



Oak Lodge School SEN Information Report 2026-27

Quick Reference Guide

Who We Are: Oak Lodge School - a special academy for students aged 11-19 with autism and learning difficulties in Barnet, North London. We are part of Barnet Special Education Trust.

Who We Support: Students with autism, moderate to severe learning difficulties, complex communication needs, sensory processing difficulties, and physical impairments. All students have an Education, Health and Care Plan (EHCP).

Our Approach:

- Small class sizes with high staff ratios
- SCERTS model for social communication and emotional regulation
- Personalised learning tailored to individual needs
- Integrated therapeutic support (speech and language, occupational therapy, physiotherapy)
- Focus on life skills and preparation for adulthood

Key Information:

Number of Students	197 (funded for 195 places)
Age Range	11-19 (Years 7-14)
Class Sizes	Typically 8-10 students with 1 teacher and 2-3 teaching assistants
Ofsted Rating	Outstanding (March 2025)
Special Accreditations	National Autistic Society Expert Practitioner Status

Key Contacts:

Role	Name	How to Contact
Headteacher	Charlotte Charlesworth	Via school office
Deputy Headteacher	Sarah Dann	Via school office
School Office	Nikita Mepani	02084446711 Info@oaklodeschool.org
For Urgent Concerns	Pastoral/Leadership Team	Via school office

Quick Links:

- Full SEN Information Report: See below

- School Website: www.oaklodeschool.org
- Barnet Local Offer: [Barnet Local Offer :: Home](#)
- How to Make a Complaint: See Section 12

Got a Question?

1. Check this report for information
2. Speak to your child's form tutor
3. Contact the school office
4. Request a meeting with senior leadership

1. School Context

Oak Lodge School is a special school for students aged 11-19 with a wide range of learning difficulties. For the 2026-27 academic year, the school is funded for 195 places. Currently, 197 students are on roll across years 7-14.

The school has received three consecutive Outstanding judgements from Ofsted, with the most recent inspection in March 2025 confirming these standards have been maintained. Oak Lodge has also received consecutive successful accreditations from the National Autistic Society's Autism Accreditation programme and has held expert practitioner status since December 2019.

Types of Special Educational Needs We Provide For

Our school caters for students with:

- Autism
- Moderate to severe learning difficulties
- Complex communication needs
- Sensory processing difficulties
- Physical Impairment

All students have an Education, Health and Care Plan (EHCP) that identifies their specific needs and the support required.

2. Our Vision: 'Learning For Life'

"If a student cannot learn the way we teach, we endeavour to teach the way they learn."

At Oak Lodge School, our vision is to:

- Ensure that the quality of education for children and young people with SEN in our provision is of the highest standard, using evidence-based research to drive school improvement so that we are at the forefront of progressive practice.
- Celebrate diversity and developmental difference by providing an appropriate and relevant specialist curriculum that meets the broad range of needs of our cohort.

3. Our Approach to Teaching Students with SEN

Curriculum Design

We offer a broad, balanced, and ambitious curriculum that encourages academic progress, creativity, physical development, and social skills. Our curriculum provides:

- A sequence of carefully planned activities with learning structured to systematically build knowledge and skills over time
- A spiral curriculum model where key concepts and skills are revisited regularly, allowing students to deepen understanding, consolidate learning, and make connections as they progress
- Personalised programmes according to individual needs
- Integration of concepts into a thematic learning model
- Clear pathways in students' areas of strength and interest
- Life skills and relationships development prioritised across all areas of study with ongoing commitment to the SCERTS model

A whole school dedicated reading slot has been successfully timetabled every morning since September 2025, with daily half-hour reading sessions implemented for all students, including individual reading assessments completed for all students, phonics approaches for appropriate learners, whole word reading strategies where needed, and adapted approaches for non-verbal students.

Additionally, a range of clubs have been implemented since September 2025, across the start of the day and at lunch time to ensure that every opportunity to develop students' social understanding and shared interests is maximised.

The SCERTS Model

SCERTS (Social Communication, Emotional Regulation, and Transactional Support): This evidence-based intervention model is used across Oak Lodge from KS3 to Post-16, supporting children and young people with autism and other developmental disabilities. SCERTS helps teachers, parents, and therapists work together as a team to maximise each student's progress.

Personalised Learning

Every student works towards their individual outcomes without losing exposure to the whole breadth of the curriculum. Carefully designed provision to address their educational, social, and therapeutic needs is integrated into the classroom environment. Our small class sizes enable us to offer highly differentiated teaching and strong, positive relationships between staff and students. Practical subjects are taught by skilled specialist teachers, ensuring every student receives expert guidance and challenge.

4. How We Adapt Information and the Learning Environment

Communication-Friendly Environment

All classrooms feature visual supports, which help students navigate their environment independently and support literacy, communication, and understanding. Examples include:

- SCERTS Folders: These provide students with a clear daily and in-class schedule, including 'choice' symbols and sentence construction supports

- Communication Boards: Support sentence construction for requests and choices
- Emotional Regulation Supports: Tools such as regulation keyrings help students remember strategies to manage feelings

We aim to keep classrooms as low arousal as possible, providing predictability to support students' independence.

School Structure

We are structured into three main departments:

Key Stage 3: 10 mixed-year classes (Years 7, 8, and 9) helping students settle in and transition smoothly into the school.

Key Stage 4: 5 mixed-year classes (Years 9 and 10) with emphasis on increasing independence. Students begin to access more set and skills for work and life' groups are introduced as they are ready, working towards accreditation pathways.

Post 16: 5 mixed-year classes (Years 12, 13, and 14) preparing students for adulthood with a greater focus on vocational learning. Most students independently move around the school, accessing set groups for English and maths, options, and 'skills for work and life' sessions.

Students move between classes and key stages as they progress. The mixed-year class groupings are reviewed each summer term considering transition points, social opportunities, opportunities for communication partners, academic attainment, student voice, and parent views.

Facilities

Each student has a form classroom as their base, where core subjects are taught. Practical subjects—such as Art, Music, Cooking, ICT, and PE—are delivered in dedicated specialist rooms, each equipped with resources tailored to the subject, taught by a specialist teacher who works across the school.

For students who may find moving between different spaces challenging, we provide a range of strategies to support transitions and in some cases, specialist teachers will teach the students in their form base. This ensures all students can access practical subject lessons, with support tailored to their individual needs.

Physical Accessibility and Adaptations

Oak Lodge School is designed to be fully accessible for all our students, regardless of their physical needs.

Physical Access:

- All teaching areas are accessible via wheelchair, with ramps and lifts providing access to all floors

- Wide corridors and doorways accommodate wheelchairs and mobility equipment
- Accessible toilets and changing facilities, including hoists and changing benches
- Designated parking spaces for families with mobility needs
- Our hydrotherapy pool has specialist hoist access for students with physical disabilities

Sensory Considerations:

- Low-arousal classroom environments with controlled lighting and reduced visual clutter
- Quiet spaces and sensory rooms available for students who need sensory breaks
- Acoustic considerations in classroom design to support students with auditory sensitivities
- Sensory circuits and regulation spaces integrated throughout the school

Communication Accessibility:

- All school information can be provided in alternative formats including:
 - Symbol-supported documents
 - Easy-read versions
 - Large print
 - Audio recordings
 - Visual presentations
- Communication boards and AAC systems available throughout the school
- Visual timetables and schedules in all learning spaces

Curriculum Accessibility:

- All curriculum content is differentiated to match individual learning needs
- Multi-sensory teaching approaches used across all subjects
- Practical, hands-on learning opportunities embedded throughout the curriculum
- Technology and specialist software to support access (e.g., communication apps, adapted keyboards etc.)
- Adapted resources including tactile materials, concrete resources, and visual supports

For more detailed information, please see our Accessibility Plan, available on our website or from the school office.

5. Additional Support for Learning

Staffing Structure

Our staffing includes:

- **Senior Leadership team:** Headteacher, Deputy Headteacher (Curriculum, Teaching and Assessment), Assistant Headteachers for; 'Pastoral Support and Inclusion', 'Personal Development and Enrichment' and 'Professional Development and Networks,' and Designated Safeguarding Lead
- **Lead Teachers:** Lead teachers for English, Maths, PSHE and RSE and Preparation for Adulthood. These teachers lead on their area of the curriculum across the school to ensure quality first teaching in core subjects.
- **Teaching staff:** Mix of qualified teachers (some Upper Threshold teachers), Early Career Teachers, and unqualified teachers on training programmes
- **Support staff:** Higher Level Teaching Assistants, Level 3 and Level 2 Teaching Assistants
- **Specialist staff:** PE, Music, Humanities and Travel (Journeys), Art, Communication, Cooking, ICT teachers, plus medical team including physiotherapist and medical officer

Speech and Language, Physiotherapy and Occupational Therapy

We believe that for many young people, therapeutic needs should be integrated into the school day to have maximum impact. Group therapy sessions promote student enthusiasm and engagement, so we encourage therapists to go into the classrooms to deliver their input and work closely communicating and skilling-up teachers and teaching assistants. All students are offered a gross motor skills assessment in the Autumn term every year.

The universal offer includes:

- Whole school/staff communication and motor skills training delivered by NHS trained therapists
- Parent training information sessions on supporting their child's speech, language and communication
- Training in use of appropriate classroom-based supports and resources
- Exposure to a total communication environment, where symbols/pictures/objects and signing are used
- Frequent circuits/activities tailored to each student's sensory needs
- Integration of physiotherapy programs into PE lessons

Clinical or small group sessions are also provided in our 3 physical therapy spaces and speech & language space. Those students whose specific needs cannot be met through the universal/targeted approach as specified in their EHCP (such as those with specialist seating or feeding requirements, wheelchair users and those with specialist AAC systems) will remain under the care of the NHS therapists, through specialist level of input.

Our communication teacher liaises with the NHS speech and language and occupational therapist alongside delivering small group and whole class communication sessions. Our school physiotherapist works closely with the NHS physiotherapist to ensure physical development is prioritised and liaises with the PE department to ensure motor skills development is integrated into active sessions for the whole school.

Medical Support

The visiting NHS School Nurse guides a team of specific school staff to provide holistic care for any student in the school who has complex medical and health needs; assessing, planning, implementing and evaluating individual health care plans. All staff are trained in understanding and supporting students with epilepsy, asthma and anaphylaxis. A team of staff are also trained in gastrostomy feeding and tube changes, enteral feeding support, tracheostomy tube changes, suctioning, administration of medication, and vaccinations in school, led by the school Medical Officer and one of the Assistant Headteachers.

Therapeutic Facilities

Our small hydrotherapy pool is designed for students with high physiotherapy needs. Each student is individually assessed before using the pool. We also have purpose-built therapy rooms and sensory room for therapeutic interventions and sensory regulation.

Pastoral Support and Emotional Wellbeing

Alongside predictable structure and routine, we provide an appropriate level of "scaffolding" to support students in their learning. We incorporate established strategies such as aerobic activity and relaxation into daily routines, alongside visual and practical approaches. The development of social and emotional literacy is supported using well-established interventions including social stories and cartoon conversations.

Our pastoral team meet weekly to identify any students who are struggling as early as possible. We currently have a Music Therapist, Drama therapist and Movement Therapist who are able to see students in school on the recommendation of the pastoral team. We work closely with other agencies such as CAMHS and Social Care to put wraparound support in place for students and their families.

We embed trauma-informed and therapeutic approaches (Norfolk Steps, SCERTS) across the school through monthly training sessions focusing on trauma-informed practice and de-escalation strategies.

Working with External Agencies and Specialists

We work collaboratively with a wide range of external professionals to ensure comprehensive support for our students:

Health Services:

- NHS Speech and Language Therapists
- NHS Occupational Therapists
- NHS Physiotherapists
- School Nursing Service
- CAMHS (Child and Adolescent Mental Health Services)
- Community paediatricians
- Specialist nurses (epilepsy, diabetes, etc.)

Local Authority Services:

- Educational psychologists
- Barnet SEN team
- Social care teams
- Early Help services
- Virtual School (for looked-after children)
- Sensory Support Service (for students with visual or hearing impairments)

Specialist Support:

- Music therapist
- Drama therapist
- Movement therapist
- Independent careers advisers specialising in learning disabilities
- Transition support workers

How to Access Support:

If you feel your child needs support from an external agency:

1. Speak to your child's form tutor or key stage leader
2. Contact our pastoral team who coordinate external referrals
3. We will discuss the referral with you and, with your consent, make the appropriate contact
4. We will keep you informed throughout the process and ensure you're involved in any meetings or assessments

Many of these services will already be involved with students through their EHCPs, and we coordinate closely to ensure joined-up support.

6. How We Use Funding to Support Your Child

EHCP Funding:

All students at Oak Lodge School have an EHCP. The funding attached to each EHCP provides:

- Specialist teaching staff with SEN expertise
High staff-to-student ratios (typically 1 teacher and 2-3 teaching assistants per class)

- Therapeutic support (speech and language therapy, occupational therapy, physiotherapy)
- Specialist equipment and assistive technology tailored to individual needs.

Additional Resources:

When students need support beyond their EHCP funding, we work with families and the local authority to secure additional funding or apply for charitable grants.

Resource Allocation:

Resources are allocated based on assessed need (not diagnosis) following regular reviews through data analysis, annual reviews, and pastoral meetings. We prioritise evidence-based interventions with the greatest impact.

If you have questions about funding, please speak to a member of the senior leadership team.

7. Expertise and Training of Staff

There are clear development pathways for unqualified teachers, with regular coaching and mentoring sessions scheduled for teachers and HLTAs. The appraisal process has been reviewed and updated with closer emphasis on coaching and individual student outcomes.

All staff receive training in:

- Full safeguarding training with ongoing refresher sessions
- Understanding and supporting students with epilepsy, asthma and anaphylaxis
- Norfolk Steps training covering a wide range of topics inc. Culture and Ethos, Reactions vs Responses, and Proactive Strategies
- Trauma-informed practice and de-escalation strategies
- SCERTS model implementation

8. Governance and Accountability for SEN Provision

Our Governing Body's Role:

Oak Lodge School is part of Barnet Special Education Trust. Our Trust Board and Local Governing Body have clear responsibilities for overseeing SEN provision:

- Ensuring the school meets its statutory duties under the SEND Code of Practice
- Monitoring the quality and impact of SEN provision
- Ensuring funding is used effectively to meet students' needs
- Reviewing student outcomes and progress data
- Ensuring staff have appropriate training and expertise
- Listening to the views of students, parents, and staff

Link Governors:

We have link governors for key areas of the school development plan, plus safeguarding. They:

- Visit the school regularly to observe provision and speak with students and staff
- Meet with the senior leadership team to review data and provision
- Report to the full governing body
- Attend relevant training to understand SEN issues
- Act as a critical friend, challenging and supporting school leaders

Regular Reporting:

The governing body receives regular reports on:

- Student progress and outcomes
- Quality of teaching and provision
- Staff training and development
- Use of SEN funding
- Parent and student feedback
- External validation (Ofsted, National Autistic Society accreditation)

Accountability to Families:

We are accountable to you as parents and carers. We demonstrate this through:

- Annual reviews where we report on your child's progress
- Regular communication about your child's learning and wellbeing
- This SEN Information Report, which is reviewed annually
- Our complaints procedure, which ensures concerns are heard and addressed
- Parent surveys and feedback opportunities

If you have questions about governance or accountability, please contact the Headteacher or school office.

9. Evaluating the Effectiveness of SEN Provision

We schedule regular data reviews using B-squared and hold moderation meetings within and across departments. We adjust pupil groupings and intervention plans in response to data and have implemented a coaching model for new outcome setting related to EHCPs. The annual review process has been refined with improved oversight from SLT.

Our provision is validated through Ofsted Outstanding judgements, National Autistic Society Expert Practitioner status, and Leading Challenge Partner status.

10. How We Enable Students to Engage in Activities

Enrichment and Community Engagement

Students access a wide range of enrichment activities, both within the school and in the wider community. We have expanded our clubs programme across mornings and lunchtimes from September 2025, providing structured activities that promote social interaction. Community links are being enhanced through partnerships with local organisations including Finchley Charities (allotment project) and the local MP's office.

All students regularly access the local community to develop life skills. In Key Stage 3, this may include basic road safety trips and by Post-16, some students undertake supported independent travel training and more advanced community-based learning.

Careers and Work Experience

Our careers programme meets the statutory requirements set out in the updated Gatsby Benchmarks (September 2025) and has the explicit backing of our governing body.

Years 7-9: Students participate in work experience activities including multi-day work visits, work shadowing, and employer talks. These activities help students explore different industries and careers.

Years 10-11: Students undertake work experience placements where appropriate, developing practical work skills in real settings.

From Year 8 onwards: Students receive guidance from a careers adviser with expertise in learning disabilities, supporting transitions into further education, training, or employment. Careers education and guidance are promoted through class learning, work-related activities, and real work experience opportunities. From Year 8 onwards, students receive guidance from a careers adviser with expertise in learning disabilities, supporting transitions into further education, training, or employment. Work experience placements may be offered at KS4 if appropriate.

KS4 and post 16 students have access to 'Freshfields Café', where students staff the café during some breaktimes, developing work skills in a real food environment. Our edible playground is used for KS4 and Post-16 work skills, teaching gardening and horticulture.

We have established a clear three-phased approach to work experience starting with 'jobs in class', progressing to internal work experience, and culminating in external work experience. Skills Builder key words are becoming more familiar across the school, with the Skills for Work and Life curriculum being developed based on Skills Builder key skills.

11. Support for Improving Emotional and Social Development

Pastoral Care

Strong pastoral systems ensure wellbeing and safety, with trusting relationships and high expectations underpinning a positive learning environment.

We provide a safe, predictable environment where students feel confident to share concerns, with reinforced routines and expectations through consistency of symbols and transactional supports.

Behaviour Support

We have a strong commitment to inclusive practice and in adapting our environment and approach to meet the needs of the students. Staff recognise and respond to safeguarding indicators using trauma-informed approaches, with regular review of Regulation Support Plans in conjunction with pastoral team and families.

12. Working with Parents and Carers

We work closely with families and carers, valuing their insights and working together to support each child's progress. We have created a parent communication policy in alignment with Trust policy, with a termly calendar of parent workshops/events sent out.

We have a qualified parent counsellor, who provides weekly counselling for parents who want it. We also have a parent support worker who supports families to complete paperwork in applying for short breaks, transport, respite or applying for Disability Living Allowance or PIP.

The Annual Review Process

Every student's EHCP is reviewed at least once a year - a legal requirement and important opportunity to celebrate progress and plan ahead.

Key Information:

You'll receive at least two weeks' notice

- Your attendance is vital - we'll support your child to participate in a way that works for them
- Reviews include you, your child, school staff, therapists, and relevant external agencies
- We'll send you preparation materials including current progress data and proposed outcomes

What Happens:

We review progress towards current EHCP outcomes, discuss strengths and development areas, set new outcomes, and consider any needed changes to provision. For older students, we focus on preparation for adulthood.

After the Review:

Within two weeks, you'll receive a copy of the review report. The local authority will then decide whether to maintain, amend, or (rarely) cease the EHCP.

If you can't attend let us know as soon as possible - we can arrange alternative dates, accept written/video contributions, or arrange phone/video reviews.

For detailed information about preparing for and participating in annual reviews, please speak to your child's form tutor.

13. Student Progress and Outcomes

How We Measure Progress:

At Oak Lodge School, we recognise that progress looks different for every student. We measure progress through:

- **Academic Progress:** Using B-Squared assessment system to track small steps of progress in core subjects
- **EHCP Outcomes:** Monitoring progress towards individual EHCP outcomes across education, health, and care
- **Life Skills:** Assessing independence skills, communication development, and social interaction
- **Preparation for Adulthood:** Tracking progress in employment skills, independent living, community participation, and health

What Progress Looks Like:

Our students make excellent progress from their individual starting points. Examples include:

- Students developing from using single symbols to constructing simple sentences
- Increased independence in self-care and daily living skills
- Progress from supported activities to independent task completion
- Development of social relationships and peer interactions
- Growth in emotional regulation and self-advocacy
- Achievement of accreditations (Entry Level qualifications, functional skills)

Destinations Data:

When our students leave Oak Lodge School, they move on to:

- Further education colleges with specialist SEN provision (majority of students)
- Supported internships and employment pathways

- Day services and community-based provision
- Independent living with support
- Residential colleges for students with complex needs

91% of students moved on to a further education setting in September 2026.

We maintain contact with many of our alumni and are proud of their continued progress and achievements in adult life.

External Validation:

Our outcomes are validated through:

- Three consecutive Ofsted Outstanding judgements (most recent March 2025)
- National Autistic Society Expert Practitioner status (held since December 2019)
- Leading Challenge Partner status
- Positive feedback from families, students, and external professionals

13. Arrangements for Consulting Young People with SEN

We provide student choice and voice: We listen to and act on student feedback, providing choices that build resilience, independence, and self-confidence. Self-advocacy and decision-making skills are integrated into the curriculum across the school, with opportunities for student voice in school decision-making. Student council is well established and students can represent their class from year 7.

Students are involved in their education through participation in annual reviews, target-setting, and where appropriate, individual AAC systems designed and developed in conjunction with students.

14. Arrangements for Handling Complaints

If you have concerns about your child's SEN provision, please:

1. **First contact:** Speak to your child's form tutor or key stage leader
2. **Next step:** Contact the office to speak to a member of the wider leadership team
3. **Headteacher:** Contact the Headteacher, Charlotte Charlesworth
4. **Formal complaint:** Follow the school's complaints procedure (available on request and on our website)

We aim to resolve concerns quickly and informally wherever possible, working in partnership with families.

15. Support for Transition

Starting at Oak Lodge

Transition planning for new students is thorough, carefully considered and collaborative. We have developed transition packs and induction events for new students.

For students requiring additional transition support, we agree temporary part-time timetables with families and external agencies, with proposed end dates for return to full-time education that are regularly reviewed.

Moving Between Key Stages

We extend use of 'early transition' between departments into summer term, with increased opportunities for students to interact between departments.

Leaving Oak Lodge

We work with the LA to improve the transition process both into and out of school. Leavers in Year 11 and post-16 and their parents/carers have a personal meeting with an independent careers adviser in the autumn term to discuss and agree next steps.

We have established an alumni tea to maintain contact with leavers, with plans to bring former students back to speak to specific groups about their learning journey.

16. Local Authority Local Offer

Oak Lodge School is part of the London Borough of Barnet. Information about the local authority's Local Offer for children and young people with SEN can be found at: [\[Barnet Local Offer website\]](#)

Our provision contributes to and complements the Barnet Local Offer by providing specialist education for students aged 11-19 with learning difficulties and autism.

17. Contact Information

School Address:

Oak Lodge School
Heath View
London, N2

Key Contacts:

- **Headteacher:** Charlotte Charlesworth
- **Deputy Headteacher: Curriculum, Teaching and Assessment:** Sarah Dann
- **Assistant Headteacher: Professional Development and Networks:** Martha Pierce
- **Assistant Headteacher: Pastoral Support and Inclusion:** Rebecca O'Connell & Anna-Maria Antoniou

- **Assistant Headteacher: Personal Development and Enrichment:** Maria Leadbetter
- **Designated Safeguarding Lead:** Kelvin Brown

For general enquiries or to discuss your child's needs, please contact the school office.

18. Review and Updates

This SEN Information Report is reviewed annually. It was last updated in September 2026 and will be reviewed again in September 2027.

We welcome feedback from parents, carers, students, and other stakeholders about our SEN provision. Please contact the school if you have suggestions for how we can improve our offer.

This report should be read alongside:

- SEND Policy (available on our website; www.oaklodeschool.org)
- Accessibility Plan
- Behaviour Policy
- Safeguarding and Child Protection Policy

All policies are available on request from the school office or can be accessed via our website.

Appendix 1: Glossary of Terms

AAC (Augmentative and Alternative Communication): Methods of communication that support or replace speech, such as communication boards, apps, or devices.

Annual Review: A yearly meeting to review a child's Education, Health and Care Plan and ensure it still meets their needs.

B-Squared: An assessment system designed to track small steps of progress for students working below age-related expectations.

CAMHS: Child and Adolescent Mental Health Services - NHS services providing mental health support for children and young people.

EHCP (Education, Health and Care Plan): A legal document describing a child's special educational needs and the support they should receive.

Entry Level Qualifications: Nationally recognised qualifications at levels 1-3, suitable for students working below GCSE level.

Functional Skills: Practical qualifications in English, maths, and ICT that focus on real-life application.

HLTA (Higher Level Teaching Assistant): A teaching assistant with additional training and responsibilities.

Hydrotherapy: Therapeutic exercises carried out in warm water, particularly beneficial for students with physical needs.

Key Stage: A stage of the state education system. Key Stage 3 is Years 7-9, Key Stage 4 is Years 10-11, and Key Stage 5 (Post-16) is Years 12-14.

Local Offer: Information provided by local authorities about services and support available for children and young people with SEN.

Norfolk Steps: A training approach that promotes positive behaviour support and de-escalation strategies.

NPQ (National Professional Qualification): A professional qualification for teachers and school leaders in specific areas of expertise.

Ofsted: The Office for Standards in Education - the body that inspects and regulates schools in England.

SCERTS: Social Communication, Emotional Regulation, and Transactional Support - an evidence-based framework for supporting individuals with autism.

Sensory Processing Difficulties: Challenges in receiving and responding to sensory information (sight, sound, touch, taste, smell, movement, body awareness).

Total Communication: An approach that uses all available methods of communication (speech, signs, symbols, gestures, body language).