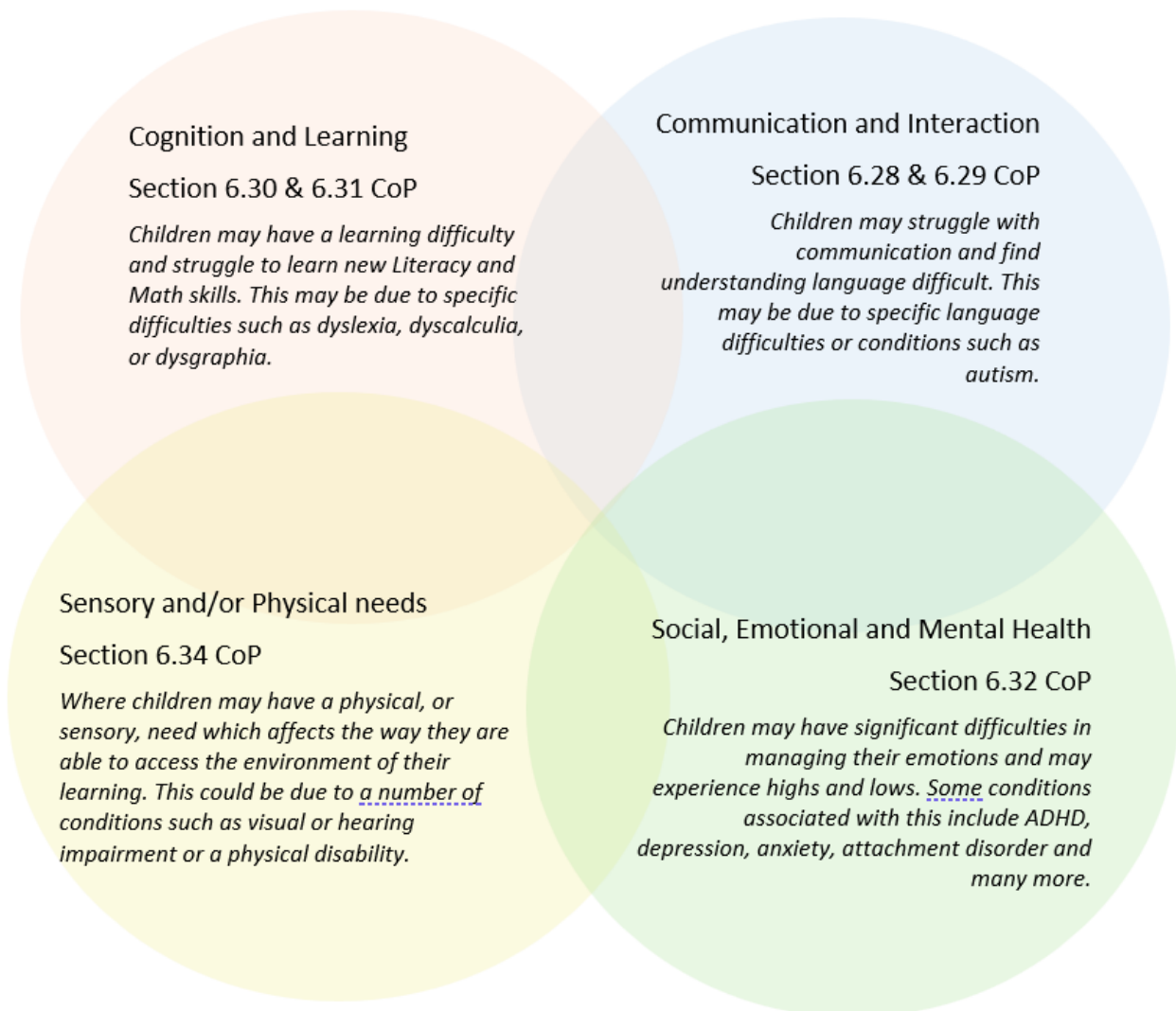
You can find our SEND policy on our website: [www.hythebay.kent.sch.uk](http://www.hythebay.kent.sch.uk)

**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 school provide for?

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Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child. More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262323/SEND_Code_of_Practice_January_2015.pdf)

## 2. Which staff will support my child, and what are their key responsibilities?



At Hythe Bay Church of England Primary School, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

### **Our Special Educational Needs Co-ordinator, or SENCO**

Our SENCO is Claire Moffatt.

Claire Moffatt has two years of experience as a SENCO and has previously worked as a teacher across Key Stages 1 and 2. She is qualified teacher.

Claire Moffatt has achieved the National Award in Special Educational Needs Co-ordination (NASENCO, 2023). She also holds a National Professional Qualification (NPQ) in Leading Teaching and Development (2022).

Joyce Rhodes is our SEND Governor. Joyce has previously worked as a Headteacher and SENCO.

### **Class/subject teachers**

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

Within the last two years, all school staff have been trained in the Mainstream Cores Standards. In addition, all staff have been completed Autism Education Trust training. This means that staff have completed the following modules: Autism Awareness and Good Autism Practice. School staff receive regular SEND updates and are able to access specific types of training based on identified needs, for example training to deliver an Occupational Therapy programme, or a programme of speech and language therapy. Furthermore, teachers are able to access clinics run by the Specialist Teaching and Learning Service (STLS). Clinics, which support the four broad areas of need, are an opportunity for teachers to learn more about: a pupil's particular difficulties or needs; methods of assessment that help to unpick areas of difficulty; and appropriate strategies to support progress.

### **Teaching assistants (TAs)**

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We have a team of support staff, including 5 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have 17 teaching assistants who are trained to deliver interventions such as intensive interaction, Attention Autism, Diabetes training, Nurture UK, ELSA, PECS (Picture Exchange Communication System), Makaton, Little Wandle SEND interventions, English as an additional language (EAL), Sensory Circuits, Fizzy, Clever Hands, Emotional Literacy Support (ELSA), nurture groups (NURTURE UK), play therapy (PLAY THERAPY UK), cognitive behaviour approaches, co-regulation and self-regulation skills.

In the last academic year, TAs have been trained in: Attention Autism, DA profiles, Picture Exchange Communication System (PECS), Intensive Interaction, Autism Awareness (AET), Good Autism Practice (AET), Diabetes.

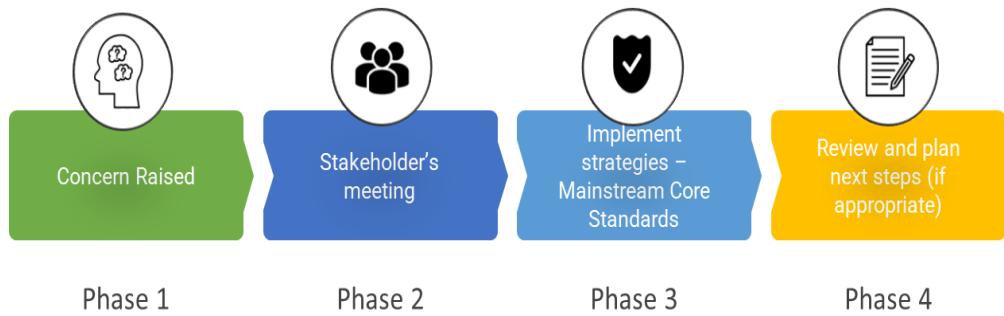
## External agencies

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 may include:

- Child and adolescent mental health services (CAMHS)
- School Health Teams
- Educational Psychologists
- GPs or Paediatricians
- NELFT practitioners
- Occupational therapist
- Physiotherapist
- Therapeutic Practitioners
- Safeguarding Services
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and Language Therapists
- Attendance Service



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



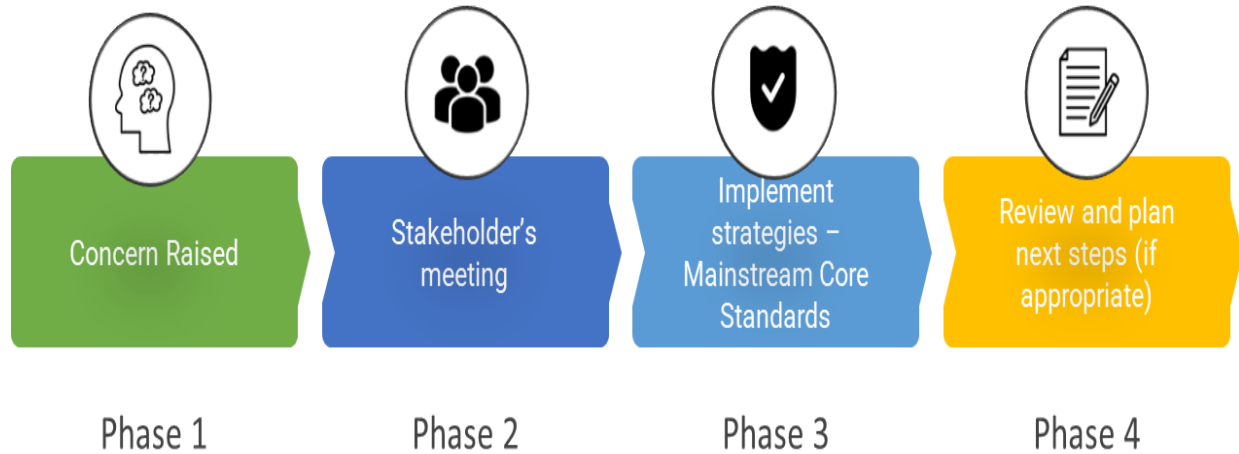
<b>Phase 1</b>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>The best way to let us know that you have concerns is to discuss this with your child’s class teacher, in the first instance. The class teacher will share any parental concerns with the SENCO at the termly pupil progress meetings.</p> <p>If your concerns are more urgent, you may wish to contact the SENCO, Claire Moffatt, directly. You can do this by calling the school office or by emailing the SENCO using the following email address:  <a href="mailto:cmoffatt@hythebay.kent.sch.uk">cmoffatt@hythebay.kent.sch.uk</a></p>
<b>Phase 2</b>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what’s been discussed and add this to your child’s record.</p>
<b>Phase 3</b>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here:  <a href="https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a> .</p> <p>This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>
<b>Phase 4</b>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school’s SEND register. They will receive additional support and this will be reviewed using the ‘assess, plan, do, review’ model. They will have a document called an Individual Provision Plan.</p>

## 4. What happens if the school identifies a need?

At Hythe Bay Church of England Primary School, we hold termly pupil progress meetings. We will discuss each child in terms of their academic progress, wellbeing and any other factors that may be affecting them at a given time. We may have received a concern from parents – or other professionals - about a child’s identified needs. We may need to carry out some further assessments or carry out observations to gather evidence. The SENCO, Senior Leadership Team and Class Teacher will then be able to make an informed decision about when a child is to be added to the SEND register. If a child is added to the SEND register, it is important to be aware that this may be for a short, or longer, period of time.

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The image below outlines the process that is followed if a concern is raised.



All of our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork, or socially. This might include reading, writing, mathematics, speech and language needs, physical needs, sensory needs, emotional needs, a difficulty related to social, communication and interaction, or difficulties with attention and concentration.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

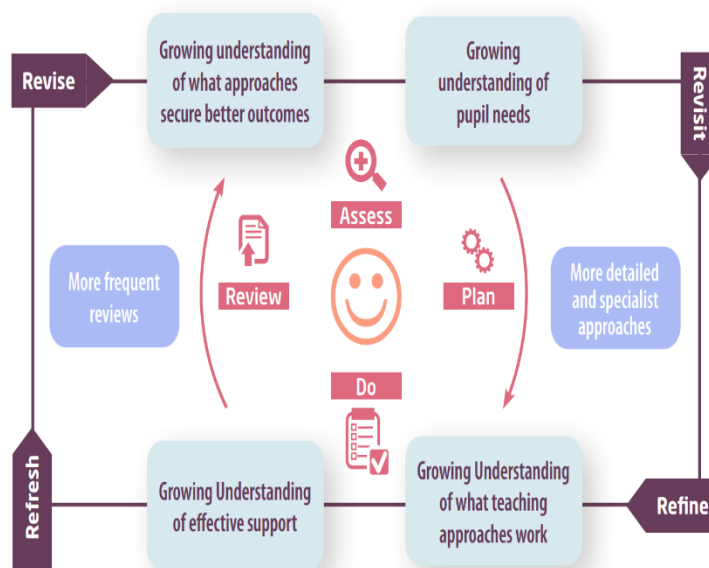
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).



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

We will follow the 'graduated approach' to meeting your child's SEND needs. At Hythe Bay, our termly pupil progress meetings provide an opportunity for us to review progress against objectives. Sometimes, this might involve looking at data. Other methods of assessment may be used, for example observational evidence might highlight improved concentration and focus following a block of play therapy. We also use the tracking meetings to decide about the effectiveness of an intervention. If we feel that an intervention hasn't been impactful we will change it. This may mean the intervention itself, the frequency, duration or group ratio.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



<p><b>Assess</b></p>	<p>If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will look at data, pupil's books, attendance records and observational evidence. We will ask for you and your child's input, as well as getting help from external professionals where necessary. Sometimes, we may need to carry out some additional assessments to gain a clearer picture of the nature of the difficulties/barrier to learning.</p>
<p><b>Plan</b></p>	<p>In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.</p>
<p><b>Do</b></p>	<p>We will put our plan into practice. Interventions may take place for an identified period of time. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.</p>
<p><b>Review</b></p>	<p>We have termly pupil progress meetings in which we discuss each pupil holistically. We will assess how well the support we put in place helped</p>

	the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.
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## 6. How will I be involved in decisions made about my child's education?

We will provide three provision review reports on your child's progress and a school report annually.

A member of staff who knows your child well will meet you three times a 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
- We will share a review of your child's progress and ask for your feedback, for example if parents/carers are noticing any improvements.

The SENCO may also attend these meetings to provide extra support.

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 school.

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.

If you have concerns that arise between these meetings, please – in the first instance - contact your child's teacher. Your child's teacher will discuss your concerns with the SENCO. However, you are also welcome to contact the SENCO directly if you feel your concern is of an urgent nature.

## 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 individual needs. We recognise that no two pupils 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
- Use visual resources (e.g. Communicate in Print/Blob Classroom) so that your child is able to share their own views
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



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





Your child's teacher (s) is/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.

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We will adapt our approaches 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 and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include...

-  > Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, use of a writing slope or pencil grip, etc.
- > Adapting our resources and staffing – this means deciding to swap-over a member of staff (a fresh face), or putting in place group interventions led by similar needs, rather than by similar age (sensory circuits is a good example of this).
-  > Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, i-pads to translate text, AAC (alternative communication devices) etc.
-  > Teaching assistants, or support staff, will support pupils appropriately depending on their presentation of need
-  > Scaffolding lesson materials e.g. word banks, visual images, communicate in print resources, simplifying questions.

See the full list of available interventions in our School Offer 2024-25. This is available in the SEND area on the school's website. These interventions are part of our contribution to Kent County Council's local offer.

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

We will evaluate the effectiveness of provision for your child using a range of the following methods:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at termly tracking meetings
- Using pupil questionnaires
- Pupil observations
- Wellbeing tracking
- Discussions with teachers/teaching assistants
- Discussions with parents/carers
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



## 10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

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

All pupils are encouraged to go on our school trips, including any residential trips. All pupils are encouraged to take part in: whole school worship; sports day; playground events; class worships; visits to St. Leonard's Church; whole class music lessons; local visits; swimming lessons; any other special events.

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. Where a pupil is not able to access provision, we will always consult with parents so that appropriate adaptations/special arrangements can be put in place to meet a child's needs.

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



- At Hythe Bay Church of England Primary School, we will consult with parents of prospective pupils as well as the child's previous school or nursery. We may need to seek advice from health/education professionals, who have been involved with a child with SEND, before they are admitted. This enables us to ensure that we have staffing and resources available to meet a child's needs. The school aims to provide a place for all local children, whatever their needs or abilities.
- For pupils with an EHC Plan, we will respond to a consultation from the Local Authority. We will keep places open for pupils with an EHCP during the consultation process.
- Our pupil admission number (PAN) is currently 45 per year group. If a parent applies for a place for their child in a year group that is full, parents can request for their child to go on the school's waiting list and if places become available the school will offer directly to parents. This applies to all pupils including those with SEND. For further information, please see the school's Admission Policy 2024.

## 13. How does the school support pupils with disabilities?



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You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The school is fully equipped to cater for pupils with physical disabilities. Doorways are particularly wide, ramps provided and lavatory cubicles have been converted to be fully accessible to pupils. Parents/carers of pupils with physical and/or sensory impairments are asked to notify the Headteacher at the time of enrolment. Sometimes, other agencies will be involved in ensuring the building is adapted to meet the needs of individual pupils and sometimes staff need training in order to support the pupils appropriately. We aim to provide a place for all local children whatever their needs or abilities but we do need advance notice to ensure that the needs of all children can be met.

For further information, please see our Accessibility Policy (2024) and School Prospectus.

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

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

- Pupils with SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND by offering nurture provision. We are able to offer Emotional Literacy support for pupils who need extra support to develop their understanding and use of language related to emotions. ELSA sessions are 1-1. Support can also be offered in small groups where pupils have similar identified needs. Sometimes this is followed up in the classroom. The nurture TA will be looking for pupils to apply what they have learned in sessions, albeit with support.

- Play Therapy offers pupils a chance to spend time, out of the classroom, learning about themselves as well as their emotions.
- We are also able to offer nurture group support. This group focuses on, for example, developing a sense of belonging, or improving pupils' confidence to work together - or share ideas within a group.
- We continue to work closely with the NHS Emotional Wellbeing Team. During our regular review meetings, we discuss pupils/families that may require support. Referrals are then triaged to ensure that the support offered is appropriate for the pupil or family. Sometimes, families are signposted to other support pathways. The NHS Emotional Wellbeing Team are able to offer sessions for parents, individual or groups of pupils. In addition, they run whole school workshops and targeted workshops for specific classes/year groups.
- We have a 'zero tolerance' approach to bullying. We have a number of methods to prevent bullying in the school. Please see our Anti-Bullying Policy for further information.  
[https://www.hythebay.kent.sch.uk/files/ugd/f9ab90\\_924bc6c148f845cabde0e4621841ae37.pdf](https://www.hythebay.kent.sch.uk/files/ugd/f9ab90_924bc6c148f845cabde0e4621841ae37.pdf)

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



Rebecca Prout (Headteacher) and Owain East (Deputy Headteacher) will work with Claire Moffatt, our SENCO, to make sure that all teachers 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.

Pupils 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 SEND support plans or EHC plans are consistent and complement one another.

## 16. 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:



- Ask both the current teacher and the next year's teacher to attend a meeting at the end of the year when the pupil's SEND is discussed.
- Schedule a day (Slip-through Day) with the incoming teacher towards the end of the summer term.
- Use pupils profiles to inform new staff about a child's needs

### Between schools

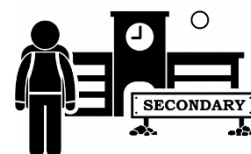
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### Between phases (for primary schools)

The SENCO of the secondary school may come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Spending time with the nurture TA preparing for the transition
- Practising reading timetables (new school or bus)
- Learning how to get organised independently
- Completing their own pupil profile, where appropriate
- Visiting the new school and finding out who else is going to attend.



## 17. 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 Kent County Council's Local Offer. offer. Kent County Council publishes information about the local offer on their website: <https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

### SEND Information Hub

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<https://www.kent.gov.uk/education-and-children/special-educational-needs>

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

## **SEND Enquiries Hub**

<https://www.kent.gov.uk/education-and-children/special-educational-needs/contact-our-special-educational-needs-and-disabled-team>

## **Local charities that offer information and support to families of pupils with SEND are:**

› **IASK** (Information Advice and Support Kent)

Tel: 03000 412 000

<https://www.iask.org.uk/>

› **KENT PACT** (Parents and Carers Together)

A forum for parents and carers of children and young people who have special educational needs and disabilities (SEND) within the Kent local authority.

<https://kentpactnew2022.co.uk/>

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

› [IPSEA](#)

› [SEND family support](#)

› [NSPCC](#)

› [Family Action](#)

› [Special Needs Jungle](#)

› [1Voice – Communicating Together](#) <https://www.1voice.info/>

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

Link to the school's Complaints Policy and Procedure:

[https://www.hythebay.kent.sch.uk/files/ugd/f9ab90\\_8dc4a499b04e4523b8f6d9d1f34d9d75.pdf](https://www.hythebay.kent.sch.uk/files/ugd/f9ab90_8dc4a499b04e4523b8f6d9d1f34d9d75.pdf)

Complaints about SEND provision in our school should be made to the SENCO/Headteacher/SEND Governor in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal.

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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.

## 19. Supporting documents

- *Equality Policy*
- *Safeguarding and Child Protection Policy*
- *Behaviour Policy*
- *Accessibility Policy*
- *Accessibility Plan*
- *Attendance policy*
- *SEND policy*
- *Positive Handling Policy*
- *Children with Health Needs and Cannot Attend School Policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



## 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 SEND 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

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- **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 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 pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school 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, schools or institutions or life stages