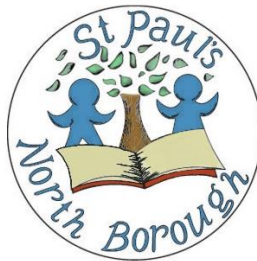


## Special Educational Needs and Disabilities (SEND) Information Report

St Paul's Infant School



### **Inclusion Team**

#### **SEND Governor:**

Wayne Burke

#### **Inclusion Lead/SENCO/SEND Team:**

Rebecca Forrest - SENCO

Amy Ovenden – SENCO Assistant

Julia Robinson - FLO

Contact No. 01622 753322

#### **Inclusion Team:**

[rebeccaf@st-pauls-maidstone.kent.sch.uk](mailto:rebeccaf@st-pauls-maidstone.kent.sch.uk)

Approved by:

Date: September 2024

Full Governing Body

Last reviewed on:

N/A

**Next review due by:** July 2025

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# Kent SEND Information Report

Dear parents and carers,

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

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



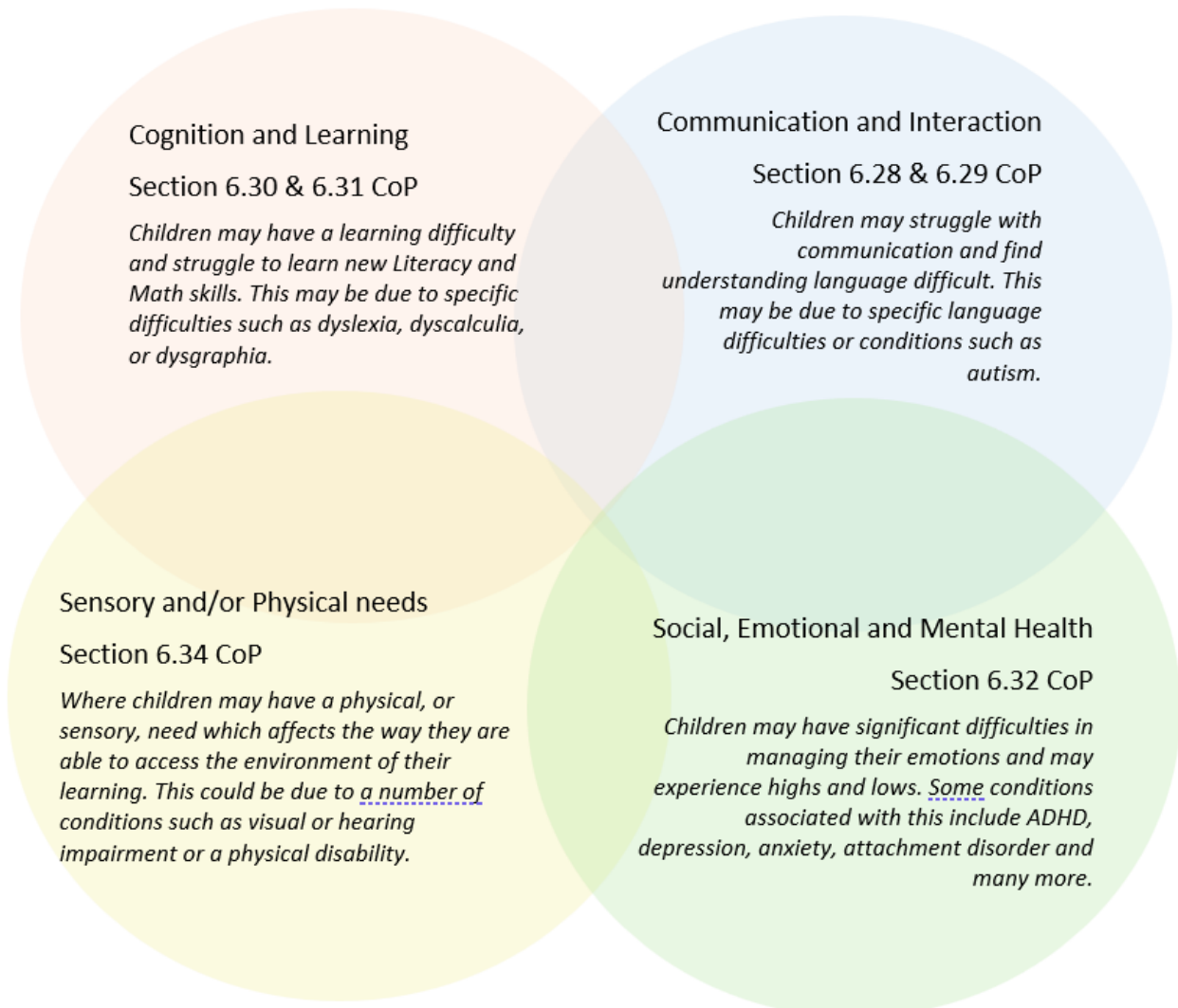
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [St Pauls Infant School - Policies \(stpaulsmaidstone.co.uk\)](http://stpaulsmaidstone.co.uk)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

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



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years ([link below](#)).

# Kent SEND Information Report

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

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



At St Paul's Infant School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

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

Rebecca Forrest	Amy Ovenden	Julia Robinson	Charlie Thomas	Danielle Davey
				
SENCo	SENCo Assistant	Family Liaison Officer (FLO)	Pupil Premium Champion	Pupil Premium Champion

Your child's class team including: teacher, teaching assistants and Midday Meals Supervisor (MMS). *Please refer to class mat or the school website for staff photos.*

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

The named SENCO is Mrs Rebecca Forrest

Our SENCO is Rebecca Forrest

They have 11 years' experience in this role and have worked as both a Year 1 and 2 teacher at St Paul's Infant School prior to taking on the role of SENCo. They are a qualified teacher.

# Kent SEND Information Report

They achieved the National Award in Special Educational Needs Co-ordination in 2015.

## Class/subject teachers

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

- All staff attended training across the Federation on ACES delivered by STLS (Specialist Teaching and Learning Service);
- SLT (Senior Leadership Team) in both St Paul's and North Borough School have completed Team Teach Level 2 training;
- SENCo has attended all Kent SENCo Forums, Maidstone STLS SEND Forums and LIFT Meetings;
- STLS Surgeries are attended regularly by teachers and TAs (Teaching Assistants);
- EYFS Teachers Bespoke Cohort Training/Support from STLS;
- Makaton Training delivered in house across the Federation to all staff;
- PINs Project Meetings – SLT;
- Balanced System Ready Meeting (Speech and Language) – SENCo and SENCo Assistant;
- EBSA (Emotionally Based School Avoidance) Training – SENCo and SENCo Assistant;
- NPQSL SEND Module – 2 teachers;
- ASD EYFS Training at Five Acre Wood – 2 teachers

## Teaching assistants (TAs)

We have a large team of 9 class TAs and a further 11 SEN TAs who are employed using High Needs Funding (HNF). All of our TAs are provided with SEN CPD opportunities on a whole school level and individually linked to their personal strengths and areas of interest. SEN TAs also receive specific training as required from external services to help them to best support the child they work most closely with.

Some of the interventions that our TAs lead are:

- Sensory Circuits;
- BEAM;
- Read Write Inc Phonics;
- Speech Link Intervention Programmes;
- Bucket Time

In the last academic year, TAs have been trained in:

- All staff attended training across the Federation on ACES delivered by STLS (Specialist Teaching and Learning Service);
- STLS Surgeries are attended regularly by teachers and TAs (Teaching Assistants);
- Makaton Training delivered in house across the Federation to all staff;

- Balanced System Ready Meeting (Speech and Language) – SENCo and SENCo Assistant;
- EBSA (Emotionally Based School Avoidance) Training – SENCo and SENCo Assistant
- ELSA Training – SENCo Assistant
  
- STLS Training: Precision Teaching – 1 TA;
- Level 2 Understanding Autism Course through the AIM Group – 1 TA

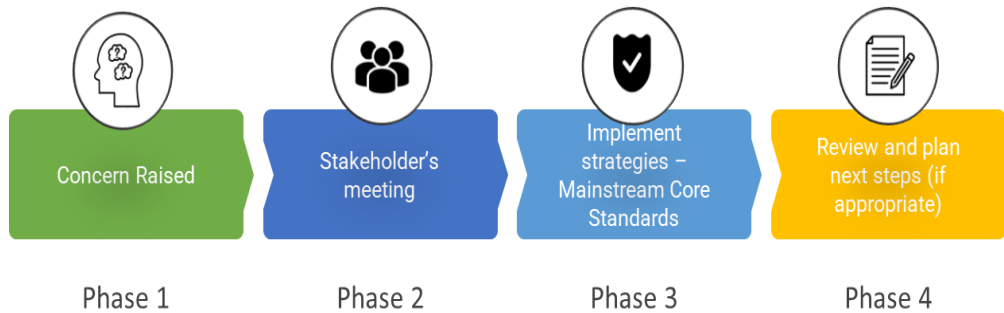
## External agencies

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

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners – Play Therapist
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Early Help workers



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



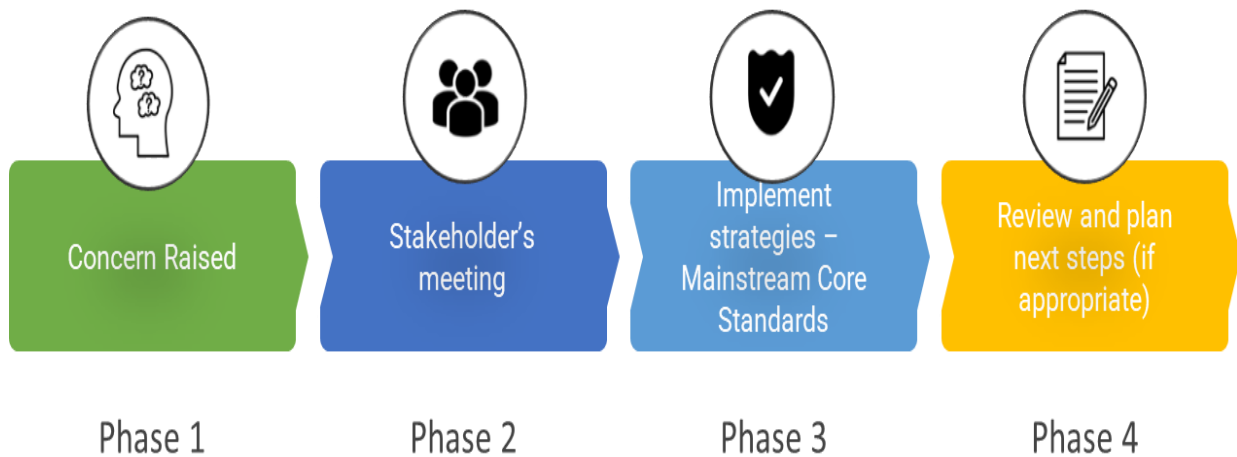
<p><b>Phase 1</b></p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>In the first instance please raise your concerns with your child's class teacher either via Class Dojo or face to face at drop off or collection. Alternatively, you can contact the SENCO directly either via the school office on 01622 753322 or by emailing: <a href="mailto:rebeccaf@st-pauls-maidstone.kent.sch.uk">rebeccaf@st-pauls-maidstone.kent.sch.uk</a>.</p>
<p><b>Phase 2</b></p>	<p>In school the SENCo, SENCo Assistant and class teacher will discuss your concern and we will decide who it would be best for you to meet with to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record (CPOMS).</p>
<p><b>Phase 3</b></p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: <a href="https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a>. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>



<b>Phase 4</b>	If we decide that your child needs SEND support, we will formally notify you by letter and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.
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## 4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



At St Paul's Infant School all our class teachers are responsible for the monitoring of all pupils including those children in their class who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include phonics, reading, learning behaviours, number work or fine motor skills.

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

If the pupil is still finding it difficult to make the expected progress, the teacher will discuss the pupil at an Achievement Team Meeting (ATM), these are held between teaching staff in school

# Kent SEND Information Report

once a term. Following a discussion at an ATM the teacher will implement additional strategies/interventions for the duration of a term.

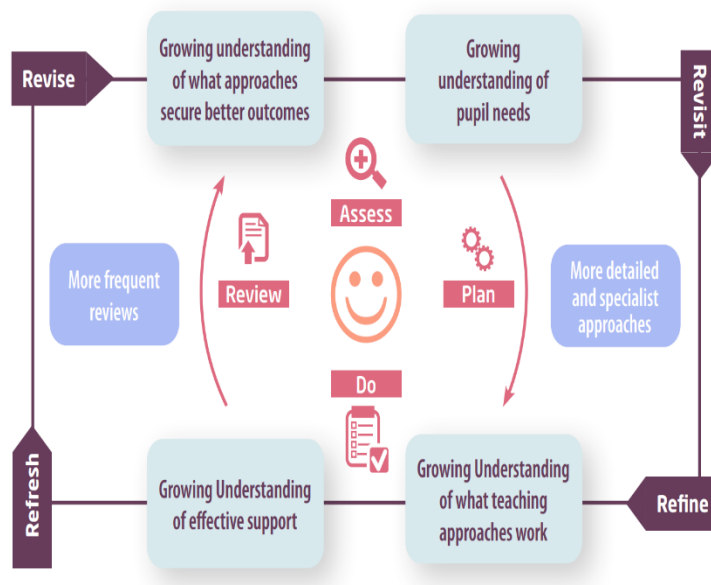
After a pupil has been raised at an ATM if expected progress is still not made then the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

At St Paul's Infant School all class teachers submit attainment data for their whole class including all children on the SEND Register 4 times per academic year. The progress of all children is also discussed 3 times per academic year in our Pupil Progress Meetings. During these meetings the schools SEND Register is reviewed with the class teacher, Head of School and SENCO.

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**.



<b>Assess</b>	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
<b>Plan</b>	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet

# Kent SEND Information Report

	those outcomes. We will make a record of this and share it with you and all relevant school staff.
<b>Do</b>	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
<b>Review</b>	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

We will provide termly written reports on your child's progress and if they are identified on the schools SEND Register you will also receive copies of their Individual Provision Plan 3 times per year, at Termly Learning Conferences and then at the end of the academic year.

All parents have the opportunity to meet with their child's class teacher twice a year at our Termly Learning Conferences (TLCs). In addition to this you will be invited to attend a separate SEN appointment with either the SENCo or a member of SLT, (these meetings are held during our TLCs) to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

If your child is in receipt of HNF or has an EHCP you will meet with your child's class teacher and the SENCo 3 times per year to review their Personalised Plans.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher or Mrs Ovenden on Dojo, attend a Tea and Talk drop in session for a face to face conversation with a member of the SEND team or email the SENCo on: [rebeccaf@st-pauls-maidstone.kent.sch.uk](mailto:rebeccaf@st-pauls-maidstone.kent.sch.uk).

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

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

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

- Attend meetings to discuss their progress and outcomes
- 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



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

Please see the link to our schools Accessibility Policy: [St Pauls Infant School - Policies \(stpaulsmaidstone.co.uk\)](http://stpaulsmaidstone.co.uk)





Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

-  ➤ Adapting our resources and staffing
-  ➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
-  ➤ Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
-  ➤ Scaffolding lesson materials

### We may also provide the following interventions:

Sensory Circuits

BEAM

RWI Tutoring

1:1 Reading

Clever Fingers

Fine Motor/Handwriting Skills

Pre-Key Stage Maths

Speech Link

Language Link

Bespoke Individual Interventions for Speech and Language

Interventions that arise as a result of diagnostics e.g. Lucid COPs

Bucket Time

ELSA

Lunch Bunch

Play Therapy

This is not an exhaustive list and we constantly review and reflect the impact of our interventions alongside the needs of our children and the recommendations of external agencies and other professionals.

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

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

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

- Reviewing their progress towards their targets each term.
- Reviewing the impact of interventions after 12 weeks through face to face review meetings for pupils with HNF/EHCPs.
- Pupil Progress Meetings.
- Monitoring by the SENCO following Data drops.
- Using provision maps to measure progress and update all parents of this progress through SEND Meeting at TLCs.
- Holding an annual review (if they have an education, health and care (EHC) plan).



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

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

- Additional resources to support their learning

- Adaptations to in class support
- Further training for our staff
- External specialist expertise
- Bespoke and Personalised Curriculum

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

When appropriate school will apply for High Needs Funding (HNF) in order to ensure best endeavours to meet a pupils needs. HNF is then used to ensure that the classroom has enough adult support to ensure that all children's needs can be met. Children including SEND pupils will be supported by all adults working within the class team.

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



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

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

All pupils are encouraged to go on our school trips, although additional provision and parental engagement and support to enable this may be required and will be considered on an individual basis as required.

All pupils are encouraged to take part in Sports day, Christmas Play, Summer Concert and special workshops. School will run quiet sessions for SEND children to enable them to participate fully at a developmental and emotionally appropriate level.

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

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



- All parents are encouraged to visit our school on one of our Open Mornings. The SEN Team will be present and identified to parents so that if parents of pupils with SEN or a disability wish to discuss their child they are able to.
- Prospective parents are encouraged to call the school and speak with the SEN Team if they have further questions about how their child would be supported in school.
- Our school follows the Kent Admissions Policy for all school admissions and in year casual admissions.
- Parents of pupils with SEN or a disability will be offered an additional Transition Meeting to enable staff in school to make the best decisions regarding which class to place the pupil in and to begin planning ahead for the support and intervention the pupil will require.
- All parents of pupils joining the school through an in year casual admission will be invited to attend a meeting/phone call prior to the child starting to ensure that where possible the best class is allocated and for pupils with SEN and/or a disability provision can be made/planned for before the pupil starts school.

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





- Each pupils' needs are assessed on an individual basis and school meets with external professionals involved in the pupils care to make the required adjustments to the school environment.
- School staff attend relevant training to enable them to use specialised equipment and assistive communicative devices to support pupils with disabilities.
- See Accessibility Plan for more information: [St Pauls Infant School - Policies \(stpaulsmaidstone.co.uk\)](http://stpaulsmaidstone.co.uk)

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

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

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

- All pupils are taught a progressive and age appropriate PSHE Curriculum.
- Pupils with SEND are encouraged to be part of the Learning Council.
- Angus our school dog helps all pupils with their mental health and well being and spends a lot of time with our SEND pupils.
- We run a lunch club to support SEND and other pupils who experience anxiety, overwhelm and sensory issues around food and eating.
- Staff will in the next academic year complete online training to enable them to carry out Boxall Profile Assessments.
- Our SEN Assistant is trained to deliver ELSA in school and class teams work with the SEN team to identify children who need extra support with social or emotional development for small group, paired or individual work.
- Our school has an allocated Emotional Wellbeing Practitioner (EWP) who meets termly with our Head of School to discuss new referrals.
- School buys in the services of a Play Therapist who visits school one morning a week.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by implementing a fair and consistent Behaviour Policy.

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



Sarah Aldridge (Head of School) [saraha@st-pauls-maidstone.kent.sch.uk](mailto:saraha@st-pauls-maidstone.kent.sch.uk) will work with Rebecca Forrest, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

### Between years

To help pupils with SEND be prepared for a new school year we:



➤ Ensure the current teacher and receiving teaching carry out a thorough transition meeting where all children in the class are discussed. During this meeting the current teacher will share the whole class Provision Map with the receiving teacher.

➤ Plan for the receiving teacher to visit their new class in their current classrooms to read stories and observe the children ahead of our two class swap lessons.

➤ If a child is in receipt of HNF and/or has an EHC Plan the current and receiving teacher will carry out the termly review with the parent before the end of Term 6.

### Between schools

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

For pupils transferring to North Borough Junior School (our Federated link school) a very robust transition is in place for all children and this is embedded throughout Year 2.

### For SEND children moving to North Borough:

The SENCO (Miss Hannah Slattery) will come into our school to join the Year 2 Pupil Progress Meeting that takes place in April.

The SENCO and SEN Assistant will attend a meeting with our SENCO and SEN Assistant. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils/Parents will be prepared for the transition by:

- Visiting North Borough for play times and other events before class swap lessons.
- Children will receive resources such as Social Stories and photos to support them with talking about their transition at home.
- Year 3 Teachers, TAs, SEN Team and SLT from North Borough will visit Year 2 children in their current classes at St Paul's to get to know them in their familiar environment.
- Parents will be invited to attend a Tea and Talk Transition setting at North Borough with the SEND Teams from both schools.
- Parents of pupils with an EHC Plan or with HNF in place will be invited to attend a Transition Meeting with the SENCO from each school and the current and receiving teacher present.

### **For children moving to a different setting for Year 3:**

Our SENCO will contact the SENCO at your child's new school and arrange a phone call, TEAMS call or face to face Transition Meeting depending upon the needs of your child. Staff from the new school are always welcome to visit the child in their current setting.

Pupils will be prepared for the transition by:

- Not taking part in any events taking part at North Borough and spending time in a different class with a familiar teacher if possible.
- In school we will support and encourage your child to be fully involved with the transition programme that is offered by their new school.
- In school we will talk to your child about their transition and would encourage your child to bring in any Social Stories or photos provided by their new school to share with their current teachers.

## **17. What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. Within school we run regular Tea and Talk sessions which are an open invitation to all parents and are run by our SEN Assistant and FLO.

To see what support is available to you locally, have a look at Kent's local offer. Kent publishes information about the local offer on their website:

[About the special educational needs and disabilities \(SEND\) local offer - Kent County Council](#)

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

[Information, Advice and Support Kent \(IASK\) | Local Kent Directory](#)

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

- Involve Kent [Involve Kent](#)
- Space to be Me [Space 2 Be Me – Making a difference to the lives of disabled children and their families](#)
- Kent PACT [Home - Kent PACT \(kentpactnew2022.co.uk\)](#)

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

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

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

Please find the link to our schools Complaints Procedure below:

[St Pauls Infant School - Policies \(stpaulsmaidstone.co.uk\)](#)

Complaints about SEND provision in our school should be made to the Head of School – Mrs Aldridge in the first instance. They will then be referred to the school's complaints policy.

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

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please follow this link to read more about Disagreement Resolution and Mediation services in Kent:

[Mediation and Resolution - KELS!](#)

## 19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
  
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



## 20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

# Kent SEND Information Report

- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages