Special Educational Needs and Disabilities (SEND) Information Report

St Richard's Catholic Primary School

Inclusion Team

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Approved by:	Colin Taylor (Headteacher)	**Date:** September 2025
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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.

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:

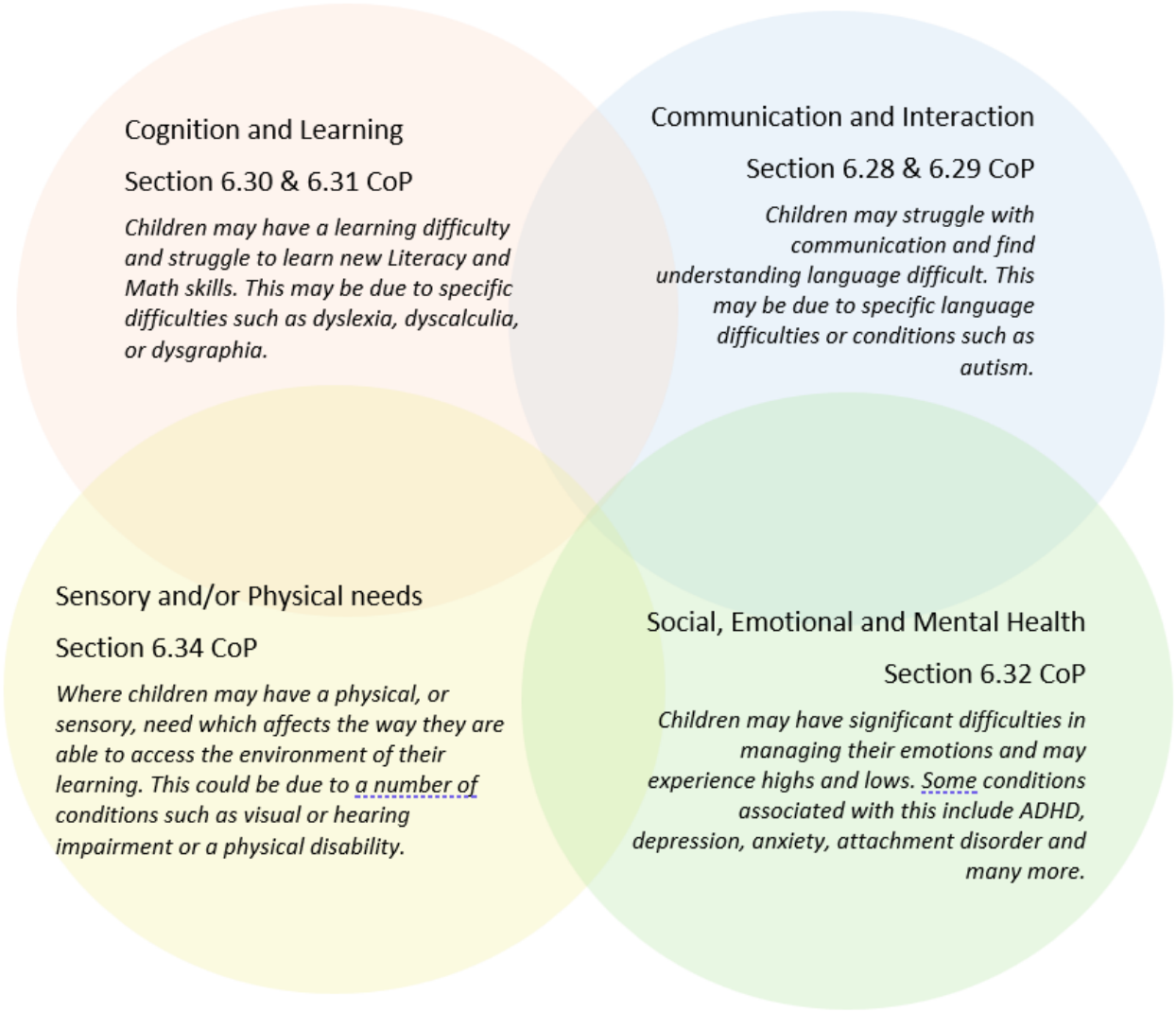
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website or click here

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).

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 Richard's Catholic Primary 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.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Hannah Waller.

She has five years experience in this role at St Richards's as well as covering the role at this and a previous primary school. Hannah worked as Pastoral Manager for the school for six years before taking over as SENCO. Additionally she has worked as a nursey SENCO. She is a qualified teacher, qualifying in July 2003. Since then she has taught in Primary Schools in both Kent and East Sussex.

Hannah achieved the National Award in Special Educational Needs Co-ordination in March 2025.

She also holds the following qualifications:

BA(QTS) Hons Geography with Education

Drawing and Talking Therapy

Thrive Licensed Practitioner

De-escalation and Positive Behaviour Approaches

Designated Safeguarding Lead

Mental Health Champion

SEMH Champion for the Dover District

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Training is also provided by KCSP.

Some teachers have received external training in the following areas when appropriate; Autism Education Trust (AET) Autism Awareness, Developmental Language Delay, Language Through Colour, Thrive (Trauma-informed approaches and de-escalation strategies), Positive Behaviour Management through TEAM TEACH.

Teaching assistants (TAs)

We have a team of thirteen TAs. Two TAs are Thrive Licensed Practitioners and two TAs are trained ELSAs (Emotional Literacy Support Assistants).

We have teaching assistants who are trained to deliver interventions such as Drawing and Talking, Language Link, Language Through Colour, Fizzy and Clever Hands, ELSA.

In the last academic year, TAs have been trained in Autism Awareness, Little Wandle phonics, Sensory Circuits, Fizzy (Gross Motor skills), Clever Hands (Fine Motor Skills), Attachment and Trauma.

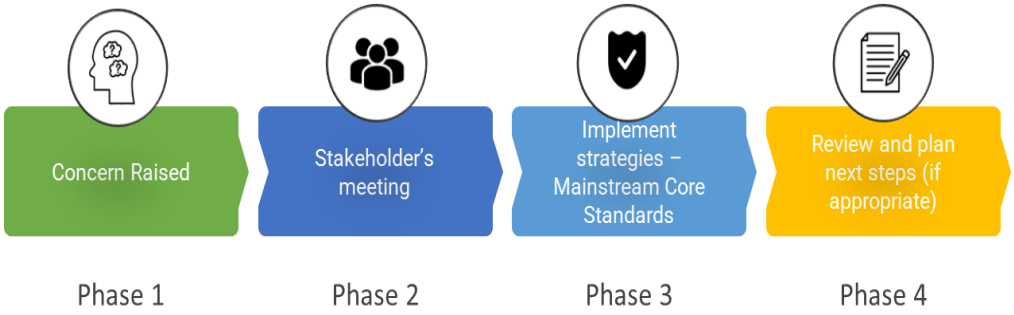
External agencies

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)
- KPAS Attendance Officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teaching and Learning Service
- SALUS
- Play Therapist
- Speech and language therapists
- Voluntary sector organisations

ssessment services

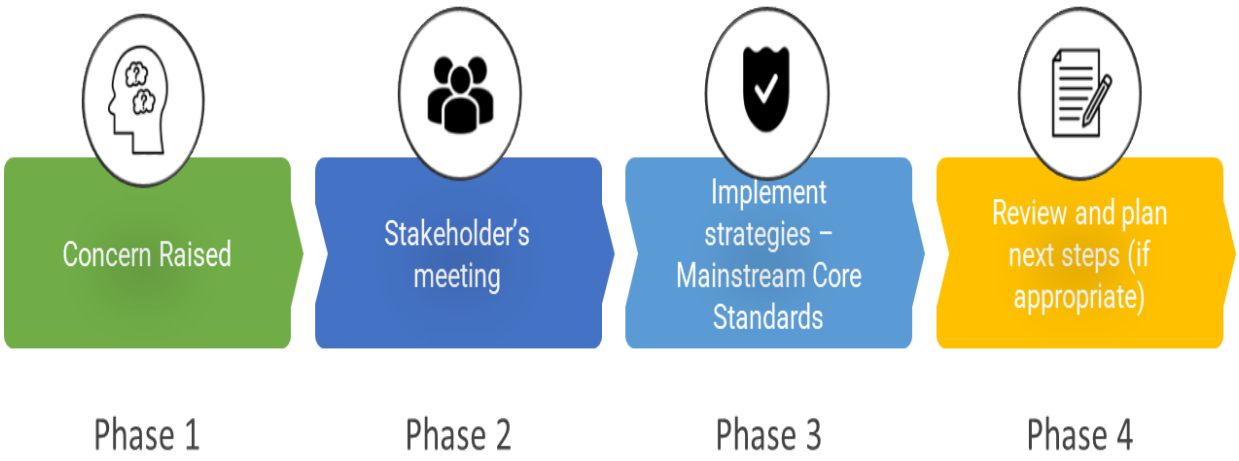
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Please speak to the class teacher in the first instance and then you can contact Hannah Waller the SENCO on Hannah.waller@st-richards-dover.kcsp.org.uk if further support or advice is needed.
Phase 2	We will meet with you 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.
Phase 3	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: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you 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.

4. What happens if the school identifies a need?

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



All our class teachers are responsible for the monitoring of all pupils 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 reading, writing, spelling, maths / number work, language skills and development, speech sounds, social communication skills, sensory processing difficulties, attention and concentration, behaviour and physical or coordination 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 do not have SEND usually make progress quickly once the gap in their learning has been filled. Children are also individually discussed each term within a Pupil Progress Meeting involving the Class Teacher, SENCO and Headteacher. This enables discussions around appropriate strategies or interventions that may be implemented to support a child who is struggling to make progress.

If the pupil is still finding it difficult to make the expected progress, 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)

At St Richard's Catholic Primary School we also use a range of universal standardised assessments with all pupils at various stages in their education and the results of these assessments are shared with parents. All Reception pupils and all those new to the school across the year groups will complete a Speech Link and a Language link assessment. This assesses both a child's speech sound production and also a child's understanding of spoken English. A child's first language is taken into account at the time of assessment and this test is often useful when we are trying to distinguish between children with English as an Additional Language (EAL) who are making expected progress with their English and those who may also have additional Special Educational Needs. Parents are informed of results at parent consultation meetings or via letter/email.

Language Link assessments may also be undertaken at any time when a teacher or parent raises an issue about a child's language skills. Where language needs are identified, the children are retested on Language Link at least annually to monitor their progress in these areas. Parents are informed of results either in person or by letter/email.

Additionally we have access to a screening tool for children showing persistent literacy difficulties that helps identify whether a child may have dyslexia. The tool offers recommendations for support going forward.

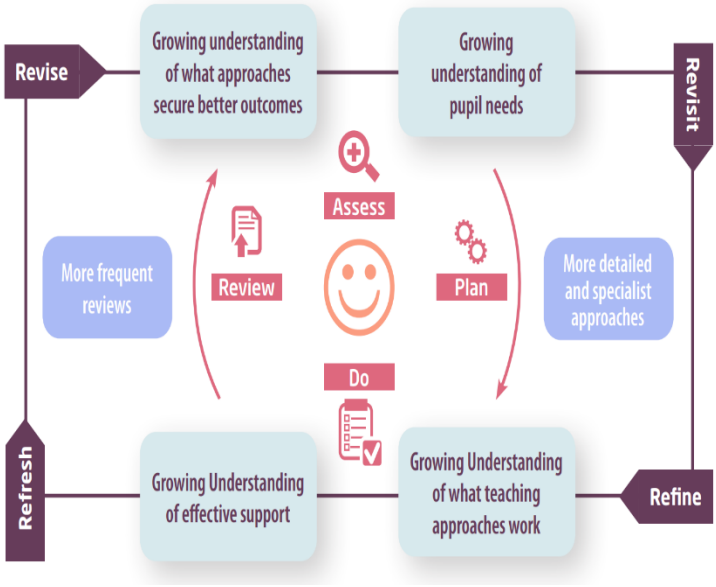
In Year 5, a CAT (Cognitive Ability Test) is sometimes used to assess a child's academic abilities and cognitive skills. It is different from traditional exams, which focus on knowledge, as CATs evaluate reasoning and problem-solving skills. CATs evaluate a child's ability in four main areas: verbal reasoning (problem-solving with words), non-verbal reasoning (interpreting shapes and space), quantitative reasoning (problem-solving with numbers), and spatial reasoning (moving and visualizing shapes). marked assessments used by schools to assess pupils' developed abilities and likely academic potential. The results of these are available for parents, and support the school in understanding the children's areas of strength, preferred learning style, and tell school more about their underlying learning attitudes. They should also help in making the decision as to a child's suitability to sit the Kent Test, should they be considering a Grammar School in Year 7.

Children in Year 2 and above (if appropriate) regularly take STAR reader tests on Accelerated Reader. Children do online tests to baseline their reading skills. Accelerated Reader is a reading management and monitoring program that aims to foster independent reading. It uses computer-based software to assess students' reading levels, suggest appropriate books, and track reading progress. Pupils read books at their own pace, take online quizzes, and receive feedback to help them choose the next book, encouraging independent reading and comprehension. This programme also gives crucial information on reading age and reading speed.

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**.



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 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.
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; 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 annual reports on your child's progress as well as two parent/teacher meetings each year.

In addition, if your child is on the SEND register, a member of staff who knows your child well, usually the SENCO, will meet you 3 times a year, 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

We know that you are 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 the class teacher using the 'contact the teacher' button on the school website, via the school office or contact the SENCO Hannah Waller at Hannah.waller@st-richards-dover.kcsp.org.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?

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, using visuals and checklists, 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 and providing differentiated resources.

We may also provide the following interventions:

Little Wandle phonics catch-up, additional reading and oral comprehension, SNIP (for those who have already been exposed to effective phonic/literacy teaching but are still struggling), times tables support (Times Table Rock Stars), Language Link, Speech Link, Time to Talk, Starving the Anger Gremlin, Starving the Anxiety Gremlin, Lego Therapy, Sensory Circuits, Clever Hands, Fizzy, Sensory Diet, Heavy Work, Zones of Regulation, Emotional Check-ins, Language Through Colour (Colourful Semantics), Drawing and Talking Therapy, group or individual Thrive sessions.

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

The school's accessibility plan can be found here

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the school has made the following improvements as part of the school's accessibility planning - wall handles added in specific toilet cubicles, yellow warning paint used to highlight trip hazards around the school grounds, hazard tape to ensure visual clarity of entrance/exits and corners of furniture and equipment where the definition may not be clear. Windows in some rooms have had a filter placed over to reduce the impact of UV.

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 goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- 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

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. The provision for pupils with SEND will be funded from the school's notional SEND budget, and potentially from the Local Authority (from the high-level needs funding block of the dedicated schools grant).

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, including any residential trip that may take place.

All pupils are encouraged to take part in Sports Day, school plays, school services and Mass, special workshops, swimming lessons or educational visits.

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.

For some children and some activities, an additional risk assessment may need to be completed. This will be shared with parents and any additional requirements to adapt the activity to meet the child's needs will be discussed and agreed by SLT and parents.

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

The admission of pupils with an EHC Plan is dealt with by a completely separate procedure, which is integral to the making and maintaining of EHC plans by the pupil's home local authority. Details of this separate procedure are set out in the SEN Code of Practice. All children whose education, health and care (EHC) plan names one of the schools will be admitted before any other places are allocated.

Full details of St Richard's Catholic Primary School admissions policy, including over-subscription criteria, can be accessed on the following link to our school website:

https://www.st-richards.kent.sch.uk/admissions/

13. How does the school support pupils with disabilities?

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.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities. All schools in our Trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers. Reasonable adjustments are changes that schools must make if a pupil's physical or mental disability puts them at a disadvantage compared with others who aren't disabled. This is separate to requirements related to physical changes that make a building accessible, such as disabled toilets. It means schools have a legal obligation under the Equality Act to support pupils who are disabled with reasonable adjustments, making sure they can benefit from what the school offers in the same way as a pupil who isn't disabled.
Our school's Accessibility Plan can be found here

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:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of our Sunshine Team to promote teamwork, build friendships and to look after the well-being of themselves and others
- We provide extra pastoral support for listening to the views of pupils with SEND by encouraging pupil voice with accessible questionnaires, opportunities to leave notes in specific zones (Worry Monster or Worry Box)
- The SENCO has an open door policy as much as possible for children to share worries
- We have a lunchtime provision for those with SEMH needs who find the hall and playground overwhelming or need a quieter space
- We have a sensory corridor with various large and small sensory resources, music and calming fragrance, for children to utilise independently when they are able or when guided by an adult. They are trained to use this appropriately and return to class at the expected time or to request additional time if needed.
- We run a Thrive groups and 1:1 sessions for pupils who need extra support with social or emotional development as well as ELSA groups
- We offer different programmes that utilise cognitive behavioural approaches to support SEMH needs
- We access School Health and Wellbeing Service and SALUS for counselling when necessary (with parental consent)
- We employ a Play Therapist to offer more specialist 1:1 emotional well-being support
- We have a 'zero tolerance' approach to bullying. Our approach to bullying is identified here in section 5 of our Behaviour Policy.

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

Our SENCO, Hannah Waller, is the Designated Teacher for looked-after children and previously looked-after children and is required 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:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule special sessions with the incoming teacher towards the end of the summer term. This will include the teacher visiting the pupils in their current class as well as the pupils visiting the teacher in their new class. Activities may include story time, reflection time (act of worship), fun 'get-to-know-you lessons, etc.
- Transition booklets to help the pupils get to know their new staff, classroom, and any changes to their environment, way of entering school, etc.

Between schools

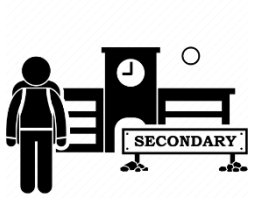
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary to secondary schools)

The SENCO of all primary and secondary schools meet at a designated information-sharing event in the Summer Term. They will discuss the needs of all the pupils who are receiving SEND support. If

needed, a secondary SENCO may be invited into our school for an additional meeting with our SENCO or to join an end of year review meeting.

Pupils will be prepared for the transition by:



- Practising with a secondary school timetable
- Practising local area walks and road safety
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Attending transition sessions and SNAP days at the receiving secondary school
- Transition booklets and social stories

Between phases (for nursery and preschool to primary schools)

The EYFS staff and SENCO will visit children in their Nursery settings and/or homes where possible and meet Nursery staff to share information before children arrive. There is also a local information-sharing day for all nurseries and schools to attend. Parents are invited to meet with SENCO before their child starts to share information on their child.

The SENCO meets with specialist teachers who have supported in Nursery settings to share information and prepare provision before the children arrive.

Story sessions and stay and play sessions are offered to all children prior to starting school and additional sessions can be arranged for pupils with SEND if this would be supportive.

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.

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

https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities

Our local special educational needs and disabilities information advice and support service (SENDIASS) organisation is:

https://www.iask.org.uk/

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations. They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

Online: www.kent.gov.uk/iask

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

Includes Us 2

We are a small, parent driven charity who provide support to disabled children, young people and their families. We operate across the districts of Ashford, Dover and Folkestone and Hythe. We support parents/carers of disabled children by providing regular, informal support groups and practical workshops….

Telephone:

01233 878089

E-mail:

info@includesus2.org.uk

Website:

https://www.includesus2.org.uk/

Age Range:

Ages 11-16, Ages 16-18, Ages 0-4, Ages 5-10, 18-25 (Transition)

Kent Family Hub

Infozone Family Hub

Kent Family Hubs offer support to children, young people and their families. They provide a single place to go for information and make it easier for you to get the services you need throughout your family journey - from newborns to 19-year-olds, or up to 25-year olds with special educational needs and disabilities (SEND). Kent Family Hubs are designed so you and your family can thrive.

Telephone:

03000 419470

E-mail:

infozonefamilyhub@kent.gov.uk

Website:

Visit our Family Hub Facebook page

Age Range:

11-18, 19-25, 0-5, 6-10

Home-Start - Dover district - Embrace

We are a voluntary organisation supporting families with a diagnosed or undiagnosed mental health issue as well as children with behavioural and emotional health issues. We provide a weekly home visit by a trained volunteer who will visit for 3 hours a week for up to 6 months.

To access support you will need to be referred into the organisation, or you can self refer.

We also run two family groups a week for children with a diagnosed or undiagnosed disability, one in Deal and one in Dover. Please contact our office on 01304 242314 for further information.

Telephone:

01304 242314

E-mail:

office@homestartdover.org.k

Website

https://homestartdover.org.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?

Click here for the school's complaints policy and procedure document.

Complaints about SEND provision in our school should be made to the SENCO or the Headteacher in the first instance. The complaint should be raised as soon as possible, either in person or by letter, telephone or email. If the complainant is unclear who to contact or how to contact them, they should contact the relevant school office either in person or by phone/email. 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.

See below for Kent's Mediation Service – Global Mediation

https://www.globalmediation.co.uk/service/special-educational-needs-disability/

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
- **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