



Special Educational Needs & Disabilities (SEND) INFORMATION REPORT



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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.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find our SEND Policy on our website <https://www.lacehillacademy.co.uk/policies>

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 do we provide for at our school?

Our school currently provides additional and/or different provision for a range of needs, including:

Area of need	Condition
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia

	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical/ medical	Hearing impairments
	Physical impairment
	Diabetes, Coeliac disease, Epilepsy

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

Our special educational needs & disabilities co-ordinator, or SENDCO

Sarah Cairns SENCo@lacehillacademy.co.uk 01280 823747 is the SENDCO

They have 13 years' experience in this role in differing schools in the local area.

They are a qualified teacher who has worked in all key stages in Primary education.

They have extensive knowledge of the area of SEND and hold the National Professional Qualification in Special Educational Needs Co-ordination.

They are employed 3 days a week to manage SEND provision.

Class/subject teachers

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

During the past academic year, staff have attended Awareness of Autism, The Curiosity Approach, Child Anxiety, Trauma training and Dyslexia training. They are always developing their Literacy teaching skills with support from a Literacy consultant, Jen Oakton. Staff have also accessed training via the Children's Therapies website through the Speech & Language and Occupational Therapy teams. LHA also works in partnership with the Circle Centre and the Autism Early Support team. Staff are always accessing external training opportunities in response to the needs of the pupils in their class.

Teaching Assistants (TAs)

We have a team of 14 TAs, including three higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision. This includes delivering interventions such as Precision Teaching, Horner, Soundwrite phonics, Lego communication, Attention Autism, Sensory circuits and directed Speech & Language & Occupational Therapy interventions.

Staff are trained at least annually by the School Nursing Team with regards to asthma, epilepsy, and anaphylaxis. Key staff have also been trained in Diabetes management from the specialist nursing team in response to a specific child's needs. Two teachers, a HLTA, a TA and one admin assistant have received Type 1 Diabetes Pump Training.

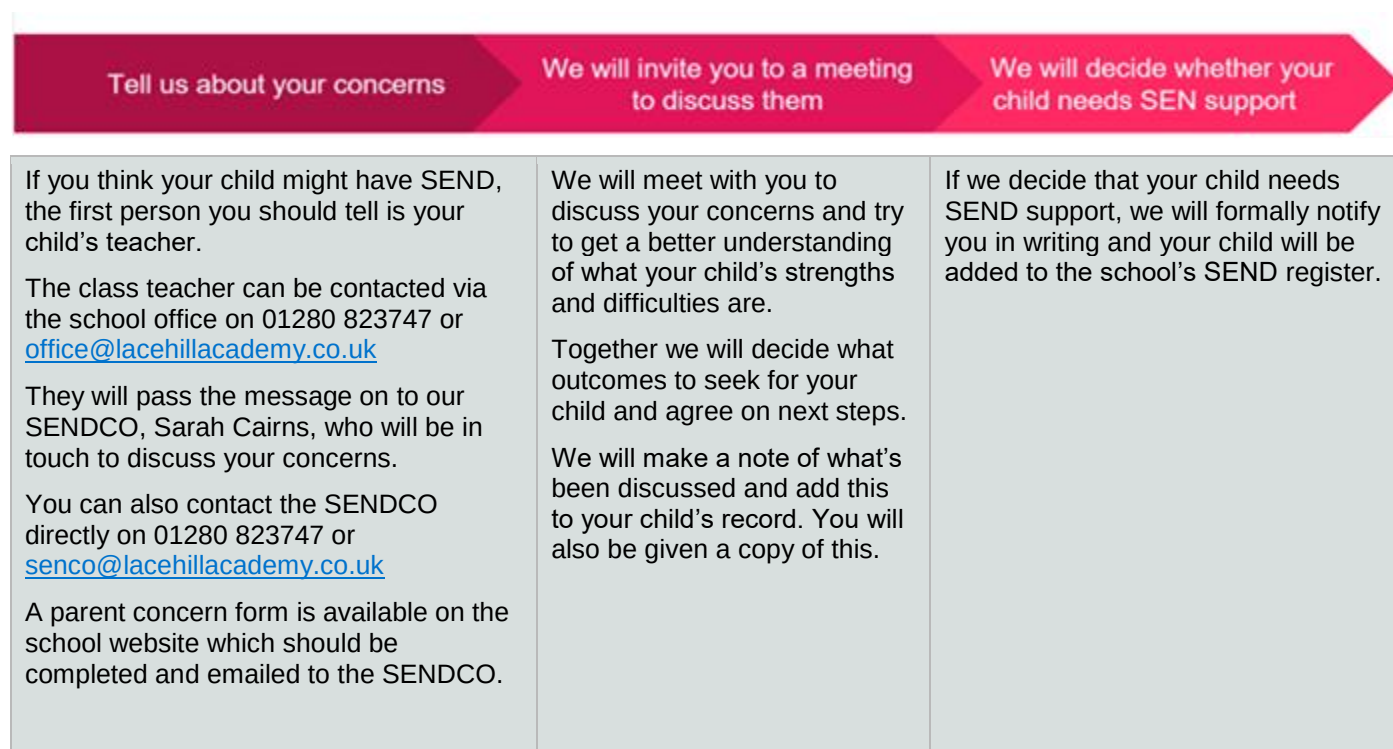
External agencies and experts

Although, we pride ourselves on our ability to deliver Ordinarily Available Provision through Quality First Teaching 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 include

- Specialist teachers
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists accessed via Virtual clinics
- General practitioners or pediatricians

- Health visitors/ School nurses
- Family support services
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team (MHST)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Virtual schools – supporting LAC
- Jen Oakton, Literacy Specialist – privately funded by the academy

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



4. How will the school know if my child needs SEND Support?

All our class teachers are aware of SEND and closely monitor for any pupils who aren't making the expected level of progress in their schoolwork or socially.

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 a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and in agreement with them, contact you to discuss the possibility that your child has SEND.

Teachers will complete a Pupil Concern form to highlight any concerns they have observed and forward to the SENDCO. Parents or carers will also be asked to complete a concern form to ensure a collaboration process in identifying their child's 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, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

A private Literacy consultant working with school, support teachers in completing a yearly, whole class reading and spelling test which helps with early identification of pupils with SEND and can be communicated to parents.

The SENDCO will ask for your opinion, relevant family history and speak to your child 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.

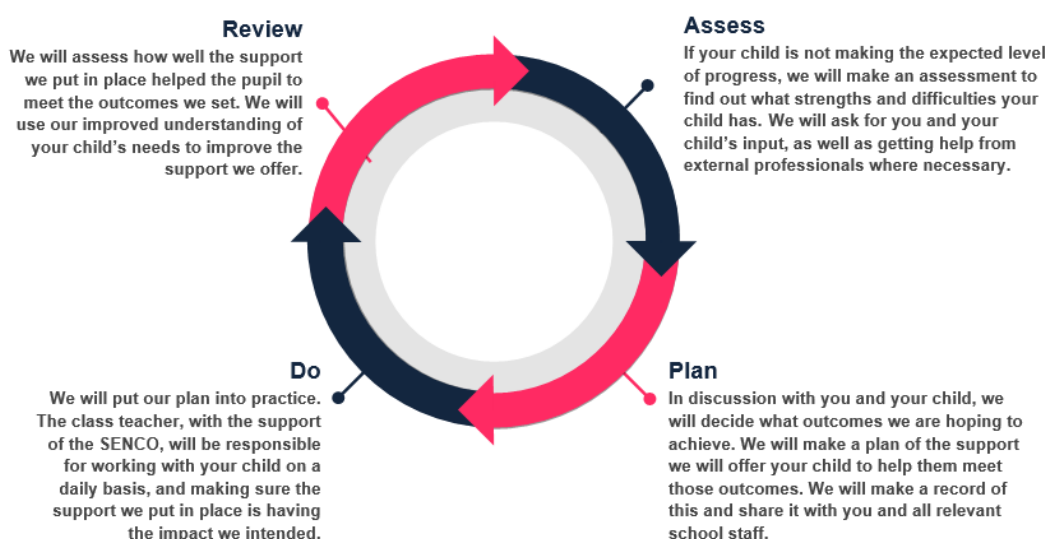
Based on all of this information, the SENDCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, you will be informed of this in writing, through relevant documentation and the SENDCO will work with you to create a SEN support plan for them.

The levels of support a school provides is as follows:	
School-based SEND provision	Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.
Education, health and care (EHC) plan	Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

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

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. SEND Support plans are used to document this process for individual pupils and used as a communication tool between staff and parents. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.



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

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. These outcomes will be recorded on a SEND Support plan and reviewed termly by parents, teachers and the school SENDCo.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Progress of pupils with EHCPs are assessed and reviewed regularly throughout the year by professionals supporting the pupil. An Annual Review is held for pupils with EHCPs. Interim reviews can also be arranged throughout the year if deemed necessary

If there are concerns about your child's speech, language and communication, Speech and Language Link are tools used to highlight any difficulties, set outcomes and decide on any provision which needs to be put in place. When using this tool progress is reviewed after the intervention has been put in place.

Where a child presents with social, emotional and mental health needs our Pastoral Lead will regularly monitor and review your child's progress each term.

If your child has been highlighted as having Literacy difficulties we may ask our Literacy consultant, Jen Oakton to complete reading and spelling assessments. These tests are all standardised and may include; HAST2 - spelling test, CTOPP2 - test of phonological processing, YARC - test of reading comprehension, reading speed, and reading accuracy, TOWRE2 - test of word reading efficiency, TOMAL - test of working memory. These help us to get a clear picture of your child's needs and how best to support them.

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

We will provide termly new and review SEN Support Plans along with one end of year annual report on your child's progress.

As part of your child's SEN Support Plan cycle, the class teacher will meet you a minimum of three times a year to:

- Set clear outcomes for your child's progress (term ahead)
- Review progress towards those outcomes (previous term)
- 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

The SENDCO 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. 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 are proud of our open-door policy. We 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. The SENDCO can be contacted directly if support or advice is needed and you may access a Parent Concern form on our website if you would like to raise any concerns.

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

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher.

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 level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

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

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

Lace Hill Academy is committed to inclusive mainstream education and equal opportunities for all. Our Accessibility Policy can be accessed through <https://www.lacehillacademy.co.uk/policies>

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.

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 differentiate, scaffold or adapt 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.

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.
- Scaffolding our teaching, 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.
- Class teachers, Teaching Assistants and sometimes SENDCOs may all work with pupils with SEND in small groups or on a 1-to-1 basis where timetabled and/or appropriate

Research based interventions provided at our school include:

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum condition	<i>With guidance from Specialists we use;</i> Attention Autism Intensive Interaction approaches The Curiosity Approach
	Speech and language difficulties	Virtual SLC sessions Speech & Language Link Word Aware SLT directed interventions

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Hornet Precision Teaching Soundwrite Phonics NHS directed OT programmes Pre-teaching
	Moderate learning difficulties	Calibre Audio Books Dyslexia (Helen Arkell charity)
	Severe learning difficulties	Use of Reading pens
Social, emotional and mental health	ADHD, ADD, ASD	Accessing webinars/training via the NHS Children's Therapies team: https://www.buckshealthcare.nhs.uk/cyp/therapy/ Sensory strategies toolkit. Early Bird Training with parents
	Adverse childhood experiences and/or mental health issues	Our Pastoral & Safeguarding Lead will support provision specific to the needs of the child. She works closely with the Mental Health Support Team and Virtual Schools. Staff's application of learning through trauma training.
Sensory and/or physical	Hearing impairment	Staff following guidance provided by the Specialist Teaching – hearing impairment team
	Visual impairment	Staff following guidance provided by the Specialist Teaching teams
	Multi-sensory impairment	Staff following guidance provided by the Specialist Teaching teams and the Children's Therapies Team.
	Physical impairment	Staff following guidance provided by the Specialist Teaching teams and the Children's Therapies Team.

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:

- Day to day learning walks by SLT
- Reviewing the impact of interventions after a clearly defined number of weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using SEND Support plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- CET Evaluation reports or School Improvement visits (requested by the school as part of their monitoring)

10. 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, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, in exceptional circumstances, school may be able to submit an Exception Support Request (ESR) to seek additional funding from our local authority.

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

All pupils are encouraged to take part in extra curriculum activities and events inside and outside of school. This includes joining in with weekly swimming lessons and attending theatre trips, music and sporting events.

All pupils are encouraged to go on our day school trips, including Waddesdon Manor and the Pantomime Trip to MK Theatre and also residential trips which including Bushcraft @ Blenheim Woods.

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

Further information about how we ensure our pupils with SEND are included in all activities alongside their peers can be found in our Accessibility plan using the link below;

<https://www.lacehillacademy.co.uk/SEND/-local-offer>.

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

Admissions for our school are now managed by Buckinghamshire County Council

Pupils who have an Educational Health Care Plan (EHCP) where it has been agreed by all parties to name the Academy as the appropriate provision will be admitted ahead of all other applicants.

Our oversubscription criteria ensures that the same process is followed for all pupils and is outlined below:

When there are more applications for places than there are places available, priority would be given in the following order:

1. Pupils in care or were previously in care as defined in the Schools Admission Code 2021.
2. Pupils who have a sibling/s who will be in attendance at the time of admission and live in the defined catchment area, of the academy they are applying to. Proof of permanent residence may be required.
3. Pupils who live in the defined catchment area, of the academy they are applying to. Proof of permanent residence may be required.
4. Pupils of Trust staff who wish their child to attend the school they work at who will be in attendance at the time of admission and live outside the defined catchment area, where there is one, of the academy they are applying to.
5. Pupils who have a sibling who will be in attendance at the time of admission and live outside the defined catchment area, where there is one, of the academy they are applying to.
6. Other pupils

Further information about our admissions process can be found in our Admissions Policy using the link below;

<https://www.lacehillacademy.co.uk/policies>

13. How does the school support pupils with disabilities?

The focus at our Academy is to ensure that pupils with disabilities feel included in all aspects of school life. We look at each pupil's individual's needs and in order to meet their special educational needs will;

- Speak to the pupil to understand their needs more clearly and how we can best support them

- Build relationships with parents/carers to reassure them that the pupil's needs are identified and appropriate support is in place.
- Liaise with external professionals such as the Physiotherapy, Occupational Therapy and Specialist Teaching teams to ensure that the appropriate resources and teaching strategies are in place, and any adaptations are made to the classroom environment and setting as a whole. Consideration is given to the weight of the classroom doors, height of the toilet and desks and learning aids.
- A disabled toilet is easily accessible to all pupils.
- Ensure that *all* members of staff within the setting are aware of the needs of each pupil to ensure that they feel supported inside and outside of the classroom. This includes any external staff and those new to the academy.
- Ensure that our staff members have the necessary training to support the pupil's needs fully.
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to disabled pupils

Further information about how we support our pupils with disabilities can be found in our Accessibility plan using the link below;

<https://www.lacehillacademy.co.uk/SEND/-local-offer>

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

Andrea Thomas athomas@lacehillacademy.co.uk 01280 823747 is our Pastoral and Safeguarding Lead and has over 10 years' experience supporting pupils with social, emotional and mental health needs. They are qualified as a Senior Mental Health Lead and have a Level 2 in Counselling.

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

- Pupils with SEND are encouraged to be part of the Pupil Parliament
- Pupils with SEND are also encouraged to be part of a 'Talk About' and 'Lego Communication group' to promote teamwork/building friendships
- Our Pastoral Lead is available to provide extra pastoral support for listening to the views of pupils with SEND.
- We run a nurture club at lunchtime for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.
- We have expanded our outside area to include an allotment and gardening facilities to provide pupils with a nurturing environment and take a step back from the demands of the classroom.
- All pupils have access to a broad and balanced curriculum and are encouraged to take part in all activities, including music, drama and physical activities.

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

Early Years

We work closely with parents/carers and external pre-school settings prior to pupils joining the academy. This involves additional visits to the pupils in their current setting or at home as well as planning for the child to spend time with us. We also liaise with external professionals who may already be supporting the pupil and family including the Health visiting team. This helps us to create a true picture of the pupil's needs and together we will create a SEND support plan to ensure the correct provision is in place as soon as the child joins our setting.

Between years

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

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule sessions with the incoming teacher towards the end of the summer term
- Ensure transition sessions are put in place so that the pupil can meet their new teachers and TAs and support with building those relationships.
- Create a transition passport with the pupil with key information for the upcoming year.

Between schools

When your child is moving on from our school, we will SEND all SEND paperwork to the new school's SENDCO and where possible, meet with them to discuss your child, ensuring a smooth transition takes place

Between Primary & Secondary schools

We have strong links with the local secondary schools and provide a detailed transition programme to support our Year 6 pupils with SEND. The SENDCO will meet with the Secondary SENDCOs and other key staff to share data and information. Transition sessions are run from our Y6 pupils and enhanced transition sessions are also in place for those that require further support with the change in environment.

Pupils will be prepared for the transition by:

- Practicing with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

We understand that choosing an appropriate Secondary school setting can be a difficult decision so we also support parents/carers and pupils by offering to accompany them when visiting prospective schools.

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

Andrea Thomas athomas@lacehillacademy.co.uk 01280 823747 is the designated teacher for looked-after pupils and previously looked-after pupils.

Andrea Thomas, our pastoral and safeguarding lead will work with Sarah Cairns, 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.

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.

As part of her role the Pastoral and Safeguarding lead will also;

- Act as an advocate for looked after pupils
- Liaise with external bodies including virtual schools, social workers and parents/carers to ensure that the pupil is fully supported in our setting.
- Work together with the class teacher to prepare, co-ordinate and review the pupil's Personal Education Plan (PEP) reporting on termly attainment and attendance.

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

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the complaint remains unresolved, then it can be escalated to the SENDCO and Head of School. Complaint procedures will follow the Campfire Trust's complaint policy.

https://irp.cdn-website.com/9ba0b017/files/uploaded/Complaints_and_Resolutions_Policy-d06f7453.pdf

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.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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.

Buckinghamshire Council Mediation Services information can be found at: <http://www.mediationbucks.org.uk/>

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

We are proud of our open-door policy at Lace Hill Academy so if you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

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

www.bucksfamilyinfo.org/localoffer

The iSEND Support line is now in place to make it easier for you to make contact with the iSEND teams and is open to parents and carers of any child or young person with a SEND need. Your call will be answered by a Specialist Teacher, an EHC Co-ordinator (EHCCo) or an Educational Psychologist. The phone number is **01296 382135** and is open Monday to Friday 10:00am to 4:00pm term time and reduced hours during the holiday periods.

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

<https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-SENDias-service/>

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

- Bucks Activity Project (Action for Pupils)
- <https://services.actionforpupils.org.uk/bucks-activity-project/aboutus/our-partners/>
- Families & Carers Together in Buckinghamshire
- <https://www.factbucks.org.uk/>
- Mind Buckinghamshire:
- <https://www.bucksmind.org.uk/guide/buckinghamshire-family-information-service/>

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

- IPSEA <https://www.ipsea.org.uk/>
- SEND family support <https://SENDfs.co.uk/>
- NSPCC <https://www.nspcc.org.uk/>
- Family Action <https://www.family-action.org.uk/>
- Special Needs Jungle <https://www.specialneedsjungle.com/>

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 pupil and your family.

19. 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 & 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 and who do not have an EHCP
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages