*Life in all its fullness (John 10:10)*

Hernhill Church of England
Primary School

# Special Educational Needs and Disabilities (SEND) Information Report

## Inclusion Team

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| **Approved by:** | Learning & Development Ctte | **Date:** 01.04.26 |
| **Last reviewed on:** | April 2026 | |
| **Next review due by:** | September 2027 | |

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## 1. Welcome

Dear Parents and Carers,

The aim of this **SEND 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, please read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: https://www.hernhill.kent.sch.uk

**Please Note:** the words in bold can be looked up in the Glossary at the end of the report.

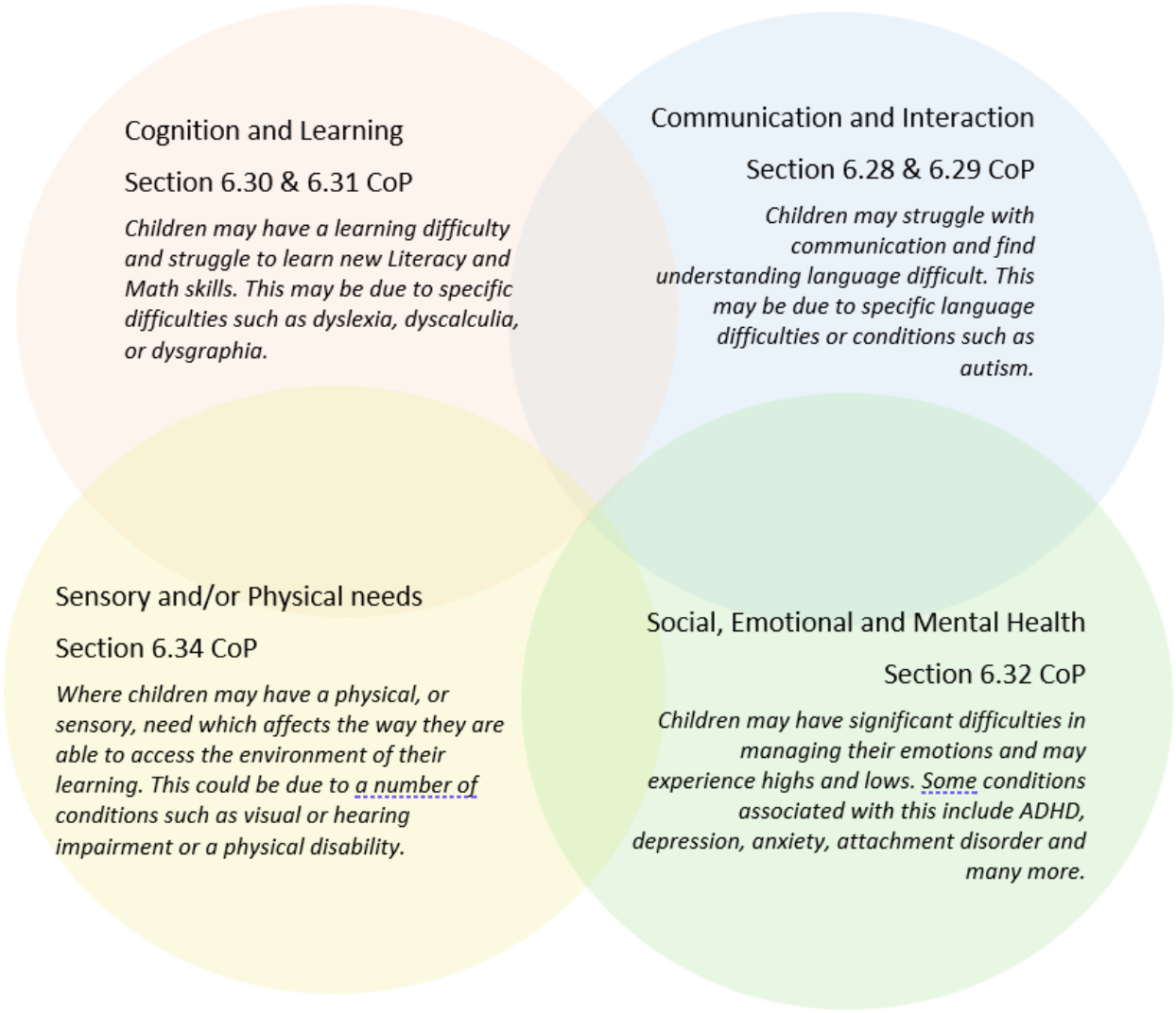
## Our School Vision

Our school community is rooted in Jesus' promise of life in all its fullness; where all are truly welcome

Life in all its fullness (John 10:10)

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

Our school provides for pupils with the following **Areas of need** as outlined in the **SEND Code of Practice** (CoP) 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 holistic 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)

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

At Hernhill C of E 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.

Our key Inclusion Team staff includes:

Miss Lisa Tomlinson – SENCo, Deputy Designated Safeguarding Lead & Medical Conditions Lead

Mrs Julia Woodcock – Deputy Head, Well Being Lead & Deputy Designated Safeguarding Lead

Mrs Emma Rafferty – ELSA (Emotional Literacy Support Assistant) & Well Being Practitioner

Mrs Clements, Mrs Remington & Mrs Leahy – Emotional First Aiders

Mrs Sarah Alexander – Head Teacher & Designated Safeguarding Lead

Mrs Fiona Palmer – Chair of Governors and SEND Governor

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

Our **SENCo** is Lisa Tomlinson.

She has 16 years of experience in this role and has worked as a SENCo and Assistant Head for Inclusion in other parts of the South East. She is a qualified teacher, a Deputy Safeguarding Lead and Medical Conditions Lead.

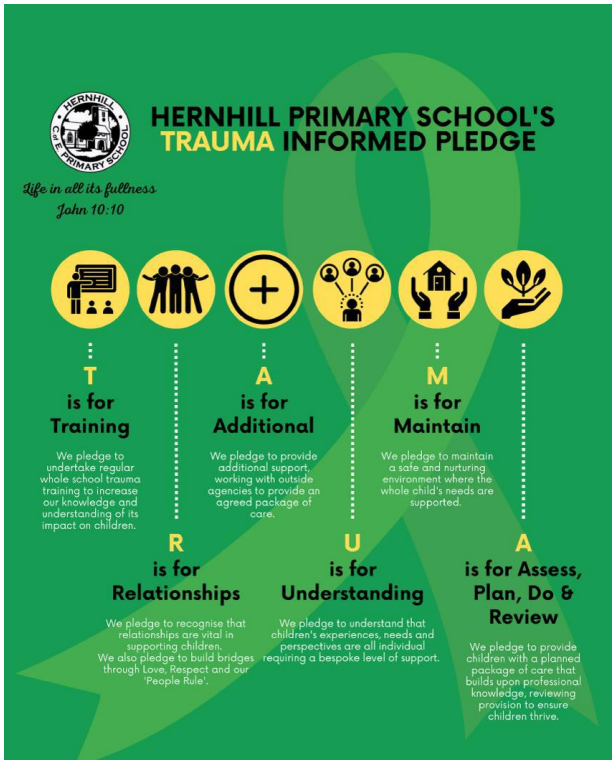
Lisa achieved the National Award in Special Educational Needs Co-ordination in 2021.

### Staff Training - Class teachers & Teaching Assistants (TAs)

All of our teachers and TAs receive in-house SEN training, and are supported by the SENCo to meet the needs of pupils who have **SEN**. Staff Training has included:

- Precision Teaching
- Language through Colour Training
- Whole School Autism Training by the Autism Education Trust
- ADHD awareness and support
- Attachment Disorder Training
- Opal Play
- Trauma Informed practice
- Team Teach (Positive Handling)
- Dyslexic Training by Made by Dyslexia levels 1,2 & 3

All Hernhill staff are trained in Trauma Informed Practice and are committed to delivering the highest quality provision. We have created our care pledge:




As a school we are also committed to supporting educational research when possible and have taken part in projects to support University research into SEND conditions.

## Interventions

**Interventions** that have run in the school this year and/or in previous years are:

- Phonic Booster groups (Literacy)
- Toe by Toe (Literacy)
- Spelling Tutor (Literacy)
- Sounds Progress (Literacy)
- TRUGS (Teaching Reading Using Games - Literacy)
- Black Sheep Speech and Language programmes
- Language For Thinking (Speech & Language)
- Time to Talk (Speech & Language)
- Semantic Links (Speech & Language)
- Language Through Colour Visual Dictionary (Speech & Language)
- Speech Link activities (Speech sound production)
- Power of 2 (Maths)
- Precision Teaching for overlearning (Maths and Literacy)
- Minute Maths
- Number Box
- Fine & Gross Motor Fizzy Groups (Physical)
- The Handwriting Rescue Scheme (Physical)
- Personalised OT/ Physio programmes (Physical)
- Use of Social Stories (Social & Emotional)
- Lego Therapy ( Language & Social)
- Sibs Talk (Well-Being)
- Drawing & Talking (Well-Being)
- Rainbows Bereavement programme (Well-Being)

## External agencies

Sometimes we need extra help in order 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 Young Persons Mental Health Services **(CYPMHS)**
- Educational psychologists (EP)
- GPs or paediatricians (Canterbury Children's Assessment Centre)
- Occupational Therapists
- Therapeutic practitioners
- Physiotherapists
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teaching & Learning Service
- Speech and Language therapists
- NHS Mental Health & Well-being Team

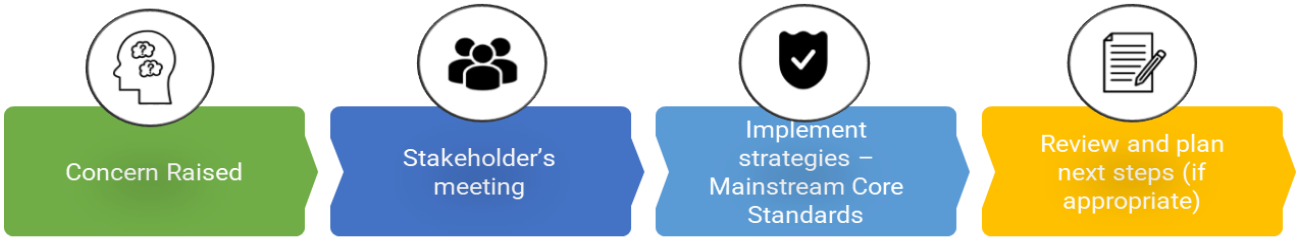
NHS

STLS PD

Kent Social Services
*Nourishing body and spirit*

Information Advice and Support Kent

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




| Phase 1 | Phase 2 | Phase 3 | Phase 4 |
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| **Phase 1** | If you think your child might have SEND, raise your concern with the school so that the Class Teacher & SENCo is aware.<br>You can raise your concern by getting in contact with your child's class teacher via the school office or their email address.<br>You can contact Lisa Tomlinson the SENCo on Monday, Tuesday, Wednesday & Thursday on 01227 751322 or via email: senco@hernhill.kent.sch.uk |
| **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 needs are. Together we will decide what outcomes to seek for your child and agree on next steps; this may include further assessments of need by the SENCo. We will make a note of what's been discussed and add this to your child's Record of Need document. |
| **Phase 3** | We will implement the agreed strategies, complete them 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 .<br>This will initiate the **Graduated Approach** where support will be continually reviewed. See next page for more details. |

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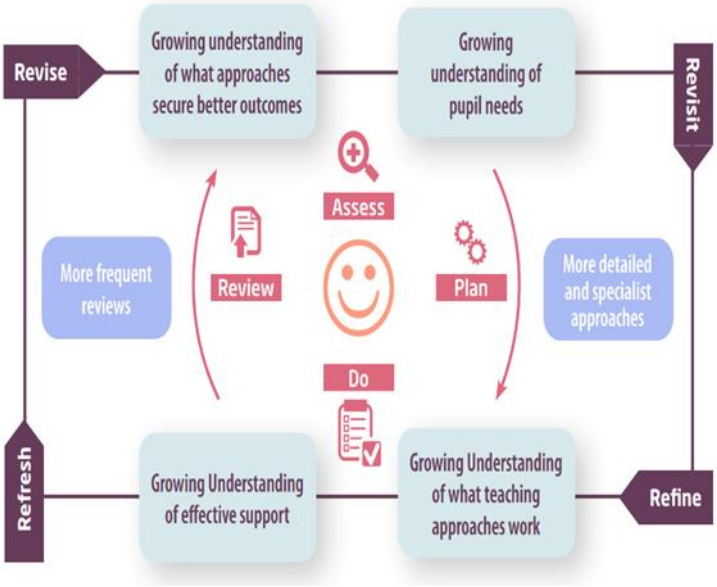
| **Phase 4** | If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and a learning plan put in place. This plan will be reviewed using the "assess, plan, do" review model. |

## The Graduated Approach

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

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| **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.<br>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. |

## 5. What happens if the school identifies a need?

All our class teachers are responsible for the monitoring of all pupils, including those who have already been identified as having **SEND**.

Where a pupil is having difficulties, the teacher will find the gaps in their learning and the school will provide appropriate extra support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. The same **Graduated Approach** process is followed if a concern is raised by the school.

If the pupil is still finding it difficult to make progress, despite high-quality teaching and extra provision, the teacher will talk to the SENCO and discuss SEND concerns with Parents. Further assessments and/ or screening tools may be undertaken to determine the cause of the difficulties, these may include; A Dyslexia Screening Test, Language Link Assessment, ADHD screening questionnaires. Depending on the outcome of these assessments, it may be agreed that the pupil will be put on the Special Educational Needs Register and a referral to specialist agencies may be made.

There are 2 stages of Special Educational Needs Provision:

- **SEN Support** – This stage is where individualised and specialised interventions occur over and above our Mainstream Core Standards Offer, often involving the advice from outside agencies e.g. Speech and Language Therapists.

- **Education Health Care Plan (EHCP)** – This is the stage where the County have agreed that the pupil's needs are at a significant level, where a diagnosis means that they will require greatly increased levels of support. The Plan will outline the support that the County and school must provide in order to ensure the pupil's needs are fully met. Parents or the school can make an application for an **EHC needs assessment**, providing there is the appropriate evidence in support of the claim.

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

We formally monitor the progress of all pupils three times per year. We use a range of Statutory and Non-Statutory assessments with all pupils at various stages throughout their schooling to measure pupils' attainment and progress.

In addition, there are pupil progress meetings (three times per year) involving the class teacher, Senior Leadership and the SENCo. Through professional discussion we analyse results and look at developments in need both academically and socially. Before the Parents' Evenings in the Autumn and Spring terms, all parents we will receive an objectives report on your child's attainment and a class teacher report at the end of the year.

Every intervention has a designated time period and assessments are made at the beginning of the intervention and at the end to monitor the impact on the pupil's progress. This is then evaluated to inform future provision.

If your child is on SEN SUPPORT, there will be 3 review meetings held across the year. 2 at Parents' Evening and 1 at the end of the academic year with the SENCo. The SENCo will be available at every Parents' Evening for discussions.

If your child has an EHCP, there will be 3 review meetings held across the year with the SENCO, staff members and parents to update the provision outlined in the Provision Plans. One of these meetings will be an **Annual Review** of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision, including that provided by outside agencies and a review of the EHCP document itself in case any updates or changes to it need to be made. Pupils with an EHCP are consulted about and involved in the arrangements made for them as part of person-centred planning. Every term, where possible, the SEN pupils will complete a short pupil view form about their support and how it has made a difference to their school lives.

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

All parents of pupils at Hernhill Church of England Primary School are invited to discuss the progress of their children twice a year at parents' evenings and after receiving the school report in the summer term if they wish. In addition to this we are happy to arrange meetings outside of these times. As stated above, if your child is on SEN SUPPORT or has an EHCP then more meeting may be scheduled.

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

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

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

## 8. 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/ pupil view form

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

High-quality teaching is our first step in responding to your child's needs. At Hernhill C of E Primary School, the quality of our provision continues to be judged as Outstanding in our last OFSTED Inspection March 2024.

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 standards are found here: https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. Providing special **access arrangements**
- Adapting our resources - using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils appropriately depending on their presentation of need
- Referring to specialist expertise for advice using our best endeavours to ensure these are supplied
- Scaffolding lesson materials

## 10. How will the school make sure my child is participating in the full life of the school?

All clubs, trips and activities are available to pupils with SEND either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity. The school will conduct a general risk assessment for activities or trips as appropriate. In cases of very high need, the school will conduct an individual risk assessment for children with Special Educational Needs in

advance of the activity. This will advise what alternative arrangements may need to be made in order to accommodate the child and give them the same opportunities as other children.

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

Decisions on the admission of pupils with a disability, those with or without an Education, Health and Care plan are made by the Local Authority in consultation with the school and the parents. When the decision has been made for a pupil with disability to attend our school, the SENCo will arrange a meeting with all the stakeholders involved. This will include Parents, School staff and other outside agencies. A transition plan will then be drawn up to ensure the pupil has a happy and smooth entry into their year group; ensuring that they have the same rights of access to the curriculum and environment as other pupils. The school is one ground level and so it is accessible for wheelchairs. We have a care suite, with disabled toilet and changing facilities.

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

*You are 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.*

Decisions on the admission of pupils with disabilities, those with or without an Education, Health and Care plan are made by the Local Authority in consultation with the school and the parents. When the decision has been made for a pupil with disability to attend our school, the SENCo will arrange a meeting with all the stakeholders involved. This will include Parents, School staff and other outside agencies. A transition plan will then be drawn up to ensure the pupil has a positive entry into their year group; ensuring that they have the same rights of access to the curriculum and environment as other pupils. Our school is one ground level and so is accessible for wheelchairs.

We have a care suite with a disabled toilet and a changing bed and hoist. Please see our school's Accessibility Plan: https://www.hernhill.kent.sch.uk/Policies/

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

We understand that an important feature of school is to enable all pupils to develop emotional resilience and positive social skills, both through direct teaching for instance in Personal, Social and Health Education (PSHE), Circle Time and in Worship but also indirectly with every conversation adults have with pupils throughout the day. We recognise and value that good mental health is the foundation of successful learning. Parents and staff can refer any emotional or mental health concerns via the SENCO (Miss Lisa Tomlinson), via our Well-Being Lead (Mrs Julia Woodcock) or via our Headteacher (Mrs Sarah Alexander). Pupils can refer themselves for support through our "sparkly box" system or via the KS2 online worry boxes. Our Emotional First Aiders (Mrs Clements, Mrs Remington and Miss Leahy) or our Emotional Wellbeing Practitioner (Mrs Rafferty) are available to deal with these concerns.

For some pupils with the most need for help in this area we also can provide the following; access to social skills groups, anger management resources, mentor time with a member of the senior leadership team, 1 to 1 time with our Emotional Wellbeing Practitioner (ELSA trained), Mrs Rafferty, external referrals to the School's allocated Mental Health Support Team, School Health Service or a Paediatrician. The SENCO and school staff will liaise with any outside agencies in order ensure there is feedback on the interventions that have been recommended. The SENCO also liaises with Health and Social service organisations, attending meetings in order to support the pupil and family. The SENCO is a trained designated safeguarding lead.

We have a sensory space for pupils to use when upset or agitated. We provide interventions such as Sibs Talk (a one-to-one support intervention for pupils in Key Stage 2 who are growing up with a brother or sister who is disabled or has Special Educational Needs or a serious long-term condition) and Rainbows (a bereavement support programme).

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

Mrs Alexander (Head Teacher) is the designated teacher for Looked After Children. Mrs Alexander will work with Lisa Tomlinson, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported in much 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.

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

We work closely with all other educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible for all involved. Initial meetings will be held with parents, current educational providers and the relevant professionals, if required a **Transition** Plan will be drawn up outlining the procedures and resources that will be put into place. All the pupil's paperwork will be transferred on to the new school and the SENCO will liaise with the new school's staff to ensure all information is passed on. Secondary schools provide extra moving up days for pupils with SEND to aid a smoother transition. If a pupil has an Education Health Care Plan in Year 6 then one of the outcomes covers a period of transition into Secondary Schooling.

**Transition between Nursery and Hernhill C of E Primary School**

The arrangements to help pupils with SEND be prepared for our Reception class include:

- The Reception teacher (and if needed SENCo) will visit the Nursery providers and discuss with the nursery staff pupil's needs
- The Reception teacher (and if needed SENCo) will make home visits to discuss the pupil's needs with the parent and meet the pupil

- The SENCo and class teacher will liaise with Specialist Teachers and outside agencies if required

**Transition between years within Hernhill C of E Primary School**

The arrangements to help pupils with SEND be prepared for a new school year include:

- The current teacher and the next year's teacher have a transition meeting to discuss all pupils at the end of the school year including those with SEND
- The pupil will meet the incoming teacher and visit their new classroom towards the end of the summer term in a relaxed and quiet manner before the usual moving up morning for all the school
- The new teacher will liaise with the SENCo to discuss needs and provision

**Transition between other primary schools**

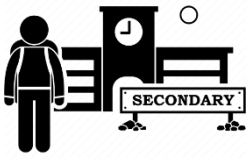
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

**Transition between phases: primary to secondary**

The SENCO/ Staff Member of the secondary school will come into our school for a meeting with the Year 6 teacher and the SENCO. They will discuss the needs of all the pupils who are receiving SEND support and of those with an EHCP.

Year 6 Pupils' preparations for secondary transfer will include:

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




## 16. 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's **local offer**:

mailto:https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer

Our local special educational needs and disabilities information advice and support services IASK are: https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/Information-Advice-and-Support-Kent

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

- For us too https://www.forustoo.org/about-us/

- Parent And Carers Together (PACT) https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/kent-pact

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

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

The first step would be to discuss concerns with the class teacher and the SENCO. If parents still feel that their concerns haven't been addressed then they are encouraged to speak with the Headteacher to resolve the issue before making a formal complaint to the Chair of the Governing Body. If the complaint is still not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. The school's Complaints policy can be found on the website: http://www.hernhill.kent.sch.uk/Policies/

To see a full explanation of other 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.

https://www.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan

## 18. Supporting documents

All of these supporting documents are found on our school website:
https://www.hernhill.kent.sch.uk/Policies/

- *Equality Policy*
- *Child protection including allegations against staff policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *Teaching, Learning and Assessment policy*
- *Mental Health and Wellbeing policy*

## 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 EHCP
- **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.
- **Educational Health Care Plan (EHCP)** – The second and last formal stage of special educational provision. 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 – every school must have a designated SENCo
- **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** – the first formal stage of 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