

Contents

1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What SEND related training have staff received?	4
4. What should I do if I think my child has SEND?	5
5. How will the school know if my child needs SEN support?	6
6. How will the school measure my child's progress?	7
7. How will I be involved in decisions made about my child's education?	8
8. How can I support my child?	9
9. How will my child be involved in decisions made about their education?	9
10. How will the school adapt its teaching for my child?	9
11. How will the school evaluate whether the support in place is helping my child?	11
12. How will the school resources be secured for my child?	12
13. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	12
14. How does the school make sure the admissions process is fair for pupils with SEN or a disability?12	
15. How does the school support pupils with disabilities?	Error! Bookmark not defined.
16. How will the school support my child's mental health and emotional and social development?Error! Bookmark not defined.	
17. What support will be available for my child as they transition between classes or settings?Error! not defined.	
18. What support is in place for looked-after and previously looked-after children with SEN?Error! not defined.	
19. What should I do if I have a complaint about my child's SEN support?Error! Bookmark not defined.	
20. What support is available for me and my family?	Error! Bookmark not defined.
21. Glossary	18

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

➤ **Communication & Interaction**

Mild to moderate Speech and Language and communication difficulties

Autistic Spectrum Conditions (ASC) including Asperger's Syndrome/high functioning autism

➤ **Cognition & Learning**

Moderate learning difficulties including Down's syndrome (DS) & DiGeorge Syndrome

Specific learning difficulties including dyslexia, dyspraxia, dyscalculia & dysgraphia

➤ **Social, Emotional & Mental Health Difficulties**

Anxiety

Eating disorders or physical symptoms (medically unexplained)

Attention deficit disorder - ADD

Attention deficit hyperactive disorder - ADHD

➤ **Sensory and/or Physical Needs**

Sensory processing disorder

Vision impairment

Hearing impairment

Physical disability

2. Which staff will support my child?

St Anthony's is an inclusive school, where all teachers are teachers of children with special educational needs. We recognise that all children are individuals, even though they might have the same diagnosis, and we work together with parents and external professionals to support each child ensuring that these individual needs are met enabling each child to achieve their best.

Our school team consists of:

Headteacher: Mrs Katrina Straker

SEND Governor: Mrs Anne Taylor

SENDCo (Special Educational Needs & Disabilities Coordinator & Inclusion Lead): Mrs Svetlana Inwards

Teachers: Mrs Wallace & Mrs Rogers (Yr 6), Mrs Marshman (Yr 5), Miss Johnson (Yr 4), Miss Clarke (Yr 3), Mrs Davis & Ms Wilson (Yr 2), Miss Morgan (Yr 1), Mrs Adams (Yr R) and Ms Reid (Preschool)

LSAs (Learning Support Assistants): Mrs Barratt, Mrs Buchanan, Mrs Cornish, Mrs Couzens, Mrs Dyer, Mrs Greenacre, Mrs Rawson, Mrs Read, Mrs Sturdey, Mrs Taylor, Miss Tudgey, Ms Viner & Miss Williams
ELSA (Emotional Literacy Support Assistant): Mrs Nail

External professionals:

We work very closely with any external agencies that we feel are relevant to individual children's needs within our school. This enables us to secure the most appropriate specialist expertise. We are happy to work with both NHS and private specialists, based on parental preference.

The external professionals we currently work with include:

Speech and language therapists (SaLT)

Educational psychologists (EPs)

Specialist Teacher Advisory Service (STAS) who work with children with physical disability, hearing or visual impairment

Occupational therapists (OTs)

Physiotherapists

GPs and paediatricians

School nursing team

Hampshire Autistic Society

Portsmouth Down's Syndrome Association (PDSA)

Outreach service at Heathfield Special School

Child and adolescent mental health services (CAMHS)

Primary Behaviour Service (PBS)

Motiv8 for Young Carers

Ethnic Minority and Traveller Achievement Service (EMTAS)

Children's Services Department professionals including the Multi-agency Safeguarding team (MASH)

Family Support Service (FSS) and social workers

3. What SEND related training have staff received?

The school's **SENDCo** has over 20 years of experience of working with children with a variety of SEND needs. She holds a first class degree in Primary Education and Teaching from University of Chichester. In addition, she has completed the National Award for SEN coordination (NASEN) at University of Winchester (with distinction).

The SENDCo oversees the training in relation to SEND by:

- Identifying the current training needs
- Identifying appropriate courses for staff to attend
- Delivering training through INSET days, twilights, staff meetings, LSA meetings and targeted courses

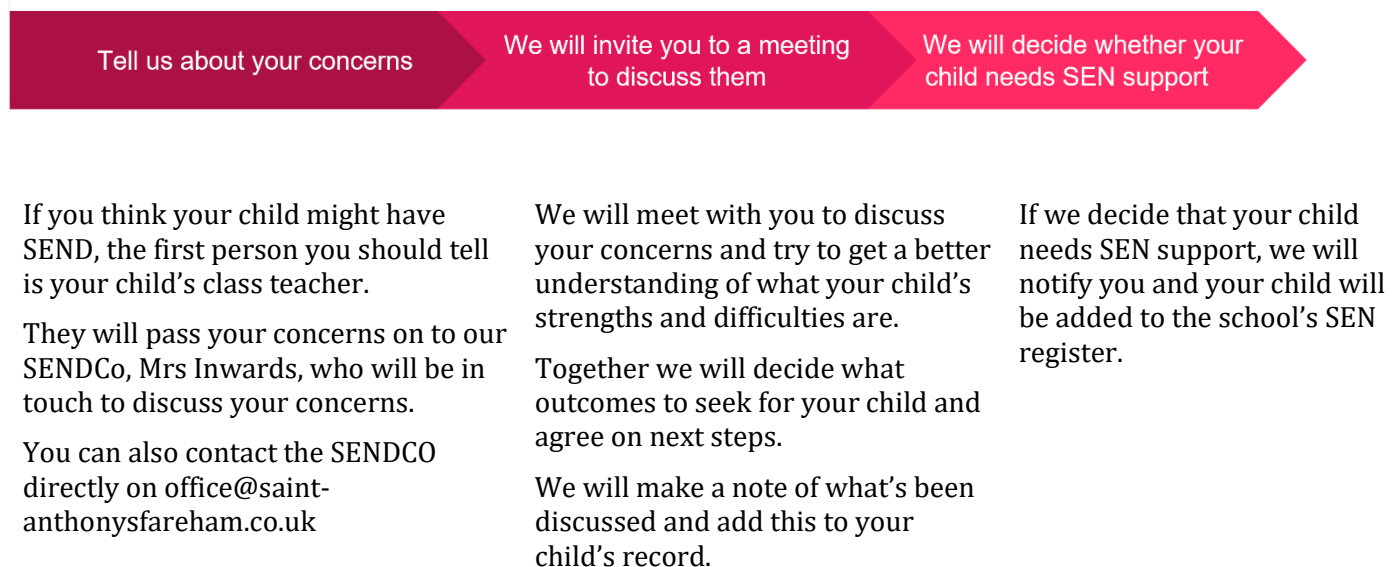
- Facilitating sharing of best practice between staff
- Disseminating advice from external professionals

Examples of training topics our staff received in recent years include:

- Speech and Language support – Blank level questioning
- Supporting children with Down’s syndrome
- De-escalation
- Supporting children with dyslexia
- Autism & Pathological Demand Avoidance (PDA)
- Managing big emotions
- Managing behaviour
- Number Sense
- Comic Strips
- Safeguarding for all

Our **ELSA** has received additional training from and is supervised by educational psychologists on aspects of emotional literacy, including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. Our ELSA is also trained as a Home School Link Worker (HSLW).

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



It should be noted that behaviour is not a cause for SEND and does not mean your child requires SEND intervention. However, behaviour can be a sign that a child with SEND needs extra help with a SEND related difficulty – see the behaviour policy for more details.

5. How will the school know if my child needs SEN support?

We have close links with a number of local preschools as well as the Preschool on our site. During the transition period prior to a child starting school, our Early Years staff meet with staff from the preschools to share information about children who will be coming to our school. This includes information about additional support and SEND, where appropriate. This early identification and sharing of information ensures that all appropriate support is in place as a child starts school. All new children to the school after Year R are assessed on entry and any support needed is put into place. A similar sharing of information takes place when children transfer to our school at any point in their primary education.

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. Concerns about SEND may be raised at any time during a child's education. These concerns may be raised by parents, staff, other professionals or the child themselves. Staff members continually monitor all aspects of educational achievement. Through this close monitoring, any concerns in relation to educational progress are quickly identified and further actions agreed, where appropriate.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find any gaps, they will give the pupil extra support to try to fill these. In most cases, the needs of the child will be met through high quality inclusive teaching in the classroom. Sometimes they might require a little extra support from our LSAs. We call this Early Intervention. The child's progress will be closely monitored and interventions adapted, as necessary. Pupils who don't have SEND usually make progress quickly once the gaps in their learning have been filled.

If, despite receiving the Early Intervention support, the pupil is still struggling to make the expected progress over a period of at least six months or more (the exact time will depend on the child's age and level of difficulty), the teacher and/or the SENDCO will arrange to meet with you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s and LSAs, to see if there have been any issues with, or changes in, their progress, attainment, behaviour or significant changes at

home. They will carry out additional assessments and compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and gather your child's opinion (age dependant) to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a Speech and Language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support due to having special educational needs. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register. This is a formal record of all the children at the school who have identified SEND.

The SENDCO will support the class teacher/s and LSAs in creating an Individual Education Plan (IEP) for your child. This sets out a plan of support and tracks their progress against individual targets, which are specific for this child. If relevant, the target setting is informed by any relevant reports from other educational and health professionals. This plan will be shared with you and your views will be incorporated into the plan.

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

We follow the 'graduated approach' to meeting needs of children with SEND, as detailed below:

Assess

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.

Plan

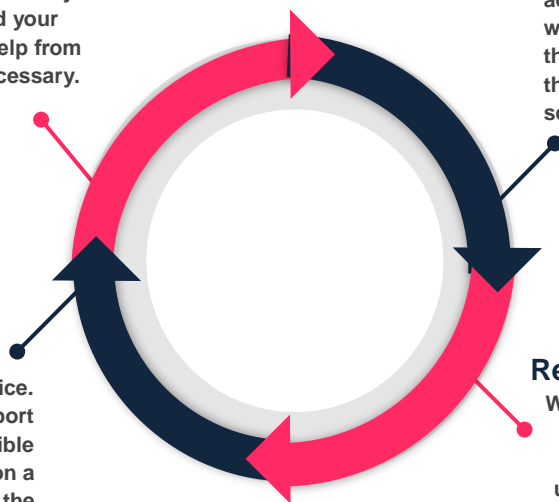
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCO, 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.

Review

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.



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

We will track your child's progress towards the outcomes we set over time and adapt our support as we learn what your child responds to best. This process will be continual.

If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. A child may be removed from the SEND register at any time during their education. This will indicate that the child has made sufficient progress to be working at the age-related expectations (ARE) – they have 'caught up' with their peers.

For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

Parents are involved in all aspects of the process, as much as possible.

We recognise that a strong working partnership between parents and the school is crucial to the success of all children. The school will share the written IEP with you and give you an opportunity to comment. The IEP will be reviewed formally three times a year, usually in November, March and July, but may be reviewed at any time during the school year, as required.

In addition, parents will be kept informed about a child's progress by the class teacher during the formal parents' meetings, which take place every term (in Oct/Nov, Feb/March and an opportunity to make an appointment in July after the end of year reports have been issued).

The meetings with teachers are your opportunity to:

- Review your child's progress towards their IEP outcomes
- Comment on and suggest outcomes for your child
- Discuss the support we will put in place to help your child make that progress
- Identify what you can do to support your child at home, and what we will ask your child to do

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

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

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

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

If you have concerns that arise between the formal meetings or your child's needs or aspirations change, please contact your child's class teacher as soon as they arise, rather than waiting for a formal review meeting, so we can keep our provision as relevant as possible.

8. How can I support my child?

Parents are encouraged to come and talk to staff at any time. The class teacher or SENDCo will be able to offer support and advice on how you can help your child. Supporting your child with their learning at home is one of the most important ways parents can be involved in school life. This may include completing homework, working on IEP targets or involving your child in clubs and other social activities to support their development. Practical advice about ways parents can support the school's work at home is readily available on our [website](#), as well through any member of teaching staff. This advice will be tailored to meet each child's needs. If parents identify additional support requirements that the school cannot meet, they may be advised to seek support from other professionals such as the GP or other health specialists and agencies.

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

The level of involvement will depend on your child's age and level of competence. Class teachers work closely with all children to ensure that, when appropriate, they are involved in decisions about their education, whether on a daily or a more long term basis.

We may seek your child's views by:

Encouraging them to tell us their views.

Giving them an opportunity to attend meetings to discuss their progress and outcomes

Completing a simple questionnaire with them

Getting them to draw how they feel

Discuss their views with a member of staff who can record these

Completing a survey

Seeking their views as part of the IEP/EHCP review process.

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

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

Our teachers and subject leaders ensure that our school curriculum is adapted to meet the needs of all children as individuals. This is often referred to as adaptive teaching, which includes differentiation

and scaffolding. This means that teachers plan tasks and activities that support and challenge all children, regardless of their needs. Teachers at St Anthony's are highly skilled at differentiating the curriculum to support the best academic progress possible.

Most children with SEND have their needs met through high quality inclusive teaching in the classroom. This ensures that all children can access a broad and balanced curriculum.

For some children, further adaptation and scaffolding may be required. This may include support in small groups or individual support. The curriculum may need to be adapted to accommodate particular individual needs to ensure a child is fully included.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Scaffolding work for children so that they can do the same task as others, but with support
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this is specified in the child's EHC plan
- Teaching assistants will support pupils in small groups whenever children need the same type of support
- Exam access arrangements, usually based on recommendation by an external professional

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Now & Next board Socially speaking programme Limiting sensory stimuli
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Broken down instructions Verbal and written instructions Spaced out text Visual prompts

	Moderate learning difficulties	Personalised curriculum based on child's cognitive ability
Social, emotional and mental health	ADHD, ADD	Preferential seating Access to fidget toys
	Adverse childhood experiences and/or mental health issues	Access to ELSA
Sensory and/or physical	Hearing impairment	Preferential seating Repeated instructions
	Visual impairment	Preferential seating Change of classroom layout to remove obstacles
	Multi-sensory impairment	Removal of unnecessary stimuli
	Physical impairment	Adaptations based on individual needs

These interventions are part of our contribution to Hampshire Local Authority's local offer, which can be accessed [here](#).

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at each IEP review
- Assessing their progress using standardised tests to compare their academic progress and their progress with regards to their chronological age
- Holding an annual review (if they have an EHC plan)
- Using pupil questionnaires
- Monitoring by the SENDCO

Monitoring the whole school SEND provision

The regular monitoring of educational achievement of all children with SEND helps to inform any review of our SEND provision.

The SENDCo, head teacher and governors all take a role in monitoring the impact of SEND support within the school. Monitoring information is shared with governors in the form of:

- Regular meetings between the SENDCo and the SEND governor
- SENDCo attendance at pupil progress meetings and other monitoring activities

- Reports on pupil progress from members of the senior leadership team
- External reports, written by inspectors and advisers, where appropriate.

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

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, in consultation with you, we will seek to consult with external agencies to get recommendations on what will best help your child access their learning.

The school can generally cover up to £6,000 of any necessary costs. If funding is needed beyond this, further funding will need to be sought from our local authority.

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

We aim to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum, including sport and music
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- providing written information for students with disabilities in a form which is user friendly using language which does not offend in all its literature and making staff and students aware of the importance of language

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

Our school is a non-selective school.

The admission of students with disabilities is considered, in the first instance, in the same way as non-disabled students. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate students with disabilities should parents wish. Steps are taken to prevent any students being treated less favourably than other students. In practice we ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all students.

15. How accessible is the school for children with a disability?

Existing facilities provided to assist access to the school by students with disabilities are:

- Wheelchair access to the school site
- Where appropriate, classrooms are carpeted to aid hearing impaired students' learning.
- Exterior lighting to improve evening access.
- Disabled toilets located within each of the main school buildings
- Disabled parking spaces

Class teachers respond appropriately to the needs of the children in their class. This may include adjusting seating arrangements for children with visual or hearing impairments to offering adapted equipment and resources for children with physical needs such as supported seating, footstools, writing slopes and pencil grips.

You may view our Accessibility Policy on our school website, under the Key Information heading.

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

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are encouraged to take part in extra-curricular activities to promote teamwork/building friendships

- We provide pastoral support for listening to the views of all pupils, including those with SEND through the use of the Listening Ear box.
- We run a Social Skills intervention for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. All reports of bullying are immediately investigated. We work with children and parents to understand any underlying causes of potentially bullying and work together to take action to prevent any potential further incidents.

The class teacher has overall responsibility for the pastoral care of every child in the class and as such identifies and provides appropriate support within the classroom. The class teacher is the first point of contact for parents who may have concerns about their child's mental wellbeing. If a child requires further support beyond that offered within the classroom environment, the SENDCo will liaise with the School ELSA. The school ELSA can support children who are vulnerable for any reason. They can support children through family issues, bereavement, anxiety and self-esteem issues, friendship difficulties and anger management concerns. Where appropriate, additional support may be sought from the School's Senior Mental Health Lead (SMHL), Primary Behaviour Services (PBS), Inclusion Team, health professionals or other professionals within the Children's Services Department.

17. What support will be available for my child as they transition between classes or settings?

Transition into Year R

We have close links with local preschools, as well as our own on-site Preschool. During the transition period prior to a child starting school, our Early Years staff meet with staff from the preschools to share information about children who will be coming to St Anthony's. This includes information about additional support and SEND, where appropriate. This early identification and sharing of information ensures that all appropriate support is in place as a child starts school. We have an extensive induction programme for all children starting school. This includes meetings for parents, visits to school, a home visit and visits to preschools. Where a child has particular needs, additional transition arrangements may be put in place. These will be designed to meet the individual needs of the child.

Mid-phase transfer

For children who start school outside of the normal admission round, we will liaise initially with parents, while also consulting the child's previous school and seeking information from other agencies that are involved. Visits to school, identification of a 'buddy' in the class and identification of key members of staff for support will be used where appropriate.

Transition between year groups

All our staff have a thorough handover of all key information regarding children in their care. This includes our teachers and our LSAs. Extra time is given to enable transfer of information between staff regarding children with SEND. Our SEND provision is reviewed at the end of the summer term, plans are adapted and shared to enable new staff start the provision straight away in September.

Children for whom transfer between year groups causes extra anxiety receive extra sessions with our ELSA in the summer term. They are also given additional opportunities to visit their new class. This includes a visit during the summer holidays when the class is empty, to enable them to get used to the new environment in their own time.

Transition to a secondary school

The majority of children leave St Anthony's at the end of Year 6. We liaise closely with the secondary schools that our children move on to. This includes meetings between the child's class teacher/s and secondary school staff. If a child has SEND, they will benefit from an enhanced transition process during which our SENDCo shares information with the SENDCo from the receiving school to discuss in more detail the specific needs of children with SEND. If a child has an EHC plan, the receiving school is invited to attend the annual review meeting prior to transition, where appropriate. In addition, a Transition Partnership Agreement (TPA) may be agreed on, in consultation with the secondary school as well as with parents. This will include details about the child's needs, support in place at St Anthony's and support to be made available to the child as they start secondary school. A report is written and a review date agreed. Copies of the agreement are sent to parents and the secondary school.

18. What support is in place for looked-after or previously looked-after children with SEND?

Mrs Katrina Straker, our designated teacher, will work with our SENDCO, 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.

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

19. What should I do if I am not happy with my child's SEND provision?

We would encourage parents to come and talk to their child's class teacher about any concerns or problems as soon as they arise. In almost all cases we will be able to resolve any issues quickly.

Should such resolution not be to your satisfaction, please raise the issue with the school SENDCO and/or the headteacher.

If, following discussion with school staff, you are still unhappy and feel that the matter is unresolved, the school's complaints policy can be found on the school's website, or is available on request from the school office.

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 [SEN 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. Further information is provided [here](#).

20. What support is available to 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.

To see what support is available to you locally, have a look at Hampshire local authority's local offer available [here](#).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be reached [here](#).

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

[National Autistic Society](#)

[Autism Hampshire](#)

[CAMHS](#)

[British Dyslexia Association](#)

[Hampshire Dyslexia Association](#)

[Portsmouth Down's Syndrome Association](#)

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

21. 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 SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

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

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN 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

SENDCO – the special educational needs and disabilities co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEND information report – a report that schools must publish on their website that explains how the school supports pupils with SEND

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

