



SIR WILLIAM ROBERTSON
ACADEMY

Special Educational Needs and Disabilities (SEND) Information Report

Sir William Robertson Academy

Approved by:	Local Committee	Date: December 2025
Last reviewed on:	7 th November 2025	
Next review due by:	December 2026	

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Dear parents and carers,

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

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website here: [SEND Policy](#). You can also ask a member of staff to make a copy/send you the policy.

Note: If there are any terms that 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?

Our school provides for pupils with the following needs:

BROAD AREA OF NEED (FROM THE SEND CODE OF PRACTICE)	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech, language, and communication (SLCN) needs
Cognition and learning	Specific learning difficulties (SpLD), including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties (MLD)
Social, emotional and mental health	Attachment Disorder
	Attention Deficit Disorder (ADD)
	Attention Deficit Hyperactivity Disorder (ADD)
	Childhood trauma
	Mental health issues, including anxiety and depression
	Social disorders
Sensory and/or physical	Hearing impairments (HI)
	Visual impairment (VI)
	Multi-sensory impairment (MSI)
	Physical disability (PD)

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

Our special educational needs co-ordinator, or SENDCo

Our SENDCo is Dr. Philip Miles. Philip is part of the Academy's Leadership Team. He has 1 ½ years' experience in this role of SENDCo at Sir William Robertson Academy and is working towards the new National Professional Qualification (NPQ) SENCo. Philip has previously worked as a Local Authority SEND Officer and has almost ten years' experience as a teacher of Mathematics and Science within secondary schools in Lincolnshire and South Yorkshire. Philip achieved his teaching qualification in 2011, following a PhD in Chemistry at Manchester University and Masters Degree in Chemistry at UMIST in Manchester. Philip is a qualified teacher.

They are allocated 20 hours a week to manage SEND provision.

Head of Learning Support

Our Head of Learning Support is Miss Niki Johnstone. Miss Johnstone has over 3 years' experience in this role and has also worked as a Teaching Assistant at the Academy for over 18 years prior to her current position. Miss Johnstone is a Higher Level Teaching Assistant (HLTA) and is currently undertaking her Level 5 Assistant SENDCo Apprenticeship. Alongside these qualifications, Miss Johnstone has a Level 2 Counselling Skills qualification, in addition to a Level 3 Supporting Teaching and Learning in Secondary Schools, and experience in working with students with Hearing Impairments (HI).

Miss Johnstone is allocated 20 hours per week for her Head of Learning Support role.

Subject teachers

All our teachers receive in-house SEND training and are supported by the SENDCo to meet the needs of pupils who have SEND. Over the past two academic years, our teaching staff have received SEND-specific training in:

- Emotion Coaching,
- Demand Avoidance,
- Language for Behaviour and Emotions,
- Visual Impairment,
- Why Learning Fails.

Teaching assistants (TAs)

We have a team of 19 TAs:

NAME	SKILLS / TRAINING / EXPERIENCE
Mrs. K. Appleton	BA (Hons) Hearing Impaired Training
Miss S. Buckley	Level 3 TA Working towards degree in Childhood and Youth Studies
Mr. J. Clarke	Level 3 TA
Mrs. L. Clutterbuck	CACHE Level 3 for Teaching Assistants
Miss C. Foskett	BSc (Hons) Health and Social Care

Miss L. Finch	Level 3 Teaching Assistant
Mrs. L. Grocock	CACHE Level 3 for Teaching Assistants Hearing Impaired Training NVQ Level 2 in Special Needs
Miss L. Harley-Ellis	MSc, BA Level 3 Supporting Teaching and Learning
Miss A. Ludkin	BA (Hons) Level 3 in Supporting Teaching and Learning
Mr D. Key	Working towards BSc in History
Miss L. Maggs	Level 3 Qualifications
Mrs. M. Miksza	Level 3 Certificate in Supporting Teaching and Learning
Mrs. L. Muir	Level 5 Diploma Working towards Level 3 Certificate in Supporting Teaching and Learning
Miss A. Oliver	Level 3 Certificate in Supporting Teaching and Learning
Miss L. Robinson	Level 3 Teaching Assistant Working towards degree in Health and Social Care
Mrs. K. Smith	Undertaking Level 2 SEND qualification
Miss. M. Smith	Working towards SEND qualifications
Mr. N. Smith	QTS
Mr. M. Wilson	Working towards Level 3 Teaching Assistant

Several teaching assistants are trained to deliver interventions such as:

- Lego Therapy
- MeLSA
- ELSA
- Little Wandle Phonics
- Language for Thinking
- Precision Teaching
- Sensory Provisions

- Emotion Coaching
- Demand Avoidance
- Circle of Friends.

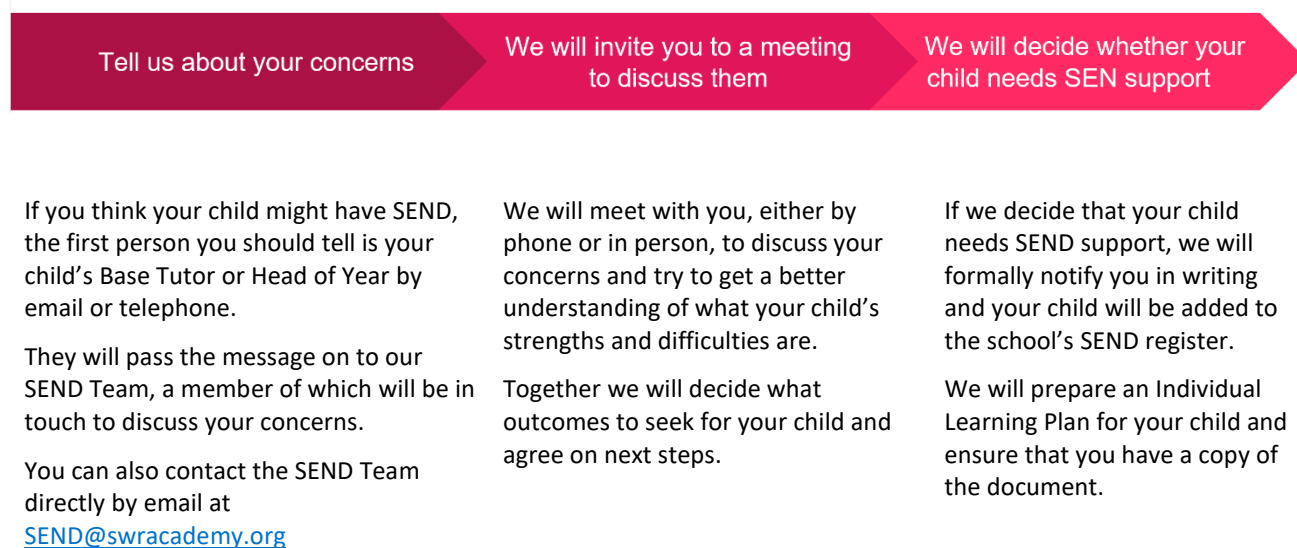
Further to this, our TAs regularly undertake training that enables them to adapt to the needs of our pupils. This could be training linked to Autism, Attention Deficit Hyperactivity Disorder, Dyslexia, and Diabetes, for example.

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
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other Local Authority-provided support services, such as Early Help
- Voluntary sector organisations
- Mental Health Support Team (MHST)
- Healthy Minds
- Specialist Autism Nurses
- Working Together Team (WTT)
- Behaviour Outreach Support Service (BOSS)
- Pupil Reintegration Team (PRT)
- Pilgrim Hospital School
- St. Francis Outreach
- Future4Me
- Sensory Education Support Team (SEST)
- Extended Communication and Language Impairment Provision for Pupils (ECLIPS)
- Ethnic Minority and Traveller Education Team (EMTET).

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



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

All our class teachers are teachers of those with SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include ongoing assessment data that show unexpected and sustained decline, increased behavioural incidents, or changes in general presentation.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support, through adaptive teaching within lessons to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the Head of Year and SENDCo and will contact you to discuss the concerns that have been observed. The SEND Team will then seek feedback from your child's teachers to get a wider picture of progress across the curriculum, identifying if the issues are isolated to one subject or across the broader curriculum. The SEND Team may also compare your child's progress to any available national data. They may also choose to observe your child in a range of lessons and / or during unstructured times.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as the WTT, BOSS, or SEST.

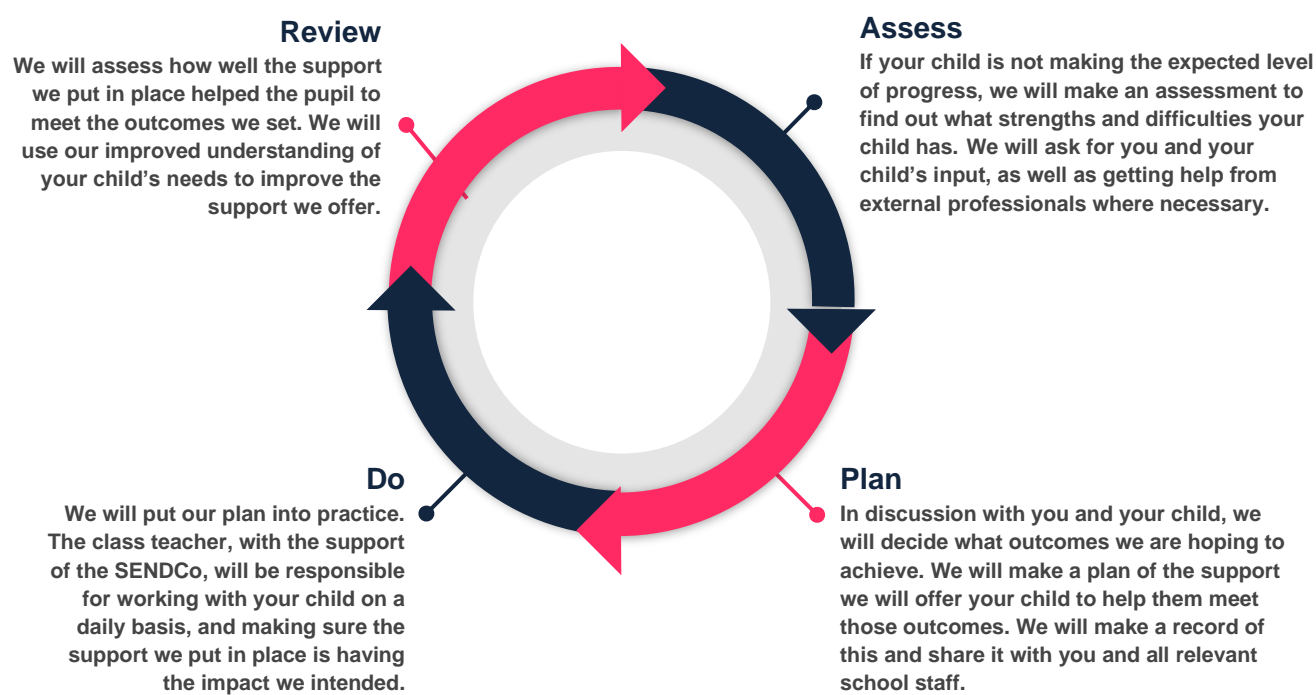
Based on all this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you and your child to create an Individual Learning Plan (ILP) for them.

5. How will the school 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 outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined. If the support that a pupil receives through SEND Support does not improve their outcomes and progress, the SEND Team may discuss applying for an Education, Health, and Care Needs Assessment (EHCNA) for your child to your Local Authority with a view of securing an Education, Health and Care (EHC) Plan.

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

The Academy will provide regular Interim Assessment Grade (IAG) Reports for your child; these are provided via the school MCAS App. A paper copy can be provided by request to the School Office.

If your child has an ILP, this will be reviewed three times per year. You will have at least two opportunities to meet with a member of the SEND Team each academic 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

The SENDCo may also attend these meetings to provide extra support, and is also available at all Parents' Evenings, Open Evenings and Open Days for shorter discussions.

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. 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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If your child has an ILP, this will be updated as appropriate.

If you have concerns that arise between these meetings, please contact your child's Base Tutor or Head of Year by telephone or email.

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting, or who can complete a Pupil Passport with them through which they can explain how they feel they can best be supported
- Complete a survey / questionnaire specifically targeted to the area(s) of concern

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

Your child's subject 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.

Teaching at Sir William Robertson Academy follows the Adaptive Teaching Model, supported by the "WalkThrus" teaching strategies. "WalkThrus" are based upon effective, evidence-based teaching strategies and are embedded across our lessons at the Academy. In addition to the Walkthrus strategies, SEND support is delivered following evidence-based strategies described in the Education Endowment Foundation (EEF) publications.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child whilst working within the limitations of our resources and our infrastructure.

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, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support some pupils on a 1-to-1 basis or in small groups within a lesson environment, where resources are available.
- Members of the SEND Team may provide withdrawal-type interventions for a short term on a 1-to-1 or small group basis when classroom-based strategies have been exhausted.

We may also provide the following interventions, some of which on an as-needs basis and where resources are available (support staff, building / infrastructure restrictions):

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories / scripting Supported, quieter, lunchtime spaces Check-in / Check-out with key staff Liaison and direct support from WTT
	Speech and language difficulties	Referral to external NHS Speech and Language Therapist
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties	Academic Mentorship Overlay Laptop Assessment for exam access arrangements in line with JCQ Guidelines Little Wandle Phonics Reading and Spelling Intervention IDL Ability-setting across the curriculum Precision Teaching Time-in / Time-out card to reduce cognitive overload Movement breaks Specialist Teacher consultations

Social, emotional and mental health	ADHD, ADD Adverse childhood experiences and/or mental health issues	Time-in / Time-out / Check-in card to support with emotional regulation Co-regulation with key adult Movement breaks ELSA School Counsellor CASY Counsellor Referral to external Mental Health support (NHS services) Supported, quieter, lunchtime space Social skills space at lunch time Pastoral Mentorship Language for Behaviour and Emotions Programme Lego Therapy
Sensory and/or physical	Hearing impairment	Support from SEST
	Visual impairment	Teacher training Touch-typing training
	Multi-sensory impairment	Laptop / adapted devices
	Physical impairment	Sensory toys – tangle toys or Blu Tack (noiseless)

These interventions are part of our contribution to Lincolnshire County Council's local offer.

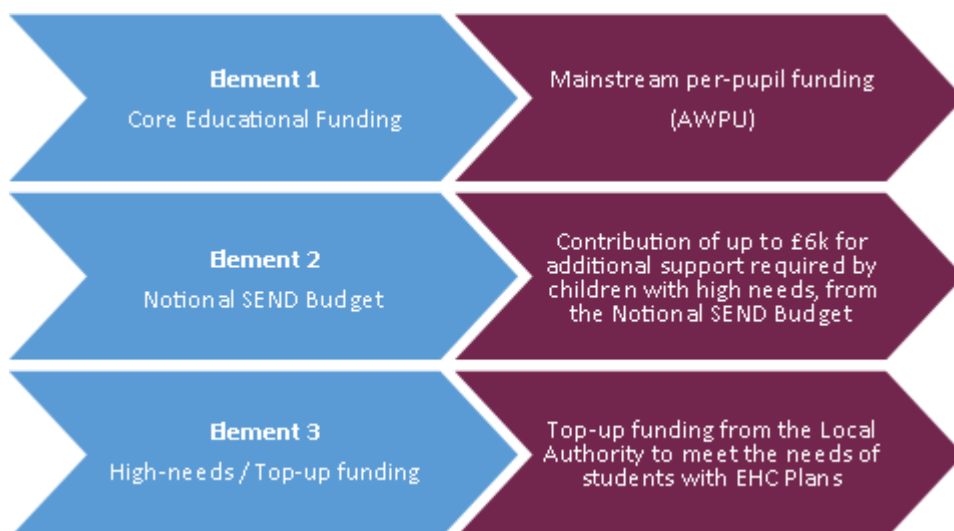
9. How will the school evaluate whether the support in place is helping my child?

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

- Reviewing their progress towards their goals each term (three times per year)
- Reviewing the impact of interventions after the recommended intervention time for each intervention
- Using pupil questionnaires / reflection
- Monitoring by the SEND Team, and wider subject areas
- Holding an annual review (if they have an Education, Health and Care (EHC) Plan).

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

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. Each school has a 'notional SEN budget' which caters for the special educational needs of the children and young people within their school. This is managed by the Head Teacher and Finance Manager, with advice for its deployment coming from the SENCO when requested. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund up to the first £6,000 of a pupil's SEND support. Pupils with EHC Plans receive top-up funding at a rate decided by the Local Authority that is used to enhance their own provision further within school.

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

All 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 and are encouraged to take part in any school events such as Sports Day, School Plays, and House Activities.

No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments we can to ensure that they can be included.

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

Sir William Robertson Academy has strong partner relationships with all the feeder schools from which pupils transition to us. In Term Six of the pupils' Year Six, all pupils that will be attending Sir William Robertson Academy receive either an in-person visit from the Head of Year 7 to discuss the transition to the Academy and provide relevant and timely information. The SENDCo will attend the Year Six Annual Review of any pupils who are transitioning to Sir William Robertson Academy who have an EHC Plan, so long as Sir William Robertson Academy is made aware of the meeting, and

it has been named in Section I of the pupil's EHC Plan. SEND Information is gathered from all feeder schools, and the SENDCo liaises with Primary School SENDCos as necessary.

Sir William Robertson Academy offers an enhanced transition package for pupils with EHC Plans. Pupils will be invited to four mornings in Term Six where they will meet the SEND Team and complete some enhanced transition activities to support their transition. These mornings are in addition to the Year 6 Transition Day which is also held in Term Six of their Year Six.

Sir William Robertson Academy hosts accessible Open Days and Open Evenings during which the SEND Team is always available to ask any questions related to the SEND provision at our Academy. Dates for these events can be found on our Academy Website.

Admissions to the Academy are determined by our Admissions Policy, which can be found on our Academy website [here](#).

13. How does the school support pupils with disabilities?

All pupils at Sir William Robertson Academy have equal access to a broad and balanced curriculum adapted to enable all pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored. Teachers use a wide range of strategies making relevant progress that is closely monitored. Teachers use a wide range of strategies, including adaptive teaching to meet pupils' special educational needs. Lessons have clear learning objectives and success criteria, are adapted appropriately and assessed to inform the next stage of learning. Intervention planning and provision mapping features significantly within school and relevant information is shared with all staff members.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled pupils aren't discriminated against. Making reasonable adjustments could include:

- Changes to practice or procedures
- Changes to physical features
- Changes to how learners are assessed
- Providing extra supports and aids.

Relevant information is shared with parents/carers of pupils on SEND Support or with an EHC Plan. Key information is shared within school, via pupils' Individual Learning Plans, to ensure teachers are up to date with developments. We also have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication.

Our Accessibility Policy can be found on the Academy website [here](#).

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

Sir William Robertson Academy adopts an Academy-wide approach to supporting pupils with Mental Health and Wellbeing. This is a core aspect of our Personal, Social, Health, and Economic (PSHE) curriculum, ensuring that every pupil is exposed to the topic and how they can access any support, should they need it. Miss Breward and Miss Walker are our Senior Mental Health Lead Practitioners, and all members of the wider Pastoral and SEND Teams can provide support to any pupils in relation to Mental Health and Wellbeing. For those pupils who may require more intensive, individual or group-based support, Sir William Robertson Academy has access, or is able to make referrals to the following:

- Emotional Literacy Support Assistants (ELSA)
- School Counsellors

- Counselling and Support for Young People (CASY) Intervention
- Healthy Minds (External NHS support, via referral)
- Child and Adolescent Mental Health Support (CAMHS) (External NHS support, via referral)
- Mental Health Support Team (MHST) Intervention (External NHS support, via referral)

Other support systems in place for our pupils to support with Mental Health and Wellbeing are:

- Access to a supported lunchtime provision, where communication and social skills are promoted
- A zero-tolerance approach to bullying within the Academy. The Anti-Bullying Policy can be found on the Academy website [here](#) and there is further information on the website [here](#).
- Time-In, Time-Out, and Check-In cards, issued as appropriate by the Pastoral Team.

15. 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 to notify pupils of any changes to their key team e.g. form tutor or head of year. We also endeavour to share pupils' timetables with them ahead of the start of term, to give them plenty of time to process any change, and to ensure that we can facilitate introductions where needed.

Between schools

Sir William Robertson Academy has strong partner relationships with all the feeder schools from which pupils transition to us. In Term Six of the pupils' Year Six, all pupils that will be attending Sir William Robertson Academy receive either an in-person visit from the Head of Year 7 to discuss the transition to the Academy and provide relevant and timely information. The SENDCo will attend the Year Six Annual Review of any pupils who are transitioning to Sir William Robertson Academy who have an EHC Plan, so long as Sir William Robertson Academy is made aware of the meeting, and it has been named in Section I of the pupil's EHC Plan. SEND Information is gathered from all feeder schools, and the SENDCo liaises with Primary School SENDCos as necessary.

Sir William Robertson Academy hosts accessible Open Days and Open Evenings during which the SEND Team is always available to ask any questions related to the SEND provision at our Academy. Dates for these events can be found on our Academy website.

If a pupil leaves Sir William Robertson Academy to attend a different setting mid-year, the SENDCo or Head of Learning Support will ensure that all relevant files and data are shared with the pupil's destination setting. A meeting can be arranged with the receiving school, as necessary.

Onto further education and adulthood

We provide all our pupils with appropriate advice on paths into work or further education. Each pupil attends a one-week Work Experience placement during their Year 10. During Year 11, each pupil receives a 1:1 Careers Interview with an external, impartial advisor. 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. In addition, there are various other careers-based activities for all year groups across the academic year.

Where a pupil has an EHC Plan, discussion around preparation for adulthood forms a key part of their Year 9 Annual Review, and in each subsequent Annual Review. Guidance can be provided to pupils and their families around where they can find support for future considerations such as supported living, adult social care referrals, in addition to future educational destinations.

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

Dr. Philip Miles, our SENDCo, is our Designated Teacher for Looked After Children at Sir William Robertson Academy. He can be contacted by email at philip.miles@swracademy.org, or by telephoning the Academy on 01400 272 422. Dr. Miles works with the wider team at Sir William Robertson Academy to make sure that all our staff at Sir William Robertson Academy 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.

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 / ePEP). We will make sure that the PEP / ePEP and any SEND support plans or EHC Plans are consistent and complement one another.

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

Complaints about SEND provision in our school should be made to the SENDCo in the first instance, via our school email address enquiries@swracademy.org, or in writing to the Academy.

Complaints concerning any areas of SEND support or provision at Sir William Robertson Academy are dealt with following the Academy's Complaint Policy, which can be found [here](#).

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

If you have questions about SEND, 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 your Local Authority's Local Offer. Lincolnshire County Council and Nottinghamshire County Council publish information about their local offer on their websites:

<https://www.lincolnshire.gov.uk/send-local-offer>

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Our local Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) organisation is:

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

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

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **BOSS** – Behaviour Outreach Support Service

- **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
- **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
- **PRT** – Pupil Re-integration Team
- **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 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
- **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
- **SEST** – Sensory Education Support Team
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages
- **WTT** – The Working Together Team (Lincolnshire's Autism Outreach)