

Special educational needs (SEN) information report

Lyndhurst Primary and Nursery School



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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 <https://www.lyndhurstprimaryschool.co.uk/>.

Or you can ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we have used in this information report that you are 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?

The Lyndhurst Team is dedicated in leading a creative, varied, holistic, knowledge and skills-based curriculum providing a range of activities for all. We believe passionately in providing opportunities through Forest School, extra-curricular activities, trips, visitors, and music which link intrinsically to our curriculum contributing to the holistic child.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Your child's class teacher is recommended as the first point of contact if you have any concerns.

She/he is responsible for:

- Ensuring that all children have access to at least good teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning, and delivering any additional help your child may need (this could be targeted work, additional support,

adapting resources etc.) and recording concerns then discussing any concerns with the SENCO.

- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress from individual starting points.
- Implementing recommendations from external agencies. Working as a team with the SENCO and any additional adults working with your child.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

If you feel you need to speak to your child's class teacher regarding SEND or their provision, then an appointment can be arranged by telephoning the school on 0161 770 7260.

Principal: Mr. J. Chadwick

He is responsible for:

- The day-to-day management of all aspects of the school includes the support for children with SEND. He will give responsibility to the SENCO and class/subject teachers but is responsible for ensuring that your child's needs are met.
- He must ensure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Mr. J. Chadwick can be contacted by telephoning the school office to make an appointment 0161 770 7260.

SEND Governor: Cheryl Ballance

She is responsible for:

- Making sure that the school has an up to date SEND policy, school offer and the information published on the school website.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEND.

- Making visits to school to understand and monitor the support given to the children with SEND in the school.

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Miss Falconer-Poppleton

Miss Falconer-Poppleton is currently working towards the National Award in Special Educational Needs Co-ordination. She has worked as an Assistant Head for 2 years and a Class Teacher and Leading Teacher of different subject areas for 9 years.

She works full time and is allocated 3 days a week to manage SEND provision.

Within this time, she is responsible for:

- Coordinating all the support for children with SEND and developing the school's knowledge and expertise to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning through termly Person Centered Reviews (PCRs).
- Ensuring that within these meetings you are involved in reviewing how they are progressing and identifying next steps.
- Ensuring that you are kept informed about the support your child is receiving and the rationale behind the additional support.
- Ensuring that you are fully involved in the planning ahead for them. This includes transitions within the school or to and from other settings.
- Liaising with all the other people who may be coming to school to help support your child's learning e.g., Speech and Language Therapy, Educational Psychology, School Health Advisors etc.
- Providing specialist support for teachers and support staff in the school so that they can help your child (and other pupils with SEN and/or disabilities in school) to achieve their potential and make at least good progress from their individual starting points.
- Supporting your child's class teacher to write Individual Action Plans (IAPs) that specify the targets set for your child to achieve working in partnership with parents/carers and specialist advice from external agencies.
- Organising training for staff so that they are aware and confident about how to meet the needs of your child.
- Ensuring that your child/children have access to an inclusive curriculum, including before and after school provision.
- Liaising with the SEND governor and providing reports for governors on aspects regarding SEND.

- Providing opportunities for parents to be a part of the development of the provision for SEND through SEND drops in and workshops.

Miss Falconer-Poppleton can be contacted by telephoning the school to make an appointment 0161 770 7260.

Class teachers

All our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of pupils who have SEND. Regular discussions are held to assess the needs of the child and how provision can be adapted to support them.

Learning Support Assistants (LSAs)

We have a team of 16 LSAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision. We also have a Pastoral team of 4 who support with safeguarding and deliver pastoral interventions. Within the team we have, 12 LSAs who are trained to support children with SEND, 2 of which are British Sign Language Communicators.

We have 16 learning support assistants who are trained to deliver interventions such as

Wellcomm

Blast

Can do Music

Sensory Experiences

Speech and Language support based on individual targets.

Lego therapy

Bucket therapy – to support development of attention.

Squiggle while you Wiggle – to help develop skills for writing.

External agencies and experts

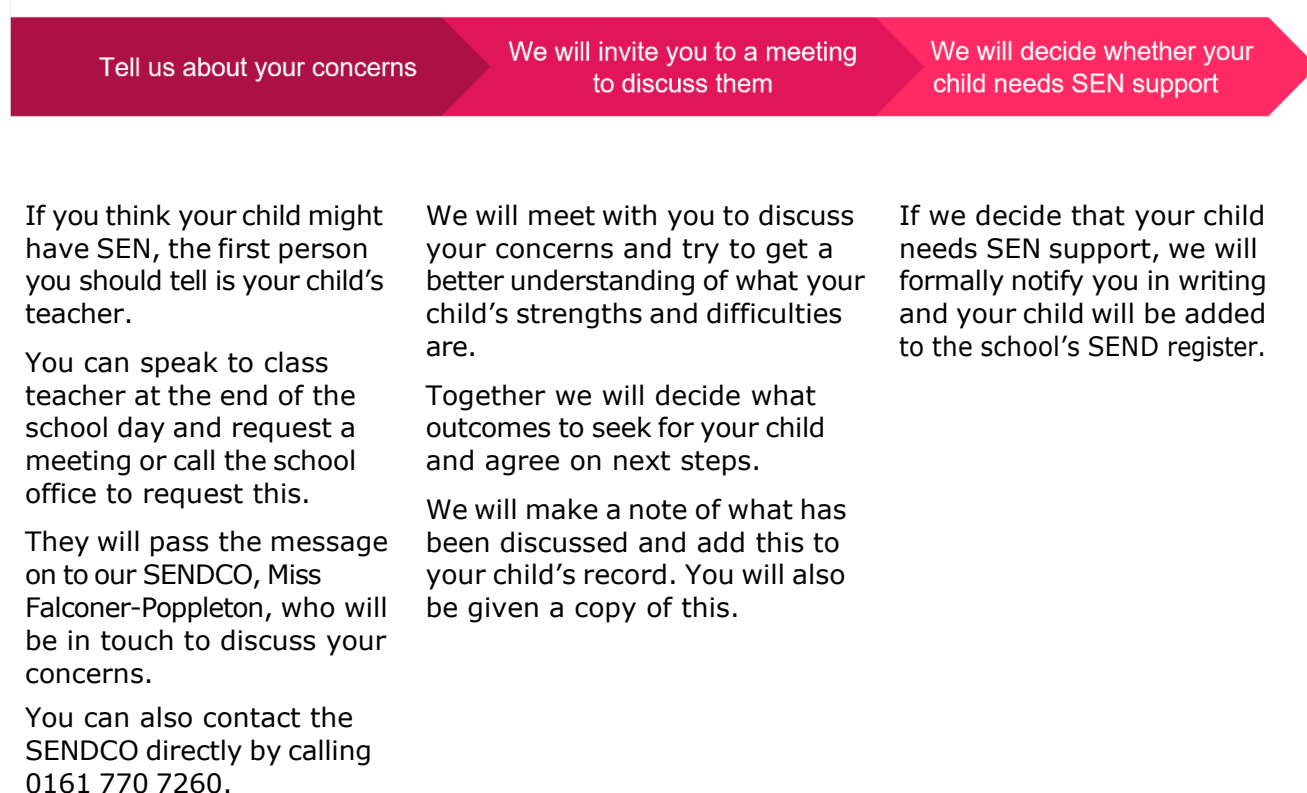
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or pediatricians
- 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?

The first person to speak to regarding any concerns you have is your child's class teacher. If you express, that you think your child has SEND we will have a discussion with you about this and look at what we can do to support you. From this discussion we will investigate your concerns further. We will then have a meeting with you where we will share what we have found out, explain what will happen next and how you can support your child at home.



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

All our class teachers are aware of SEND and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially. This might include reading, writing, mathematics or communication and relationships.

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 intervention to try to fill it. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

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

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, 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 SENDCo is likely to run some assessments in school.

The SENDCO 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 pediatrician.

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

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

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

At Lyndhurst Primary School we complete Person Centered Reviews for SEND pupils and ask parents to be part of the process. We will follow the 'graduated approach' to meeting your child's SEN needs. As part of the support put in place for your child, we will follow the graduated approach.

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 SEND 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?

We will provide annual reports on your child's progress.

Your child's class teacher will meet you at least once per-term, 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

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

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are 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 SEN support we are providing is impacting your child outside of school.

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

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

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

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

At Lyndhurst we believe that having the child's input on their education is key and so we will always attempt in some way to record their voice. The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

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

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

At Lyndhurst we are of the belief that learning should be accessible for all and we encourage all children to reach their full potential both academically and socially.

The following information is the intent behind our accessibility plan, which you can find here:

<https://www.lyndhurstprimaryschool.co.uk/Key-Information/Accessibility-Plan/>

Lyndhurst was designed as an accessible school. Lyndhurst is committed to taking all steps required to avoid putting anyone at a disadvantage and works closely with all stakeholders and external agencies to remove any potential barriers to their learning.

We are proactive in the promotion of an inclusive environment, and we look to improve our accessibility whenever we can.

Legal Framework:

The following has been compiled in line with the legislation listed below:

Human Rights Act 1998
United Nations Convention on the Rights of the Child
United Nations Convention on the Rights of Persons with Disabilities
Special Educational Needs and Disability Regulations 2014
Education and Inspections Act 2006
Equality Act 2010
The Education Act 1996
The Children and Families Act 2014

The policy has due regard to the national guidelines including but not limited to, the following:

DfE (2014) The Equality Act 2010 and schools
DfE (2015) Special Educational needs and disability code of practice 0 to 25 years.

A person is defined as having a disability if they have physical or mental impairment that has an adverse, substantial, and long-term effect on their ability to carry out normal day to day activities.

The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage, or civil partnerships.

Staff members will act in accordance with the schools' Accessibility Policy/Plan at all times.

The Senior Leadership Team led by the SENDCo, and the School Business Manager will create an Accessibility plan with the intention of improving the school's accessibility.

The Governing Body will be responsible for monitoring the Accessibility Plan.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, significant adult, or staff team member.

The SENDCo will ensure that staff members are aware of individual pupil's disabilities or medical conditions where necessary. We expect the significant adult with parental responsibility to provide the relevant information to school.

During a new pupil's induction at Lyndhurst, the SENDCo will establish whether the pupil has any disabilities or medical conditions that the school should be aware of. We expect the significant adult with parental responsibility to provide the relevant information to school.

The SENDCo is responsible for consulting with the relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced. Where appropriate the Headteacher and/or other members of SLT may be involved.

The SENDCo will work with the headteacher and governing body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

All staff members and governors will partake in training on equality issues with reference to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions; usually this will be relevant to named pupils and their condition/needs.

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

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils can 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.
- We use a range of different learning spaces to help meet the needs of our children.
- Learning Support Assistants will support all the children in the class

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Bucket therapy
	Speech and language difficulties	Speech and language therapy Wellcomm Lego Therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, and dyscalculia	Writing slope Dough Disco Fine motor interventions
	Moderate learning difficulties	Can do Music Blast

	Severe learning difficulties	
Social, emotional, and mental health	ADHD, ADD	Quiet workstation Brain Breaks Sensory Circuit
	Adverse childhood experiences and/or mental health issues	Pastoral Support Forest School Emotion Check-ins
Sensory and/or physical	Hearing impairment	Support from trained BSL communicators.
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Sensory experiences
	Physical impairment	Nurture groups

These interventions are part of our contribution to Oldham's local offer.

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

At Lyndhurst there are two tiers of SEND, the first tier is SEN support, this is for children who are recognised to be working below age-related expectations and will need further support through different interventions.

The second tier is Education and Health Care Plan. This will be for children with complex needs relating to two or more of the areas of SEND. Education and Health Care Plans are legal documents that support your child throughout the school year by setting specific targets and outcomes to work towards.

An Annual Review is held every year to assess the child's progress in relation to the outcomes. If your child has an Education and Health Care Plan, then you will be included in the Annual Review process as it is important for us to work as a team with you to best meet your child's needs.

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 one term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- As stated above, 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?

Part of an Education, Health Care Plan provides funding to support the needs of the child. This funding can be put towards the cost of additional resources, adaptations to the environment, training for staff, external agency support or in some cases additional learning support assistant hours.

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

All 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 our residential visits. We complete risk assessments to support our more vulnerable children so that all staff are aware of their needs or adaptations that need to be in place.

All pupils are encouraged to take part in experiences linked to the curriculum such as Sports day, school plays or any other 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.

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

- In cases where a pupil has identified SEND before, they start school, we will work with those who know the child to identify what their SEN will be in our school setting to ensure the best provision is in place. This may also involve early years practitioners and/or the SENCO visiting the pre-school setting to observe and collect information about your child. This will help us to plan the transition, and the level of support needed.
- Home visits will be carried out where required.
- We will invite the child accompanied by their parents to visit the school on pre-visits
- . If recommended by outside agencies we will plan a phased intake to allow the pupil to become familiar with the setting, routines, and activities.
- We will work in partnership with outside agencies to implement the recommendations. Follow up meetings are held regularly to discuss strengths and next steps.
- For pupils leaving, either in Year 6 or earlier, a transition plan may be produced by those involved with the SEND as well as the pupil's parents. This plan may incorporate additional visits prior to commencing at the new setting.
- Parents will be encouraged to visit a range of secondary schools to provide the most appropriate setting for their child.
- We will meet with the SENCO of the new setting to share information.
- All records are shared and passed onto the receiving school.

13. How does the school support pupils with disabilities?

At Lyndhurst we believe that opportunities should be available to all. We have a lift in the building to support our children with physical disabilities. All after-school clubs and experiences are offered to all children.

To make learning accessible there are several adaptations to teaching and learning that have been put into place. As stated previously we have 2 learning support assistants who are trained in British Sign Language and work closely with the hearing impairment team. We have a space dedicated to BSL communication where children can go and learn in a calm environment with limited distractions.

Please scroll up to find the link to our Accessibility Plan which is updated on an annual basis.

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

At Lyndhurst, a child's mental health is a key priority, and we have several interventions and life skills groups set up to support our children with their emotion regulation and their mental health.

The pastoral team provide different experiences to develop the child's listening skills along with how to work as a team such as during forest school.

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 life skills club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by regularly completing emotion check ins with the children. This can be verbal or with the use of visuals depending on the need of the child.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by embedding our values of the school through our approach and through the school PSHE curriculum.

15. 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 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
- Regular visits to their new area of school or classroom to help them prepare.
- A one-page profile introducing the new staff for parents to revisit over the summer holidays in preparation.

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.

If needed, we can arrange a meeting with the SENDCO of the new school to make sure that your child's needs are met. This meeting will help to share any approaches and techniques that could help your child with the transition.

Arrange a visit for the child to get them used to the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

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

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

Miss Ashton is our designated teacher for looked-after pupils.

Miss Ashton will work with Miss Falconer-Poppleton SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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

You can find the Focus-Trust Complaints policy on our, or Focus-Trust's, website: <https://www.focus-trust.co.uk/Policies/>

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.

- Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children and young people with SEND. They work with Oldham Council, education, health, and other providers to make sure the services they plan and deliver meet the needs of children and families.
- <https://www.point-send.co.uk/oldham-send-local-offer>

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.

To see what support is available to you locally, have a look at Oldham's local offer.

Oldham publishes information about the local offer on their website:

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

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

<https://www.point-send.co.uk/pages/category/oldham-sendiass>

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

There are also several support groups identified here:

<https://www.oldham.gov.uk/hsc/services/categories/send/4>

Pennine Care Health Team for Children's disabilities Services/ Children with Disabilities Social Work Team are based at Metropolitan Place, Hobson Street, Oldham, OL1 1TT, 0161 770 2426

Contact details: Social Work team 0161 4841240;

Health Team 0161 4841252;

Child Development Service 0161 484261.

Oldham support group for parents/carers in Autism <https://www.oldham-chronicle.co.uk/sites/oldhamsca>

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