

Special educational needs (SEN) information report

ReFocus



Approved by: Paula Tucker Headteacher **Date:** 04/10/2024

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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 it on our website

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 SEN does the school provide for?

Our school provides for pupils with the following needs:

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| What types of SEND does | ReFocus is committed to the whole school inclusion of students with special educational needs and disabilities and provides |
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| ReFocus provide for? | <p>support for students in all 4 categories of need, with the greater proportion of students in the category of Social, Emotional and Mental Health needs.</p> <p>Students with higher level needs are likely to be placed in the school due to the selective nature of the school, where we will work with councils and other agencies to ensure that the needs of students are met. Where students attract funding, we will use the funding effectively to support the student, considering the needs of the student and their progression to higher education/employment and the support required for transition planning and increased independence.</p> |
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| <p>How does ReFocus identify and assess students with SEND?</p> | <p>Identification before enrolling at the school is preferable. The referring agencies are asked to notify us of any existing needs on the referral forms and to attach any paperwork / reports that are in relation to any SEN, behavior or attendance needs. We then, during the admissions process, have a meeting with all parties, the referring agency, parents/ careers, and the student; any such self declarations are added to the Additional Needs register as a matter of course. This will also include possible triggers, interventions already in place or from the past and any strategies already tried and were successful. Depending on the severity of the need, parents and previous schools will be contacted for further information.</p> <p>All students needs will be reviewed half termly, sooner if required. We will also seek all relevant information from the student's previous school to provide us with as much information/documentation.</p> <p>During the first 2 weeks we will observe and record details of students whose needs we suspect might warrant further investigation. All students included on the SEND list on the Additional Needs register have an Individual Education Plan created by the SENCO in consultation with the student. This outlines the needs of the student with strategies for support and potential access arrangements. A copy is sent to parents/carers for further comments.</p> <p>IEPs are reviewed regularly during their time at ReFocus to ensure the support is still required and assess progress towards any targets set for progression.</p> <p>On deciding whether to make Special Educational Needs provision, subject teachers and the SENCO will consider all information gathered from within the school about the student's progress, alongside expectations of progress. This may be followed up by a meeting with an external agency if required.</p> <p>In most circumstances students who state their previously identified needs on their enrolment form, alongside those who are referred by their teachers, will be put forward for further diagnostic testing if required. Depending on the results, some students might then have a further meeting with a specialist assessor who will make any relevant recommendations for access arrangements. This is the responsibility of the SENCO alongside the Exams</p> |
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| | <p>Officer (see JCQ Access arrangements and exam considerations 2018/19 guidelines).</p> |
| <p>Who is the special educational needs co-ordinator (SENCO) at ReFocus and how can they be contacted?</p> | <p>Paula Tucker is the Executive Headteacher and SENCO. She is contactable by email paula@refocus.school and by calling 01933 391660 Claire Wright is SENCO Claire@refocus.school</p> |

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| <p>What is the ReFocus approach to teaching students with SEND?</p> | <p>Quality first teaching is an essential provision for all students within the classroom context and teachers can provide for all students using quality first guidance: Teachers are required to adopt quality first teaching methods and support mechanisms. All teachers are responsible and accountable for the progress and development of the students in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. We seek to provide high quality teaching in lessons, over and above any additional intervention and support. The quality of teaching is monitored carefully with regular lesson observations of staff. Teachers are given guidance about how to support students with SEND. This can be found on their IEP, Monitoring form and student profile sheet. Students are regularly assessed and those underachieving are given extra support by subject staff. SEND strategies are reviewed annually to ensure that all students are provide for adequately, and staff training given regularly to be able to identify and support vulnerable students and improve their knowledge of the most frequently encountered SEND.</p> |
| <p>How does ReFocus adapt the curriculum and learning environment?</p> | <p>The SENCO meets with identified students to create their Individual Education Plan. Through this,students can make requests for adaptations or specialist equipment e.g., tinted paper, enlarged paper,use of a laptop in lessons, additional time for portfolio completion. This information is then shared with all teaching staff and is included within lesson planning. As a small school, for many students who may have previously struggled in a larger mainstream environment, they are able to benefit from the quieter environment, the mentoring program at ReFocus and the supportive community. The small class sizes of maximum 6 students allow teachers to adapt the learning for individual students where required.</p> <p>A strength of ReFocus is the key worker structure in place for all students. Upon entry, students are assigned a key worker which as far as possible remains the same during their time at ReFocus. In addition, students with SEND are supported through regular review meetings to ensure they have access to a range of support where required.</p> <p>All students have a say in what their learning environment looks like. We encourage students to complete a student profile which details their strengths, weaknesses and what they feel would make their learning environment work for them.</p> <p>Wave 1 – Quality first teaching</p> <p>All student with SEND will have identified strategies that teachers</p> |

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| | <p>can use within the classroom to support their learning needs. For instance; more time for reading, overlays, use of laptop, writing frames, clear and simple instructions, chunking. Staff will differentiate work to allow all students to access it.</p> <p>Wave 2 – Interventions</p> <p>Some students will have access to additional literacy and numeracy interventions. Some students will have a reader, scribe, or support worker within the lesson. Some students will have emotional literacy sessions to support self-esteem.</p> <p>Wave 3 – Personalised support</p> <p>Students may have the following to support an area of need;</p> <p>Cognition and learning – Some students will access learning through the support of evidencing work through a range of alternative channels such as, video, photographic evidence, or audio.</p> <p>Physical/ sensory needs – movement breaks and access to ground floor classrooms.</p> <p>Communication and interaction – social skills sessions, lunch and breaktime sessions, one to one time with mentor</p> <p>SEMH – modified curriculum, emotional literacy, external support</p> |
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2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Paula Tucker

They have 4 years experience in this role. They are a qualified teacher. They have achieved the National Award in Special Educational Needs Co-ordination.

Claire Wright SENCO with 3 years experience in this role

Katie Close is currently completing her training for Special educational needs co-ordination

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.

Teaching assistants (TAs)

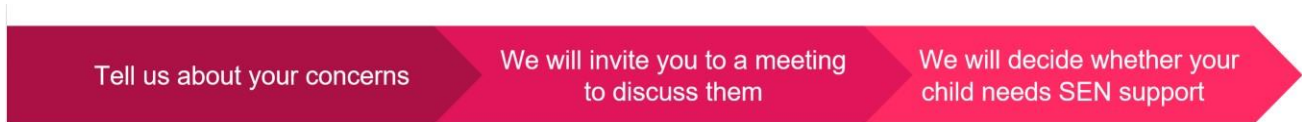
We have a team TAs, who are trained to deliver SEN provision.

External agencies and experts

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 SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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



If you think your child might have SEN, the first person you should tell is your child’s teacher.

They will pass the message on to our SENCO, Paula Tucker who will be in touch to discuss your concerns.

You can also contact the SENCO directly. Paula@refocus.school
Claire@refocus.school

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. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school’s SEND register.

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

All our class teachers are aware of SEN and are on the lookout 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 SEN 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 SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO 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.

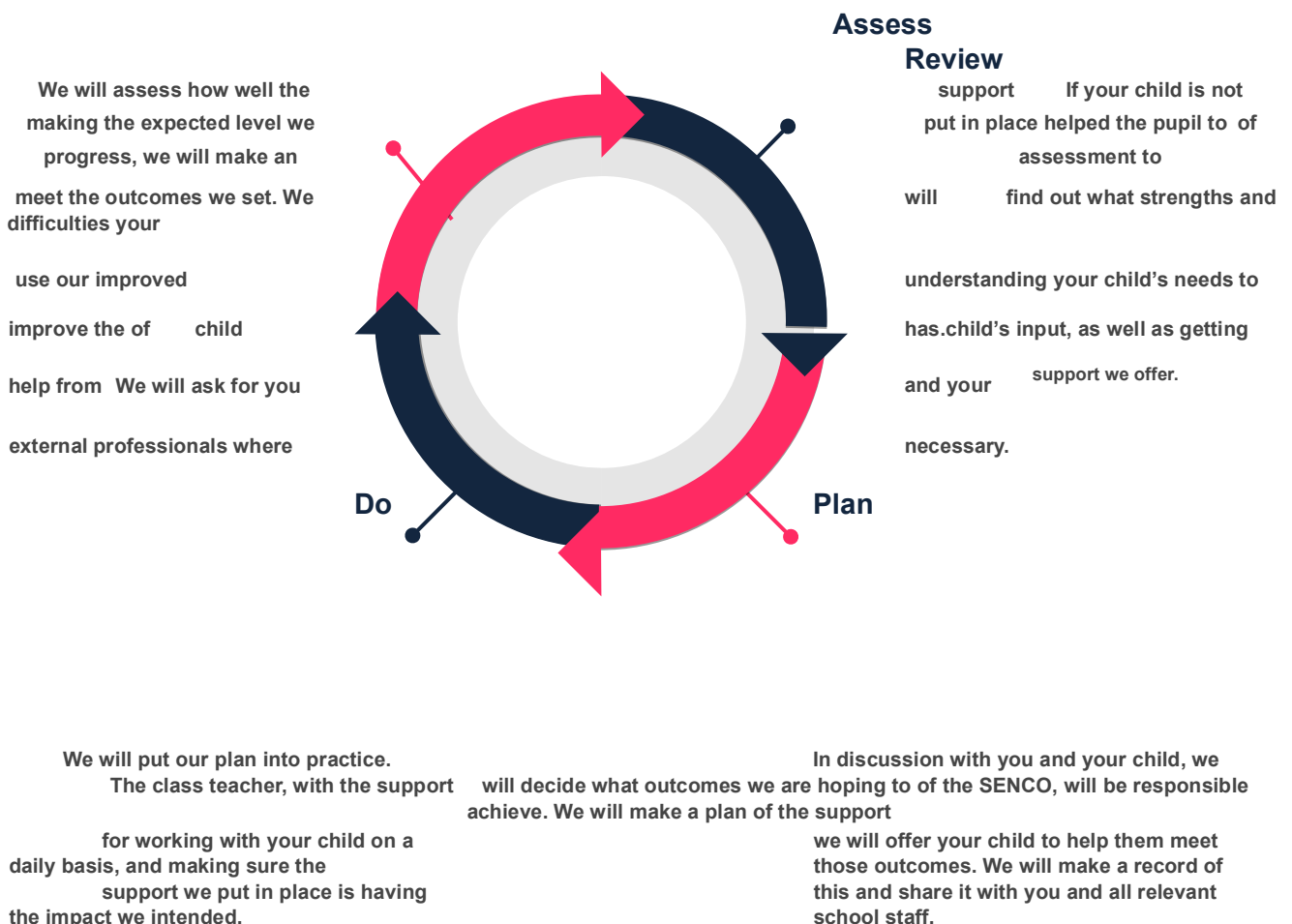
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

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

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

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

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

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| <p>How does ReFocus consult parents of students with SEND and involve them in their student's education?</p> | <p>Once an IEP has been created, a copy of this is sent home to parents and carers for additional comments. For students identified with social, emotional, and mental health needs, if they are in receipt of counselling at ReFocus, under 'Gillick Competence', students can request for information to not be shared with parents/carers. All parents/carers are invited to discuss their child's education at any time. In addition, we hold 6 weekly review meetings with parents/carers and the students link school. This is an opportunity for parents to have every involvement in their child's education.</p> |
| <p>How does ReFocus assess and review students' progress towards their outcomes?</p> | <p>The key worker provides academic mentoring for each student which involves a 10–15-minute meeting every week to discuss targets, attendance and punctuality, behaviour concerns and any other issues. For students with SEND, this allows an opportunity for students to regularly consider the support they are receiving and inform their key worker of any concerns. At the end of each half term, students work with their key worker to review their grades and set SMART targets to ensure they are working towards their predicted grades in each subject area. All students can receive additional support through additional sessions held in small groups at lunchtime and after school. In addition, students with SEND receive a formal review in the Spring and Autumn term with the SENCO and the review is recorded within their IEP. The Additional Needs register is a fluid document and students' needs will change from time to time. With various points of review in a year, students will be removed from the register if they, together with their parents and staff, are happy with the progress they are making academically, socially, and emotionally.</p> |

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| <p>How does ReFocus support students moving between different phases of education and preparing for adulthood?</p> | <p>ReFocus is very aware of the need to ensure a smooth transition to either higher education or employment and when creating the IEPs, the SENCO will discuss this with the student at their review points. The Head Teacher and the SENCO discuss students who may require additional transition planning and for these identified students, the SENCO is responsible for liaising with the relevant teams within the higher education institutions to share further information. We work closely with students to plan for their next steps. Students are encouraged to explore a range of options and apply for college, apprenticeships and investigate the world of work if they feel they want to pursue this path. Additional support can include visits to the college or apprenticeship, talks with past students who were unsure of their next steps and contact from the SENCO or Key Worker with the college or apprenticeship to discuss the students additional needs. This is to ensure a smooth transition with all needs met and the students feeling confident of the support they will receive. Through liaising with higher education institutions prior to the end of Year 11, the SENCO has been able to ensure students with needs are able to have support in place to allow for a smooth transition, this has included matching with peer mentors with a similar background/interest, arriving earlier than other students or organising meetings/communication with the student and support team before arrival</p> |
| <p>How does ReFocus support students with SEND to improve their emotional and social development?</p> | <p>All students receive a weekly PSHE lesson with the Deputy Head Katie Close and the sessions cover a wide variety of themes including politics, health and wellbeing, transition planning and personal safety. These lessons involve discussion, debate and development of group skills and presentation planning. All students take part in a sporting activity every Friday which provides an additional opportunity for all students to improve their social development. There is an anonymous email for students to use if they have any concerns that they do not feel ready to talk about. This is also used to</p> |
| | <p>encourage students to reports bullying.</p> |
| <p>What expertise and training do the staff at ReFocus have to support students with SEND</p> | <p>The SENCO, Paula Tucker is due to complete the National Award for Special Educational Needs Coordination in July 2023 and Katie Close will work alongside Paula Tucker and embark on her qualification in 2023. As part of the daily debrief and training days staff receive professional development sessions to help inform, update and train staff in supporting students with SEND led by Paula Tucker. The school's SENCO or DSL attends, where possible, the Local Authorities SENCO network meetings to keep abreast of local and national updates in SEND.</p> |
| <p>How does Refocus involve other organisations in meeting the needs of students with SEND and supporting their families?</p> | <p>Should a student require additional support, ReFocus may engage the services of other relevant agencies. Referrals to specialist services will only be made in consultation with parents, students, and the local authority. It is the responsibility of the SENCO to liaise with outside agencies where necessary. These include the Student and Adult Mental Health Service, Social Services, Health services and use of the in-school mentoring service. SEND needs can be amplified through poor attendance and masked with poor behavior which is why patterns and trends of poor attendance and / or behaviors will be looked at regularly. The SENCO will be a part of daily debriefs and will ask all staff if they have any areas of concerns. The SENCO will also work alongside Katie Close – Designated Attendance Lead (DAL) Parents and families will be supported in getting their child in to school by the DAL and the Education entitlement team if it is required.</p> |

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| How does ReFocus evaluate the effectiveness of the SEND provision? | Questionnaires are issued regularly to determine parent views, student views, and staff views on SEND provision. A SEND report is produced termly for the Governors. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students. Results from questionnaires and other ongoing feedback from all stakeholders is considered when evaluating the usefulness of provision. The effectiveness of the SEND provision is also reviewed as part of the wider review cycle of ReFocus in the creation of our quality improvement plan and self-assessment report. |
| Who can students and parents/carers contact if they have concerns? | Students and parents/carers can contact the individual key workers for the student; details of which are emailed at the start of the academic year. Contact can be made via email or by telephone |
| How does Refocus handle complaints from parents/carers of student with SEND about provision made at the school? | For further information on the complaints procedure, please see the Complaints Policy on the Refocus website. |
| What support services are available to parents/carers? | Parents and carers can contact the SENCO directly if they require additional support and are able to make individual appointments to discuss their student at a convenient time suitable for them. |
| Where can the LA's local offer be found? | A local authority publishes its local offer and the school accesses additional resources as, and when, required. Northamptonshire local offer can be found here: https://www.northamptonshire.gov.uk/councilservices/childrenfamilies-education/SEND/local-offer/Pages/what-is-local-offer.aspx |
| Where can information about the accessibility of ReFocus be found? | The Disability Discrimination Act as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. We monitor and assess student progress and needs through ongoing assessment and reporting. All staff meet and discuss concerns with staff, link schools and parents/carers as |
| | needed. Currently all students can access all their learning environments without adaptations and for each cohort we will assess the individual needs of the students and determine whether reasonable adjustments are required. The school is situated in one building which complies with disability and equality laws. The ReFocus accessibility plan can be found on our website |
| How does ReFocus support students with medical conditions? | ReFocus recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Students with identified medical conditions are included within the Additional Needs register and information about the potential impact of their condition on their attainment is shared with staff by the SENCO. For further information about supporting students with medical conditions, please see our Medical Needs Policy |

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 2 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 survey

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

Your child's teachers are 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 (or adapt) how we teach to suit the way the pupil works best. There is no '1 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.
- Differentiating 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.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups We may also provide the following interventions:

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 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 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.

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

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.

All pupils are encouraged to take part in all activities.

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.

13. How does the school support pupils with disabilities?

Please see section 6

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:

A strength of ReFocus is the key worker structure in place for all students. Upon entry, students are assigned a key worker which as far as possible remains the same during their time at ReFocus.

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

Please see Section 6

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 SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Onto adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Paula Tucker is LAC contact and SENCO will work, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Students and parents/carers can contact the individual key workers for the student; details of which are emailed at the start of the academic year. Contact can be made via email or by telephone

For further information on the complaints procedure, please see the Complaints Policy on the Refocus website.

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

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

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

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

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. 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.

The local authority publishes its local offer and the school accesses additional resources as, and when, required. Northamptonshire local offer can be found here:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/localoffer/Pages/what-is-local-offer.aspx>

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

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

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
- **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 children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages