



Lawrence House School

SEND Report

Document Reference	SEND Report
Publication Year	2026
Review Date	2027
Approved Headteacher	Philip Davies
Approved Chair of Governors	Tony Nolan

This SEND Information Report will be reviewed annually and updated as needed. If you have any questions or feedback about this report, please contact the SENDCO.

School Context

Lawrence House School is an independent special school in Liverpool (L36) providing secondary-phase education for students aged 11-18 with a range of additional needs and who are Looked After Children (LAC). We are committed to providing a safe, inclusive, and nurturing environment that meets the individual learning, emotional, and social needs of every student.

This document serves as our SEND Information Report as required by the SEND Code of Practice (2015). As a special school, all our students have special educational needs and disabilities, and this report explains how we meet those needs.

Our Mission

At Lawrence House School, we are dedicated to providing an exceptional education for students in care. Our ethos is rooted in a trauma-informed approach, recognising the unique experiences and challenges our students may face. We are committed to creating a nurturing, supportive environment where every individual is valued, respected, and empowered to thrive.

Our Vision

Our vision is to be an outstanding school that equips students in care with the skills, knowledge, and confidence to achieve success in every aspect of life. We aim to empower our learners to reach their full potential, academically, socially, and personally, so they grow into resilient, compassionate individuals ready to make a positive difference in the world.

Our Values– C.A.R.E

With C.A.R.E at our core, we grow hearts, minds, and futures through Compassion, Achievement, Respect, and Empowerment:

- **Compassion** – *I care about others and show kindness in my words and actions.*
- **Achieve** – *I always try my best and celebrate progress, big or small.*
- **Respect** – *I listen, value others' ideas, and treat people how I want to be treated.*
- **Empowerment** – *I believe in myself, make good choices, and take charge of my learning.*

“At LHS, we C.A.R.E: We show Compassion, strive to Achieve, act with Respect and grow with Empowerment”

1. What types of SEND does the school provide for?

Our school provides for students with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Attention-deficit hyperactivity disorder (ADHD)
Social, emotional and mental health	Attention deficit disorder (ADD)
	Self-Harm
	Anxiety
	Depression
	Attachment Disorder
	Trauma-related difficulties
Sensory and/or physical	Sensory Needs

All our students are Looked After Children (LAC), and many have experienced trauma, disrupted education, and multiple placement moves. Our provision is specifically designed to meet the complex needs that arise from these experiences.

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

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Philip Davies

- They are a qualified teacher
- As Headteacher of a special school where all students have SEND, SEND coordination is embedded throughout their leadership role and daily practice.

Class teachers

All of our teachers:

- Receive in-house SEND training.
- Are supported by the SENDCO to meet and adapt learning to the needs of students who have SEND.

- Receive regular supervision and professional development.
- Are trained in trauma-informed practice.

Teaching assistants (TAs)

Our teaching assistants receive training in:

- **Sensory circuits** – to support students with sensory processing needs.
- **Phonics** – to support literacy development.
- **Trauma-informed practice** – to understand and respond to the impact of trauma on learning and behaviour.
- **Attachment disorder** – to recognise attachment difficulties and use appropriate strategies.
- **De-escalation techniques** – to manage challenging behaviour safely and therapeutically.
- **Mental health awareness** – to recognise signs of distress and provide appropriate support.
- **Safeguarding** – to keep all students safe.

Therapeutic and Specialist Support

We recognise that many of our students need therapeutic support alongside their education. We provide:

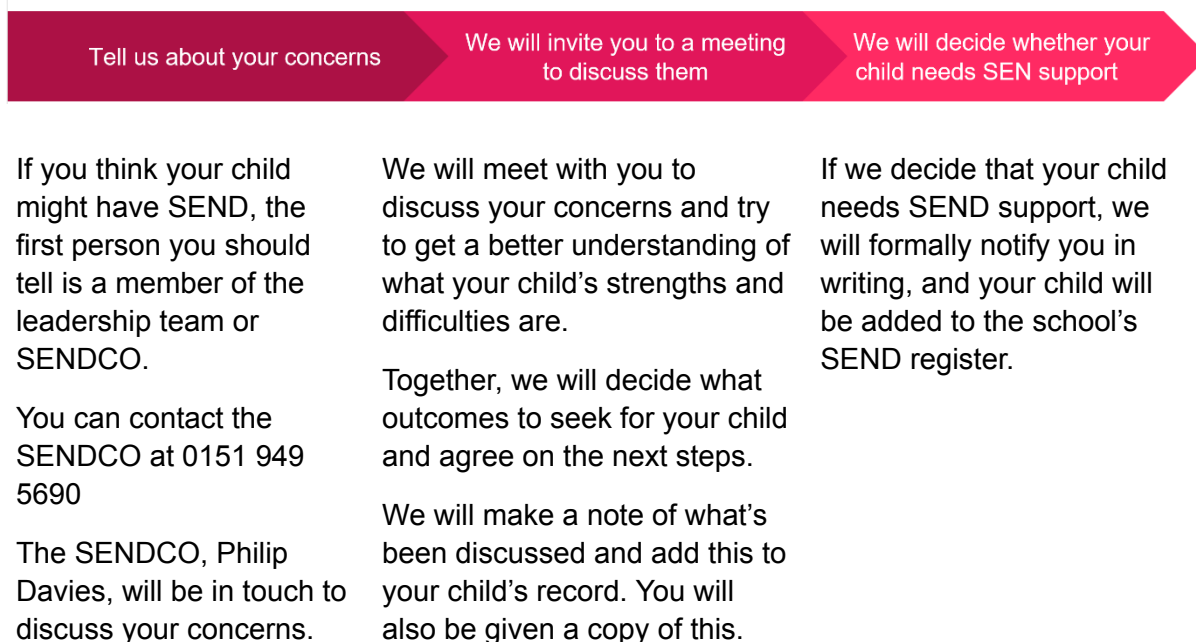
- Trauma-informed approaches are embedded throughout the school day
- Nurture and attachment-focused interventions
- Emotional regulation support
- Sensory circuits and breaks
- Social skills development
- Therapeutic activities, including art, music, and physical activity

External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary, we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

- **Speech and language therapists** – for communication difficulties
- **Educational psychologists** – for assessment and intervention planning
- **Occupational therapists** – for sensory and motor skills support
- **GPs or paediatricians** – for medical needs and ADHD assessments
- **School nurses** – for health needs
- **Child and adolescent mental health services (CAMHS)** – for mental health support
- **Virtual School** – for LAC educational support and PEP coordination
- **Social workers** – who hold parental responsibility for our students
- **Independent Reviewing Officers (IROs)** – who chair LAC reviews
- **Education welfare officers** – for attendance support
- **Other local authority-provided support services**

Identifying SEND?



3. How do we identify and assess SEND?

Admission and Initial Assessment

All students admitted to Lawrence House School have already been identified with SEND, or are Looked After Children. Our identification process focuses on understanding the specific nature and extent of each student's needs.

Before admission, we:

- Meet with the placing local authority and social worker
- Gather information from previous educational settings
- Review existing assessments, reports, and EHC plans
- Meet with carers and, where appropriate, birth families
- Meet with the young person themselves

During the first term, we:

- Conduct baseline assessments in all curriculum areas
- Complete screening assessments for specific learning difficulties
- Observe the student in different settings and situations
- Hold formulation meetings with staff to share observations
- Speak with residential staff to understand the student's needs outside school
- Build a comprehensive picture of strengths, needs, and aspirations

Ongoing Assessment

If you think your child's needs have changed or you have concerns, the first person you should tell is a member of the leadership team or the SENDCO.

You can contact the SENDCO at: 0151 949 5690 or phil.davies@qpconline.co.uk

The SENDCO, Philip Davies, will be in touch to discuss your concerns.

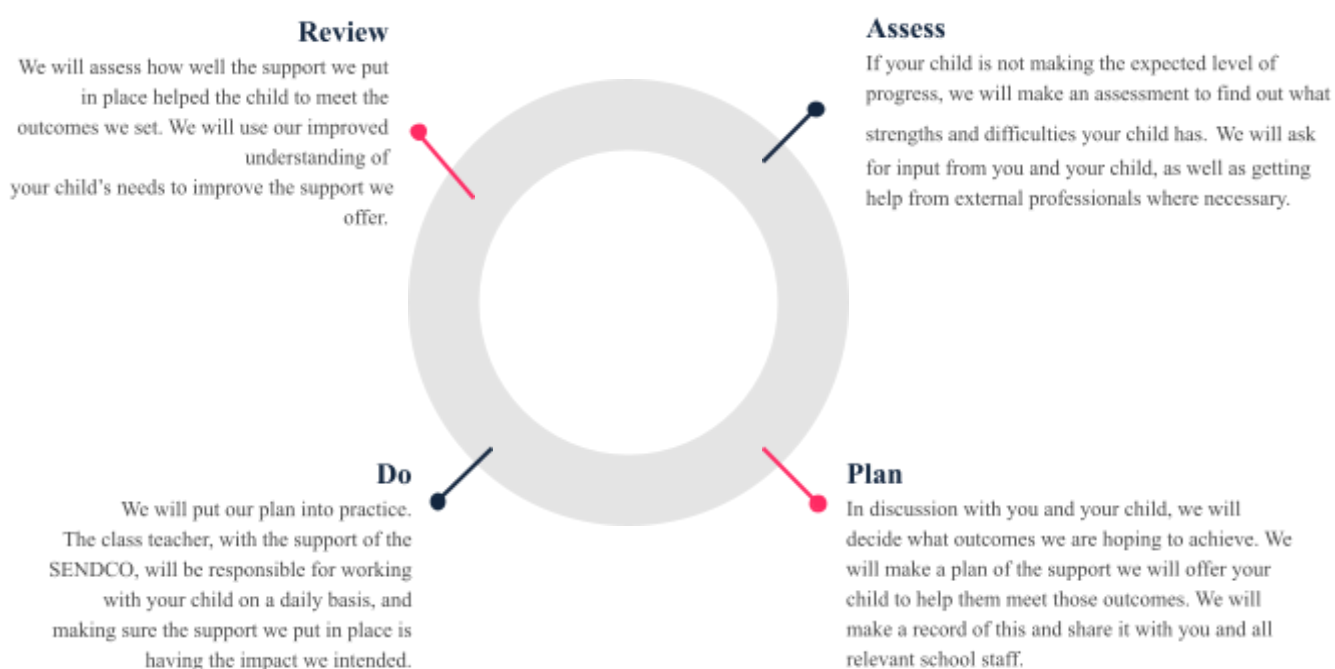
We will meet with you to:

- Discuss your concerns
- Get a better understanding of your child's current strengths and difficulties
- Decide what outcomes to seek for your child
- Agree on next steps

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

4. The Graduated Approach: Assess, Plan, Do, Review?

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.



Assess

We assess your child's needs through:

- Baseline and ongoing assessments
- Observations in class and social settings
- Discussions with your child, carers, and staff

- Input from external professionals
- Review of progress data

Plan

We plan provision by:

- Setting clear, achievable outcomes
- Identifying appropriate interventions and support
- Deciding what the school, carers, and student will do
- Recording the plan in your child's SEND support plan

Do

We implement the plan by:

- Delivering high-quality teaching adapted to your child's needs
- Providing targeted interventions
- Making reasonable adjustments
- Working with external agencies where needed

Review

We review progress by:

- Tracking progress towards outcomes
- Evaluating the impact of interventions
- Meeting with you and your child regularly
- Adjusting the provision based on what works

As part of the planning stage, 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 and responsive to your child's changing needs.

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

We recognise that carers, residential staff, and social workers are essential partners in supporting our students. We will work closely with everyone involved in your child's care.

Regular Communication

We provide:

- **Half-termly progress reports** through PEP meetings, CLA reviews, and monthly overviews
- **Daily communication** with residential staff about your child's day
- **Immediate contact** if there are any concerns or incidents

- **Celebration of achievements** – we love to share good news!

Formal Meetings

Your child's designated teacher will meet with you and other professionals **at least 3 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
- Identify what we will do, what we will ask carers to do, and what we will ask your child to do
- Plan for transitions and next steps

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

Personal Education Plans (PEPs)

All our students have a **Personal Education Plan (PEP)** which:

- Sets educational targets and outcomes
- Identifies support needed
- Records progress
- Plans for the future
- Is reviewed termly with all relevant professionals

Your Expertise Matters

We know that you're the expert when it comes to your child's needs and aspirations. 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.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact:

- Your child's class teacher, or
- Philip Davies (SENDCO) at: phil.davies@gpconline.co.uk

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

We believe that young people should have a voice in decisions about their education and future. The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or questionnaire
- Contribute to their PEP and SEND support plan

We use child-friendly formats and language to ensure young people can understand and engage with the process.

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

Your child's teacher/s are responsible and accountable for the progress and development of all the students in their class.

High-Quality Teaching

High-quality teaching is our first step in responding to your child's needs. We make sure that your child has access to a broad and balanced curriculum throughout their time at our school.

We adapt how we teach to suit the way each student 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.

Adaptations Include:

Curriculum adaptations:

- Small class sizes for individualised attention
- Flexible groupings based on need and ability
- 1-to-1 work when needed
- Modified curriculum content to address gaps in learning
- Life skills and independence training are embedded throughout

Teaching adaptations:

- Longer processing times
- Pre-teaching of key vocabulary
- Visual supports and prompts
- Reading instructions aloud
- Breaking tasks into smaller steps
- Use of concrete resources and practical activities
- Frequent breaks and movement opportunities
- Predictable routines and clear structure

Environmental adaptations:

- Sensory-friendly classroom spaces
- Quiet areas for regulation
- Visual timetables and schedules
- Clear behaviour expectations displayed
- Calm, trauma-informed approaches to behaviour management

Resources and aids:

- Laptops and tablets
- Coloured overlays and tinted paper
- Larger font sizes
- Writing slopes and specialist pens
- Fidget tools and sensory resources
- Communication aids, where needed

Trauma-Informed Practice

All our teaching is underpinned by trauma-informed principles:

- We understand that behaviour is communication
- We focus on building relationships and trust
- We provide predictability and consistency
- We teach emotional regulation skills
- We celebrate small steps and progress
- We avoid re-traumatisation through our approaches

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 progress towards goals each term** – using data, observations, and work samples
- **Reviewing the impact of interventions** – comparing baseline and end-point assessments
- **Using student questionnaires** – asking your child what's working for them
- **Monitoring by the SENDCO** – through learning walks, work scrutiny, and discussions with staff
- **Holding termly PEP meetings** – reviewing educational progress with all professionals
- **Holding an annual review** (if they have an education, health and care (EHC) plan)
- **Gathering feedback from carers and residential staff** – about changes they see outside school
- **Tracking attendance and engagement** – as indicators of well-being

If the provision isn't having the desired impact, we will adjust our approach and try different strategies.

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
- Therapeutic interventions

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. We will work with the placing local authority and use Pupil Premium Plus funding to ensure appropriate resources are in place.

10. How accessible is the school environment?

We are committed to making our school accessible to all students.

Physical Accessibility

- Our buildings are constantly reviewed and meet the needs of all students at the school.
- We have accessible toilet facilities
- Doorways and corridors accommodate wheelchair users
- We can make specific adaptations as needed for individual students

Sensory-Friendly Spaces

- We have quiet areas for students who need sensory breaks
- Classrooms have adjustable lighting
- We provide ear defenders and sunglasses where needed
- We offer sensory circuits and movement breaks

Communication Accessibility

- We use visual supports throughout the sites
- We provide information in accessible formats
- We use simple, clear language
- We offer additional time for processing

If your child has specific accessibility needs, please discuss these with us so we can make appropriate arrangements.

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

As a special school, all our students have SEND. However, we are committed to ensuring all students can access all aspects of school life.

All of our extra-curricular activities and school visits are available to all our students, regardless of the complexity of their needs.

Inclusion in Activities

All students are encouraged to participate in:

- School trips and educational visits
- Our residential Duke of Edinburgh expedition
- Sports day and PE sessions
- Special workshops and enrichment activities
- School council and student voice opportunities
- Celebration assemblies and events
- Community projects and volunteering

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

This might include:

- Additional staff support
- Adapted activities or equipment
- Pre-visits to build familiarity
- Adjusted timings or duration
- Risk assessments and planning

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

We recognise that many of our students have experienced trauma and may struggle with their mental health and emotional wellbeing. Supporting these areas is central to everything we do.

Whole-School Approach

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

Trauma-informed environment:

- All staff are trained in trauma-informed practice
- We use relationship-based approaches to behaviour
- We provide predictable routines and consistent boundaries
- We focus on emotional regulation and co-regulation
- We avoid punitive approaches that can re-traumatise

Therapeutic support:

- Nurture groups and attachment-focused interventions
- Emotional literacy teaching (Zones of Regulation)
- Social skills development
- Anger management and conflict resolution
- Mindfulness and relaxation techniques
- Creative therapies (art, music, drama)

Mental health support:

- Mental health first aid-trained staff
- Access to school counselling (where available)
- Referrals to CAMHS when needed
- Support for anxiety, depression, and self-harm
- Crisis support and safety planning

Social development:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are encouraged to join after-school clubs to promote teamwork and build friendships

- We teach social skills explicitly through our curriculum
- We provide opportunities for positive peer interactions
- We celebrate acts of kindness and compassion through our C.A.R.E values and other opportunities.

Anti-Bullying

We have a **'zero tolerance' approach to bullying**. We prevent bullying in the school by following our Anti-Bullying Policy, which includes:

- Teaching students about bullying and its impact
- Creating a culture of respect and inclusion
- Responding quickly and effectively to any incidents
- Supporting both victims and perpetrators
- Working with carers and social workers to address issues

Given that all our students have experienced trauma and many have attachment difficulties, we recognise that relationship difficulties can occur. We work therapeutically to help students understand and manage their emotions and interactions.

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

Transitions Within School

We support students when they move between year groups by:

- Arranging visits to the school site where the student resides
- Introducing them to their new teacher(s)
- Creating transition booklets with photos
- Maintaining consistency where possible (e.g., same TA support)
- Gradual transitions for students who find change difficult

Moving to Lawrence House School

When a student joins us, we:

- Visit them in their current setting, where possible
- Gather detailed information from previous schools
- Meet with carers, social workers, and the young person
- Arrange taster visits to our school
- Create a personalised transition plan
- Provide a welcome pack with photos and information

Moving to Another School

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
- Arrange visits to the new school
- Share detailed information about what works for your child
- Provide transition support materials
- Maintain contact during the early stages if helpful

Preparing for Adulthood (Post-16 Transition)

We recognise that preparing our students for life after school is crucial. During their time with us, we focus on developing the skills and knowledge needed for adulthood.

Careers Education and Guidance:

- All students receive independent careers guidance from a qualified careers adviser
- We explore different pathways including:
 - Further education (college, sixth form)
 - Apprenticeships and traineeships
 - Supported internships
 - Employment with support
 - Independent living skills programmes

Life Skills Development: We teach practical skills for independence including:

- Money management and budgeting
- Cooking and nutrition
- Personal care and hygiene
- Using public transport
- Accessing community services
- Managing a tenancy
- Health and wellbeing
- Staying safe online and in the community

Work Experience:

- We arrange work experience placements matched to student interests
- We support students to develop employability skills
- We teach interview skills and CV writing
- We explore volunteering opportunities
- We offer virtual work experience through Unifrog and other verified platforms to support all young people, being offered the chance to complete work experience.

Post-16 Provision:

- We work closely with local colleges and training providers
- We support applications to appropriate post-16 settings
- We arrange taster sessions and visits
- We ensure transition plans are in place well before leaving

Transition to Adult Services: For students who will need ongoing support from adult social care:

- We work with the social worker to plan the transition
- We attend transition planning meetings
- We support applications for adult services
- We ensure a smooth handover of information

EHC Plan Annual Reviews: From Year 9, annual reviews become focused on preparing for adulthood. We ensure that plans include:

- Post-16 aspirations and goals
- Steps needed to achieve these goals
- Support needed for transition
- Involvement of appropriate services

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

All our students are Looked After Children (LAC), so supporting this group is at the heart of everything we do.

Philip Davies, the designated teacher and SENDCO, will work to make sure that all teachers understand how a looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Integrated Support

We recognise that our students' care status and SEND are interconnected. Many of our students' learning needs stem from or are compounded by their experiences of trauma, loss, and disrupted attachments.

We provide:

- Trauma-informed teaching and behaviour management
- Understanding of attachment difficulties and their impact on learning
- Recognition that behaviour is often communication of unmet needs
- Consistent, nurturing relationships with key adults
- Therapeutic approaches are embedded throughout the school day

Personal Education Plans (PEPs)

All our students have a **Personal Education Plan (PEP)** which is reviewed termly. We make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

The PEP includes:

- Current attainment and progress
- SEND provision and support
- Targets for improvement
- Use of Pupil Premium Plus funding
- Planned interventions and support
- Transition planning
- Attendance and well-being information

Multi-Agency Working

We work closely with:

- Social workers who hold parental responsibility
- Independent Reviewing Officers (IROs)
- Virtual School staff
- Carers (foster carers, residential staff, kinship carers)
- Birth families where appropriate and safe
- CAMHS and other health professionals
- Youth Offending Teams, where relevant

Pupil Premium Plus

Students who are eligible for Pupil Premium Plus funding will be requested and used to:

- Provide additional interventions and support
- Fund therapeutic activities
- Purchase specialist resources and equipment
- Provide enrichment opportunities
- Support transition planning
- Fund training for staff

The use of this funding is agreed through the PEP process and reviewed regularly.

Stability and Consistency

We understand that many of our students have experienced multiple placement moves and school changes. We provide:

- A stable, consistent environment
- Key adults who build trusting relationships
- Predictable routines and clear expectations
- Support during placement changes
- Advocacy for educational stability

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

We hope that any concerns can be resolved through open communication with staff. However, if you need to make a formal complaint:

Step 1: Speak to the SENDCO Complaints about SEND provision in our school should be made to the SENDCO (Philip Davies) in the first instance.

Step 2: Follow the School's Complaints Policy If the issue is not resolved, the complaint will be referred to the school's complaints policy. A copy of this policy is available on our website or from the school office.

Step 3: Escalate if Necessary If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

You may be able to:

- Contact the placing local authority
- Contact the Independent Schools Inspectorate

- Seek advice from SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

For Social Workers and Placing Authorities

If a social worker or placing authority has concerns about a student's provision, please contact the Headteacher/SENDCO directly to discuss. We are committed to working in partnership to meet each student's needs.

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

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 your local authority's local offer. Local Authorities publish information about the local offer on their website -

<https://liverpool.gov.uk/children-and-families/send-local-offer/> and <https://www.knowsleyinfo.co.uk/knowsley-local-offer-send>.

17. Support for Carers

We recognise that caring for a young person with SEND and trauma can be challenging. Support available includes:

From our school:

- Regular communication and updates
- Advice and strategies to use at home
- Celebration of successes
- Early intervention when difficulties arise
- Signposting to external support services

From the local authority:

- Virtual School support and advice
- Foster carer training and support groups
- Respite care arrangements (through social care)
- SENDIASS (impartial information, advice and support)

Local Offer

Local authorities publish information about services and support available for children and young people with SEND. This is called the 'Local Offer'.

Our students come from various local authorities. To see what support is available in your area, visit your local authority's Local Offer website:

Liverpool Local Offer:

<https://liverpool.gov.uk/children-and-families/send-local-offer/>

Knowsley Local Offer:

<https://www.knowsleyinfo.co.uk/knowsley-local-offer-send>

Other local authorities:

Search online for the Local Authority SEND local offer

The Local Offer includes information about:

- Education, health and social care services
- Support groups and activities
- Short breaks and respite
- Preparing for adulthood services
- How to request an EHC needs assessment
- How to appeal decisions

Additional Support Services**SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)**

- Provides impartial information, advice and support about SEND
- Can help with understanding EHC plans, appeals, and your rights
- Contact your local authority's SENDIASS service

Virtual School

- Supports the education of looked-after children
- Can provide advice and additional resources
- Monitors progress and attainment

IPSEA (Independent Provider of Special Education Advice)

- Provides free legal advice about SEND
- Website: www.ipsea.org.uk

18. Contact Information**School:**

Lawrence House School

Telephone: 0151 949 5690

Headteacher/SENDCO: Philip Davies

Email: phil.davies@gpconline.co.uk

School Website: <https://www.gpconline.co.uk/lawrence-house-school/>

19. Glossary

Access arrangements – Special arrangements to allow students with SEND to access assessments or exams

Adaptation – When teachers adapt how they teach in response to a student's needs

Annual review – An annual meeting to review the provision in a student's EHC plan

Area of need – The 4 areas of need describe different types of needs a student 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

Attachment disorder – Difficulties in forming healthy emotional bonds, often resulting from early trauma or neglect

CAMHS – Child and adolescent mental health services

Designated teacher – The teacher responsible for promoting the educational achievement of looked-after children

EHC needs assessment – The needs assessment is the first step on the way to securing an EHC plan. The local authority will assess to decide whether a child needs an EHC plan

EHC plan – An education, health and care (EHC) 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 student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

Intervention – A short-term, targeted approach to teaching a student with a specific outcome in mind

IRO (Independent Reviewing Officer) – Chairs looked-after children reviews and ensures the care plan meets the child's needs

LAC (Looked After Child) – A child who is in the care of the local authority

Local offer – Information provided by the local authority that explains what services and support are on offer for students with SEND in the local area

Outcome – Target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment

PEP (Personal Education Plan) – A document that records the education, training and development needs of a looked-after child

Pupil Premium Plus – Additional funding for looked-after children to support their education

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

SEND information report – A report that schools must publish on their website, which explains how the school supports students with SEND

SEND support – Special educational provision that meets the needs of students with SEND

SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service

Transition – When a student moves between years, phases, schools or institutions or life stages

Trauma-informed practice – An approach that recognises the impact of trauma and uses strategies that promote safety, trust and healing

Virtual School – A local authority team that supports the education of looked-after children