



# **Bowden House School & Bowden Primary School**

**SEND Information Report**

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Agreed: Autumn term 2025

Review date: Autumn term 2027

## **1. Our Schools' Approach to Supporting Students/Pupils with SEND**

Bowden House & Bowden Primary Schools are maintained by the London Borough of Tower Hamlets. Bowden House provides specialist, residential education and care for boys between the ages of 9 – 16+ years and is situated in Seaford, East Sussex. Bowden Primary provides SEMH, day provision within the borough which mirrors the ethos, culture and expectations of Bowden House. This unique provision is attached to a mainstream, primary school with the Headteacher of Bowden House School having overall responsibility. Bowden House School enjoys exceptional resources and separate accommodation facilities including an Independence Unit for Years 12 & 13. All students/pupils are subjects of an EHC Plan which identifies their social, e

motional and mental health difficulties and how these have impacted upon their educational and social development within mainstream or specialist day provision. Students at Bowden House School can be admitted on an assessment basis or where there is the risk of exclusion. There is also provision for students to attend on a daily basis if they live local to the school.

Both schools provide teaching within small, structured classes where there is specialist, intervention to aid all curriculum areas. The Care Staff at Bowden House School work closely with the education team to provide a 'whole school' approach to learning with a joint structure involving the students in devising alternative strategies to assist them in managing their social, emotional and mental health difficulties and therefore improving their chances of successful, educational outcomes.

Bowden House and Bowden Primary Schools are committed to the principles of the Equality Act 2010. We ensure that no student with a disability or special educational need is treated less favourably than others. Reasonable adjustments are made to remove barriers to learning and participation, both in the classroom and during enrichment activities.

## **2. Supporting Different Kinds of SEND**

### **Communication and interaction**

At Bowden House and Bowden Primary Schools, we provide targeted and specialist support for students with Speech, Language and Communication Needs (SLCN), including those with Developmental Language Disorder (DLD). Our Speech and Language Therapist is a key member of the Intervention Team and works across both settings, delivering individual and small group interventions, carrying out assessments, and providing ongoing advice and training for staff.

Staff are supported to implement a total communication approach, which includes the use of visual aids, structured prompts, and alternative or augmentative communication systems where appropriate, to aid understanding and expression. Whole-school oracy targets are embedded into our practice, and all

students use dual-coded visual timetables to support comprehension and daily routines.

At Bowden House School, these approaches are extended into the residential provision, where residential staff reinforce communication and social development strategies to ensure consistency and continuity of support throughout the day.

### **Social, emotional and mental health**

SEMH is a specialist focus at both Bowden House and Bowden Primary Schools. Each school benefits from skilled and experienced staff who are trained to meet the emotional and behavioural needs of our students.

At Bowden House School, the Intervention Team offers targeted literacy and numeracy sessions in small groups or on a one-to-one basis. Additional support is provided by a dedicated Student and Family Co-ordinator, and a Highly Specialist CAMHS Practitioner who works directly with students requiring more intensive mental health input.

At Bowden Primary School, pupils and their families are supported by an SEMH Practitioner who delivers tailored emotional and behavioural interventions and provides guidance to parents and carers.

### **Cognition and learning**

Some of our students have specific learning difficulties (SpLD), such as dyslexia, dyspraxia or dyscalculia, which impact particular aspects of their academic progress. These students have access to all specialist interventions described above, alongside differentiated teaching and resources in all subject areas to support individual learning needs.

At Bowden House School, a Nurture Practitioner provides additional support, using personalised strategies to build confidence and improve literacy in a safe and supportive learning environment.

Students with social communication differences or autism are supported through consistent routines, structured visual schedules, and individualised interactions. Staff draw on evidence-based strategies, helping to reduce anxiety, enhance engagement, and promote emotional regulation and effective communication.

### **Sensory and/or physical needs**

Our current student population does not include pupils with sensory or physical impairments as defined within the Department for Education's SEND Code of Practice. However, we remain committed to making reasonable adjustments and ensuring accessibility for all, should such needs arise in future.

## **3. Key staff and Expertise**

Name of staff member	Area of expertise & qualifications
Lindsey Harvey	CAMHS Highly Specialist Practitioner: BA (Hons) Applied Social Science; MA Social Work; Post Graduate Diploma in Social Work; Post Graduate Diploma in Child & Family Mental Health; Psychotherapy in EMDR (adults & children); Multi-family Group Therapy systemic training
Jane Richards	Speech & Language Therapist: BSc (Hons); MSc Reg. HCPC MASLTIP; Bed
Stacey Wall	Emotional Literacy Support Assistant

#### 4. The SENCO

Name of staff member	e-mail address	phone number
Brodhie Turner	<a href="mailto:bturner@bowdenhouse.towerhamlets.sch.uk">bturner@bowdenhouse.towerhamlets.sch.uk</a>	01323 893138

#### 5. Securing & Deploying Expertise

The Intervention Team, based at Bowden House School, is an integrated part of our trauma-informed whole school approach. The team provides intensive, targeted support both during the school day and across residential care time, helping students to rebuild trust, regulate emotions and overcome barriers to learning that may be rooted in early trauma or disrupted experiences. Their work is aligned with our therapeutic ethos, aiming to support students in developing emotional literacy, coping strategies, self-regulation, and confidence—key components of recovery and resilience in a trauma-aware setting.

This team meets regularly to review referrals from staff and coordinate support ranging from short-term interventions to in-depth assessments or ongoing therapeutic work. As a specialist residential provision, our staff are trained in trauma-informed practices, enabling consistent responses across both educational and residential environments.

Specialist Lead Teachers and skilled Assistant Teachers deliver a curriculum that is adapted not just to learning needs but also to the emotional readiness of our students. The Residential team plays a vital role in extending the therapeutic environment beyond the classroom, supporting social development, independence, and preparation for adult life. This includes life skills development, access to a structured careers programme, college attendance, and support from a dedicated Careers Co-ordinator. Together, all staff contribute to a safe, predictable and nurturing environment where students can rebuild their sense of safety and engagement with learning.

#### 6. Equipment and Facilities

The majority of our students/pupils have experienced significant periods without education, which has resulted in considerable gaps in knowledge and a reduced ability—or desire—to engage with learning. Their social, emotional and mental health has also suffered. Admission to Bowden House or Bowden Primary offers a different approach where there is recognition that age-appropriate teaching and learning does not always fit.

Our Stage Not Age programme is a bespoke package of learning resources designed to enable our students/pupils to progress within their personal stage of learning. The programme covers all areas of the curriculum, and we have seen improved confidence in the learning process through achievement and reward, which pay dividends in ensuring we raise attainment at all levels through personalised learning. Our learning environments and classrooms are intentionally designed to be trauma-informed, offering calm, safe, predictable spaces where students feel emotionally secure and ready to learn. Classrooms are low-arousal, structured and welcoming, with visual supports, sensory regulation tools, and consistent routines that reduce anxiety and support co-regulation. Equipment and interventions are selected not only to meet academic needs but to promote emotional safety, trust and relational support—key components of a trauma-informed educational experience.

## **7. Consultation with Students and Families**

Bowden House and Bowden Primary Schools place high importance on meaningful consultation with students, pupils, and their families throughout every stage of their journey.

From the moment a referral is received, our Student & Family Co-ordinator (Bowden House) or SEMH Practitioner (Bowden Primary) will contact parents/carers to arrange a home visit. This early engagement builds trust, ensures a personalised approach, and supports the student/pupil's transition. If the placement is agreed by all parties, a school visit is arranged. For Looked After Children (LAC), their Social Worker is also invited. At Bowden House School, the admissions process may include 1–3 overnight stays prior to full-time attendance to ease transition. We use person-centred planning approaches to ensure students and their families are central to decision-making. This includes co-producing strategies, setting personalised goals, and preparing for transitions using tools such as one-page profiles and pen portraits, in line with the Tower Hamlets model.

Once admitted, students are supported to take an active role in their own learning and development. Each student at Bowden House is assigned both a mentor (academic) and a keyworker (residential) who meet with them daily to reflect on progress, challenges, and next steps. These consistent, trusted adults help students co-create strategies, prepare for reviews (e.g., EHCPs), and explore any concerns they may have—especially around residential life. Bowden Primary follows a similarly structured, nurturing approach.

Parents/carers receive weekly updates from school staff covering academic progress, wellbeing,

residential activities (where applicable), and any difficulties. Our trauma-informed ethos ensures parents are seen as key partners in identifying strategies and celebrating positive progress. We are committed to maintaining open, honest communication and involving parents in decisions about additional support, changes to provision, or curriculum adaptations (e.g., RSHE policy decisions).

All families are encouraged to attend reviews and planning meetings, including Annual Reviews and LAC Reviews. The school also supports student voice through preparation for post-16 transitions, career discussions, and college placements. Students are also encouraged to maintain family contact unless specific safeguarding restrictions apply.

## **8. Involving Key External Agencies**

Bowden House & Bowden Primary Schools have an active involvement with a range of external bodies and professionals. Contact is made with the Attendance & Welfare Advisor on the occasions that students/pupils do not attend school and school staff have been unable to contact the student/family. He works closely with the school's Student & Family Co-ordinator (Bowden House) and the SEMH Practitioner (Bowden Primary) and makes visits to the schools. Our Looked After Children have Social Workers who keep in regular contact with school staff and are a valuable link with families. Both schools are supported by an Education Psychologist from our maintaining authority. Annual Reviews of EHC Plans for all our students/pupils and LAC Reviews for those students/pupils in Local Authority care, are held at the relevant school and all agencies involved with our families are invited and contribute to the success of these meetings. The schools have links with health professionals including CAMHS

## **9. Teaching Approach**

Bowden House & Bowden Primary Schools have a unique, trauma-informed approach to teaching and learning. Our philosophy recognises that students with social, emotional and mental health needs may have experienced adverse or traumatic events that affect how they access learning. In response, our teaching is built on understanding the impact of trauma and promoting recovery through safe, structured, and nurturing educational experiences.

Our Stage Not Age programme is an innovative educational model that enables students to experience success at the stage of their learning rather than where their age dictates they should be. This flexible approach reduces pressure, promotes self-worth, and supports re-engagement with education in a way that builds emotional safety. In this way, our students begin to 'learn to learn', developing the confidence and resilience necessary for academic and personal progress.

Classroom routines are predictable, relationships are prioritised, and every effort is made to reduce stress and support emotional regulation. Staff are trained in trauma-informed strategies, including co-

regulation, restorative approaches, and sensitive use of language. Lessons are carefully paced and adapted to support cognitive readiness, with a strong emphasis on celebrating small steps of progress. Some Lead Teachers at Bowden House School are members of the Extended Leadership Team and are responsible for tracking academic and social-emotional progress and identifying areas where students may benefit from targeted support. They collate and share student progress with parents/carers via School Ping, ensuring that families remain fully involved in their son's educational development. We follow the Graduated Approach in line with the SEND Code of Practice and Tower Hamlets expectations, using a cyclical process of Assess – Plan – Do – Review to monitor and adapt support. This ensures interventions are timely, well-targeted, and responsive to the needs of each student.

Communication with families is further enhanced through the school's digital platform, VIEW, which provides visual, real-time reports of student learning and achievement. The next stage of this innovative project will include SEMH progress tracking—reflecting the equal importance we place on social and emotional development alongside academic outcomes.

## **10. Transition Support**

Pupils at Bowden Primary leave at the end of Year 6, and the Local Authority (LA) is responsible for determining appropriate secondary provision. For boys, admission to Bowden House School may be considered if residential education is identified as the most suitable option. Alternatively, day placements will be arranged by the LA based on individual needs and preferences.

All students attending Bowden House School have identified special educational needs and/or disabilities (SEND) and are placed via their Education, Health and Care Plan (EHCP). Their EHCP outlines the specific provision and resources required, which we provide through a flexible curriculum model that includes access to the National Curriculum, in-class support, therapeutic input, and a whole-school approach to the development of communication and social skills.

Transition planning is embedded across the curriculum, and we place strong emphasis on Preparation for Adulthood (PfA) outcomes. These include:

- Employment – developing skills, accessing work-related learning, and planning for future pathways.
- Independent living – promoting personal responsibility, decision-making, and functional life skills.
- Community inclusion – encouraging participation in society and fostering meaningful relationships.
- Health – supporting students to understand and manage their physical and emotional well-being.

From Year 7 onwards, students are actively involved in their Annual Reviews and future planning. This includes exploring their interests, considering further education pathways, and accessing meaningful work experience opportunities.

The school has a dedicated Careers Teacher who works closely with Careers Advisers from students' home local authorities. The Careers Teacher meets regularly with students to match their interests and skills to appropriate post-16 college courses or training programmes. Students from Tower Hamlets have the option to remain in Bowden House School's post-16 provision while attending local colleges.

We also support independent travel training for students, where appropriate. This is delivered in a structured and supported way to help students develop confidence, safety awareness, and the practical skills needed to travel independently as part of their transition into adulthood.

## **11. The School's Approach to Teaching Students with SEND**

All students at Bowden House School have identified Special Educational Needs and Disabilities (SEND) and are admitted with an Education, Health and Care Plan (EHCP) that outlines the support and resources required to meet their individual needs. Pupils attending Bowden Primary School also have EHCPs in place to guide their provision.

## **12. Adaptations to the Curriculum & Learning Environment**

All lessons at both schools are delivered in small groups with a Lead Teacher and an Assistant Teacher. 1:1 support is also available where this has been requested/agreed by the placing authority and where the schools consider this would be an advantage to the student/pupil.

Our universal offer includes Ordinarily Available Provision (OAP) as defined by Tower Hamlets, which includes high-quality, inclusive teaching, access to a differentiated curriculum, and adapted environments that meet social, emotional, and academic needs.

Classrooms are well resourced; are colourful, warm and welcoming to aid a conducive environment for learning. In line with our trauma-informed approach, all learning spaces are designed to promote emotional regulation, predictability and a sense of safety. Calm visual displays, clear structure, and relational consistency are embedded throughout both schools.

All students/pupils have access to the National Curriculum via the Stage Not Age programme where progress is mapped, achievements rewarded and where specialist interventions can be made. This could be support through the Speech & Language Therapist; the Highly Specialist CAMHS Practitioner; Nurture Practitioner or the Student & Family Co-ordinator/SEMH Practitioner.

Our curriculum is not only differentiated by academic need, but also by emotional readiness, with pacing and content adapted to reduce anxiety and promote confidence. For those students who have a specific learning difficulty, the curriculum can be further tailored to maximise success.

## **13. Inclusivity in Activities**

Bowden House School and Bowden Primary School provide specialist education and care exclusively for students with Special Educational Needs and Disabilities (SEND). Every student has an Education, Health and Care Plan (EHCP) that outlines their individual needs, strengths and required support. All aspects of school life—including the curriculum, enrichment opportunities, residential routines, and social experiences—are fully inclusive and accessible to every student.

In line with our trauma-informed whole school approach, we actively remove barriers to participation by ensuring that all activities are delivered in emotionally safe, structured, and supportive environments. Staff are trained to recognise signs of distress and adapt activities or routines to help students feel confident, included and empowered to engage.

#### **14. Supporting emotional and social development**

Bowden House School & Bowden Primary School meet the needs of students with Social, Emotional & Mental Health difficulties. The majority of the students/pupils have additional needs such as ADHD, ASD, dyslexia and mild learning difficulties, and therefore require specialist support in both their learning and social development.

The teams in both schools establish firm, trusting relationships with students/pupils and their families, and are skilled at identifying when additional, specialist support would complement the whole school curriculum both in and out of the classroom. Bowden House School benefits from a Speech & Language Therapist, a Highly Specialist CAMHS Practitioner, a Nurture Practitioner, and a Student & Family Co-ordinator amongst its staff team. The ACE Team are able to offer off-site activities, which can be added to the curriculum or offered when a student is struggling in the classroom at a particular time or on a particular day.

As a trauma-informed school, we recognise that students' behaviour is a form of communication and often linked to past experiences. Our staff are trained in recognising signs of emotional dysregulation and use relational, restorative approaches to respond. Support is proactive, not punitive, with a focus on safety, connection and trust. Emotional regulation tools, predictable routines and nurturing relationships underpin our practice.

Being a residential school also provides the opportunity for all students to enjoy new experiences after school and in the evenings. The school is on the south coast so biking, swimming, walking, hiking and climbing can be offered, as well as time on the beach!

The school has three active committees comprising staff and students. The Anti-Bullying Committee meets each term and has its own policy. The Student Council provides the opportunity for students to raise their own or others' concerns or requests. Minutes of meetings are shared with senior staff who respond to the matters raised. The Food Committee meets with the Kitchen Managers to share ideas on meal planning and diet.

Each student has a mentor and key worker who meet after school each day with the student to review the day and jointly advise and support when there are difficulties. These reflective conversations are an important part of our trauma-informed routine and contribute to emotional recovery, regulation, and planning for the next day. Details of Childline, Ofsted, and other support organisations are freely advertised around the school. Bowden Primary School shares some of the specialist resources based at Bowden House School.

## **15. Online safety**

The schools have a wide range of sophisticated IT blocks on their system to keep our students/pupils safe when they are working on-line. Close monitoring of student/pupil access to sites is the responsibility of all staff and any breaches are reported to senior staff immediately. Bowden House School has an SLA with East Sussex County Council to provide IT support as and when required and they can install additional interventions, as necessary. As part of both school's RSHE curriculum, Citizenship provides the opportunity to share/inform on a wide range of issues which are openly discussed with our students/pupils so that they are aware of the risks in life; how to keep themselves safe; who to speak to if there is a concern, etc. Bowden House School has given every student and their families a bespoke leaflet on safeguarding including on-line safety. There are a range of policies in school for staff and students. The schools' Induction Programme includes safeguarding awareness including Prevent and provides information on how to recognise the signs of abuse and what to do if they have concerns

## **16. Sexual violence and harassment**

Bowden House School & Bowden Primary School deliver education in small groups with the support of a high level of experienced staff and additional specialists. Many of our students/pupils have been exposed to and witnessed, sexual violence and all staff are aware of these experiences. Whilst Bowden House School recognises that there could be a risk of sexual violence and harassment amongst its students, a high staff: student ratio over the 24-hour curriculum, single room accommodation, positive relationships and knowledge of the students and with a 24 hour on-call system in place, such risks are significantly reduced.

The schools' shared Safeguarding & the Protection of Children Policy clearly outlines the procedures that should be followed in the event that any of the students/pupils are seen as victims of sexual violence and/or harassment

## **17. Evaluating effectiveness**

As a residential, special school, Bowden House School is subject to annual welfare Inspections by Ofsted

and are judged against the National Minimum Standards, 2022. Against these standards, the school has been judged as Outstanding for the last 5 inspections.

Standard 3 of the NMS, states that an internal inspection should take place each half-term and the report made available to Ofsted. The inspection is undertaken by an external Consultant who has a background in education and social care at Director level. The report includes: Complaints, Safeguarding, Risk Assessments, Sanctions, Positive Handling, Bullying and Attendance.

Both schools have a robust recruitment procedure under Safer Recruitment to ensure that every measure is taken to deter unsuitable candidates from employment in our schools.

Both schools are subject to Section 5 Inspections by Ofsted

## **18. Handling complaints**

The schools have a Complaints Policy for parents/carers and others which is available on the school's web-site. The relationships between the parents/carers and the school staff and the frequency of contact, offers the occasion for concerns or complaints to be shared and responded to without delay. Parents/carers complaints will always be taken seriously and the procedures outlined in the policy will be followed.

Parents/carers are welcome to raise concerns or make complaints at any time via phone, e-mail or when they attend either school for meetings, etc.

## **19. Local Offer**

Bowden House School is a maintained, special, residential school and Bowden Primary, its day, SEMH provision and are therefore included in the London Borough of Tower Hamlets Local Offer. Parents/carers who request an EHCP for their child will have the option of choosing what they consider to be the most appropriate placement to meet their child's needs. Both schools are listed on the authority's web-site under SEND and details can be found under: [www.localoffertowerhamlets.co.uk](http://www.localoffertowerhamlets.co.uk)

## **20. Named contacts**

Name	e-mail address	phone number
Neil Wells Headteacher & DSL	<a href="mailto:ht@bowdenhouse.towerhamlets.sch.uk">ht@bowdenhouse.towerhamlets.sch.uk</a>	01323 893138
Emmanual Lawal Chair of Governors	<a href="mailto:elawal@bowdenhouse.towerhamlets.sch.uk">elawal@bowdenhouse.towerhamlets.sch.uk</a>	01323 893138

Alexandra Tytgat Head of School & DSL      [atytgat@bowdenhouse.towerhamlets.sch.uk](mailto:atytgat@bowdenhouse.towerhamlets.sch.uk)      01323 893138

Melanie Benzie LBTH, LADO      [melanie.benzie@towerhamlets.gov.uk](mailto:melanie.benzie@towerhamlets.gov.uk)      0207 364 3506

## **21. Additional support**

Bowden House School and Bowden Primary School offer a range of in-school support for its students/pupils which have been detailed in the above sections.

## Compliance Statement

This SEND Information Report complies with:

- Section 69 of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- The statutory guidance in the SEND Code of Practice: 0 to 25 years (2015, updated 2024)

It is also written with reference to the following:

- The Equality Act 2010, particularly the duty to make reasonable adjustments and publish an Accessibility Plan
- Our duties as a maintained special school within the London Borough of Tower Hamlets

### Purpose of this Report

This report is intended to provide transparent, up-to-date information for parents/carers and other stakeholders about how Bowden House School and Bowden Primary School identify, assess, and support pupils with Special Educational Needs and Disabilities (SEND).

### Accessibility Plan

For information on how our school ensures accessibility for all students, including those with disabilities, please refer to our **Accessibility Plan**, available on our website or by request. This forms part of our responsibilities under the Equality Act 2010.

### Anti-Bullying Measures

Bowden House School and Bowden Primary School operate a **zero-tolerance approach to bullying**. We promote a safe, respectful environment where every student is supported through staff supervision, restorative responses, a termly Anti-Bullying Committee, and trauma-informed practices. Students with SEND receive targeted emotional and social development support as needed.

### Equipment and Facilities

Where specialist equipment, assistive technology, or adaptations to the environment are required, these are sourced through the school's delegated SEND budget. When needs exceed the notional £6,000 threshold, the school works in partnership with the local authority to secure High Needs Funding.

### Support for Looked-After Children

Looked-after and previously looked-after pupils with SEND are supported by the school's **designated teacher**, working in close collaboration with the **SENCO**. All such pupils have an individual Personal Education Plan (PEP), which is reviewed regularly and aligned with their EHC Plan.

### Support Services for Families

Support for families is available through:

- **Tower Hamlets & East Sussex SENDIAS teams**
- National organisations including **IPSEA**, **Contact**, and **Special Needs Jungle**

Details are available on our school website or on request.

### Glossary

A glossary of key SEND terms is provided at the end of this report to support understanding.

### Evaluating Effectiveness

The effectiveness of our SEND provision is evaluated regularly through:

- **Progress monitoring**
- **Annual reviews of EHCPs**
- **Feedback from students, staff and parents/carers**
- **External inspections and audits**

**Review Information**

This report is reviewed annually and updated **immediately** if significant changes occur. The next formal review will take place in **Autumn Term 2025**.

## Glossary of Key SEND Terms

Term	Definition
ACE Team	Activities, Curriculum and Engagement Team – provides enrichment and flexible learning experiences, including off-site activities.
CAMHS	Child and Adolescent Mental Health Services – NHS mental health services for young people.
EHCP (Education, Health and Care Plan)	A legal document that sets out a child’s SEND, the support they need, and how it will be provided.
High Needs Funding	Additional funding is provided by the local authority to meet the needs of pupils whose support costs exceed the school’s standard SEND budget.
Local Offer	A published guide to services and support available in a local area for children and young people with SEND.
Nurture Practitioner	A specialist who works with students in a nurturing environment to improve emotional well-being and readiness to learn.
Ofsted	The Office for Standards in Education – the government body that inspects schools.
PEP (Personal Education Plan)	A document outlining how a looked-after child’s education is supported and monitored.
Restorative Practice	An approach to managing behaviour and conflict that focuses on repairing relationships and building trust.
School Ping / VIEW	Digital platforms used to share updates, progress, and achievements with parents/carers in real time.
SEMH	Social, Emotional and Mental Health – a category of need under the SEND Code of Practice.
SEND	Special Educational Needs and Disabilities – a legal term referring to students who require additional support to access learning.
SEND Code of Practice	Government guidance that schools must follow when identifying and supporting pupils with SEND.
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service – a free service offering impartial advice to parents/carers.
SENCO	Special Educational Needs Co-ordinator – a senior teacher responsible for coordinating SEND support in school.
Speech & Language Therapist	A professional who supports students with speech, language and communication needs.
Stage Not Age	A curriculum model where students work at their current level of understanding rather than their chronological age.
Trauma-Informed Approach	A whole-school practice that recognises and responds to the impact of trauma on learning and behaviour, focusing on safety, connection and regulation.