

Special Educational Needs and Disabilities (SEND) Information Report

Warden House Primary School



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Contents

1. What types of SEND does the school provide for?.....	4
2. Which staff will support my child?.....	5
3. What should I do if I think my child has SEND?	8
4. What happens if the school identifies a need?.....	9
5. How will the school measure my child's progress?	10
6. How will I be involved in decisions made about my child's education?	11
7. How will my child be involved in decisions made about their education?.....	12
8. How will the school adapt its teaching for my child?	133
9. How will the school evaluate whether the support in place is helping my child?.....	144
10. How will the school ensure my child has appropriate resources?	155
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	166
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	166
13. How does the school support pupils with disabilities?	177
14. How will the school support my child's mental health and emotional and social development?	177
15. What support is in place for looked-after and previously looked-after children with SEN?	199
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	19
17. What support is available for me and my family? (Local Offer)	221
18. What should I do if I have a complaint about my child's SEND support?.....	22
19. Supporting Documents.....	23
20. Glossary	23

Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



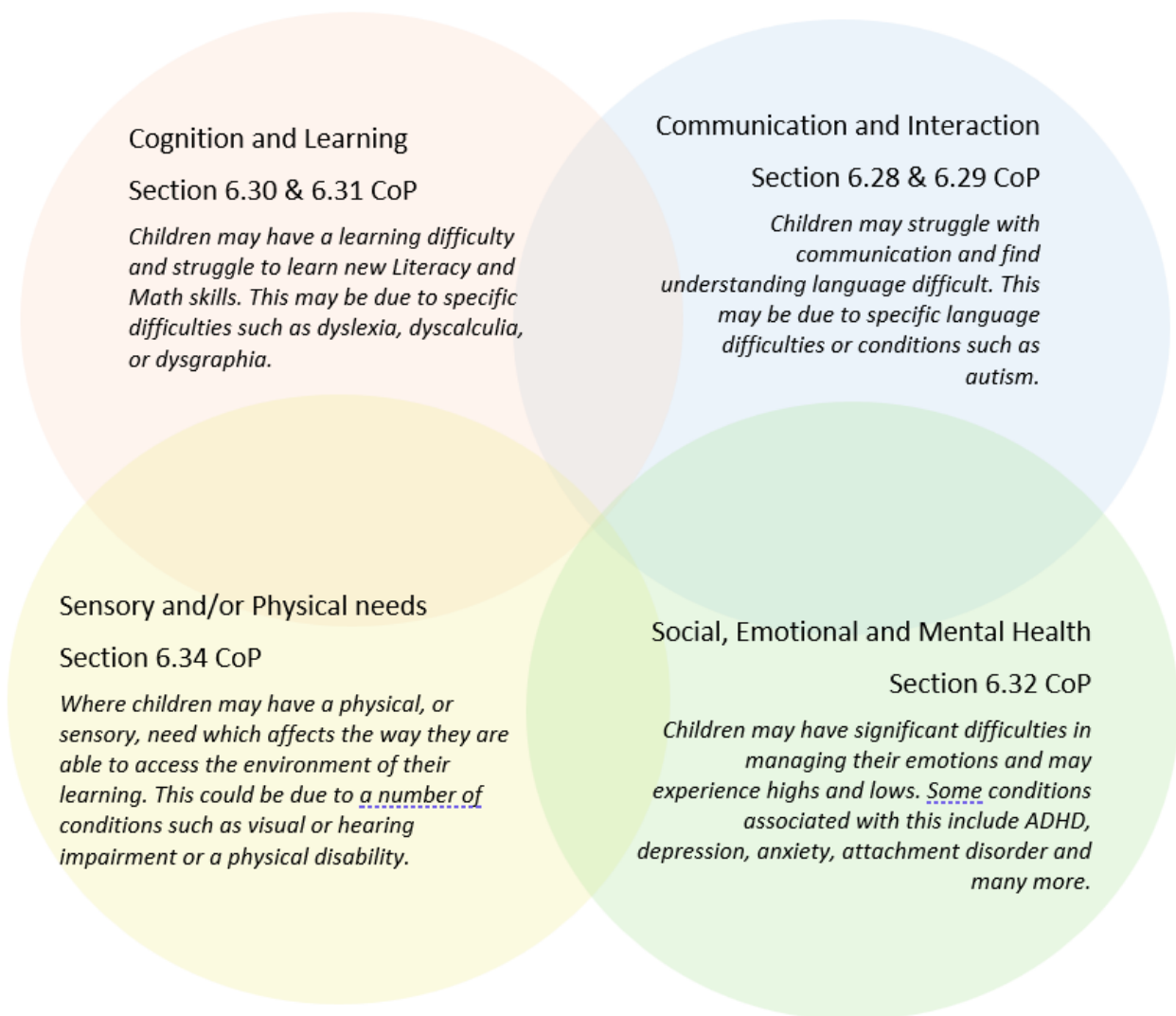
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [[637BF14FE15605437721CD31EA87E32A.pdf](#)].

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a 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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262312/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?



At Warden House 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.

While our class teachers have overall responsibility for the pupils in their class who may have SEND, we have an inclusion team who work alongside class teachers and teaching assistants to provide further guidance, support and specialist interventions.

- Jane Grant – Lead for Looked After Children and Young Carers
- Elaine Humphreys – Speech and Language Teaching Assistant
- Caroline Luck – Nurture Teacher, Trauma-informed practitioner, Emotional Literacy Support Assistant
- Kerry Mackenzie-Frazer – Family Liaison Officer – Lead for medical healthcare plans
- Emma Poole – Nurture Teaching Assistant
- Lucy Watson – SENCO (NPQ SENCO)
- Lewis Walsh – Forest School

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Lucy Watson.

She is a qualified teacher with 29 years' experience working in primary and secondary schools. Lucy has worked in the SEND team at Warden House since September 2022 and achieved the National Professional Qualification for Special Educational Needs Coordinators (NPQ SENCO) in September 2026. She is also a SEND parent (her son attended Warden House) and is passionate about supporting children with SEND and their families. Lucy works part time on Mondays, Tuesdays and Wednesdays and is available on 01304 375040 or via email lucy.watson@warden-house.kent.sch.uk

Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND. Warden House Primary School invests in a wide range of ongoing training opportunities for all staff (teachers and TAs) using a number of external training consultants and via in-house training using the expertise of senior staff. The school also accesses training through our Trust, which is currently made up of three schools in Kent.

All staff participated in the Autism Education Trust programme on supporting the needs of autistic children in the classroom in 2023.

Recent training has included:

- Whole teaching staff training on deaf awareness delivered by Lucy Bradbury from the Specialist Teaching and Learning Service at Kent County Council (STLS) and Laura Burchell from the NHS Specialist Speech and Language Therapy team (HI SALT), spring 2025
- In-house whole teaching staff training on writing personalised plans delivered by the SENCO, spring 2026
- Whole teaching staff training on speech, language and communication needs delivered by Alison Piccinini our NHS Balanced System Link Speech and Language Therapist (SALT), spring 2026
- In-house whole teaching staff training on supporting Dyslexic pupils delivered by the SENCO, summer 2026
- Whole teaching staff training on cognitive behavioural approaches delivered by Dr Matthew Burgess of the Kent Educational Psychology Service (KEPS), summer 2026
- Whole staff training for the early years team on play therapy delivered by Lynne Roberts and Angela O’Gorman (STLS), autumn 2026
- Whole staff training for the early years team on Attention Autism approaches and the Curiosity delivered by Samantha Armstrong (STLS), autumn 2026
- Whole staff training for the complex needs team on Intensive Interactions delivered by Samantha Armstrong (STLS), autumn 2026

Teaching Assistants (TAs)

We have a team of 22 TAs, including 11 Veritas Senior Teaching Assistants (VSTAs). They work in teams across each year group so that support can be quickly directed where it is most needed.

We have a number of teaching assistants who are trained to deliver interventions such as Drawing & Talking, Sensory Circuits, Clever Hands, Fizzy, Nussy, Speech Link, Language Link, Little Wandle SEN catch-up and Intensive Interactions.

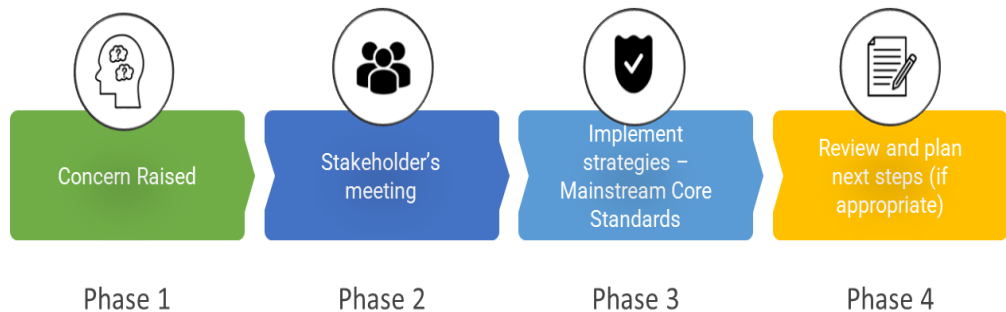
We have also benefited from cross-Trust training and support, for example working with Pilgrims' Way Primary School to develop our provision for pupils with profound, severe and complex needs.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. We can access this support regardless of whether a pupil has a confirmed diagnosis of SEND. The external services who we consult may include:

- SEN Inclusion Advisors (SEN IAs)
- Kent Education Psychology Service (KEPS)
- Kent Specialist Teaching and Learning Service (STLS)
- NHS Speech and Language Therapists (SALT)
- School nurses
- Emotional Wellbeing Practitioners from KMMH (previously NELFT)
- GPs and Paediatricians
- Occupational Therapists (OTs)
- Physiotherapists
- CYPMHS – Children and Young People's Mental Health Service
- Early Help and Social Services

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

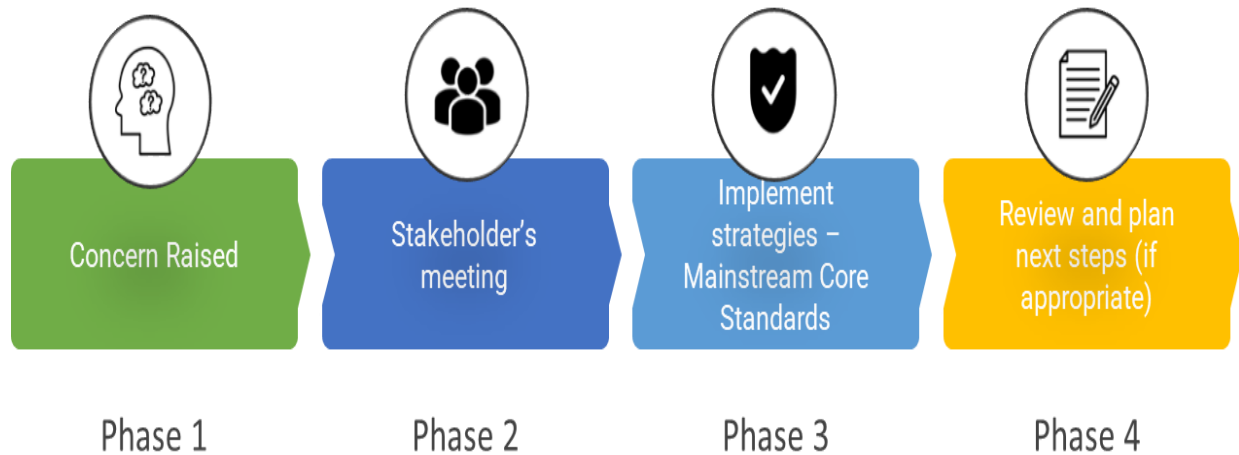


Phase 1	If you think your child might have SEND, raise your concern with the class teacher in the first instance. Staff meet and greet the children at their classroom door every day but, if you require a private meeting, please email the school office on office@warden-house.kent.sch.uk and they will be happy to pass on your query to the class teacher.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This is the start of the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive

	additional support and this will be reviewed using the Assess/ Plan/ Do/ Review (APDR) model.
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4. What happens if the school identifies a need?

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



Our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include phonics, reading, writing, maths etc.

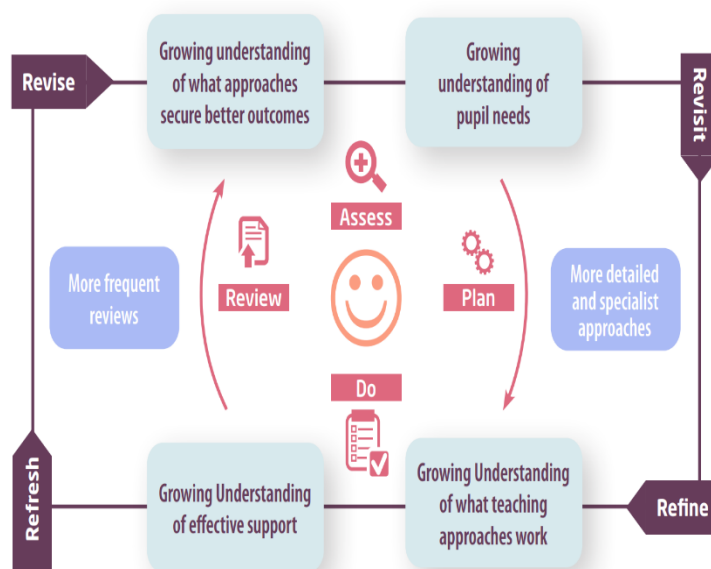
If the teacher notices that a pupil is having difficulties, they will try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

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



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

As part of the planning stage of the graduated approach, we will set outcomes for your child to work towards with support. These are usually small steps targets which address specific gaps in

learning or in holistic skills, such as self-regulation or social skills. We will track your child's progress towards the outcomes we set over time and adapt our offer as we learn what suits your child best. This process will be continual. If the review shows your child has made progress, they may no longer need the additional provision and so will be able to come off the SEND Register. 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?

All parents and carers at Warden House Primary School are issued with written reports and invited to discuss the progress of their children at regular intervals. These meetings are a good time for discussing any difficulties that a child may be having, and for considering whether that child might have SEND.

We will formally notify parents and carers when it is decided that a pupil will receive SEND support.

Class teachers invite parent and carers of pupils receiving SEND support to meetings three times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

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

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

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance. If needed, a meeting can then be arranged with the SENCO.

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

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

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

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



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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. They plan lessons according to the specific needs of all groups of children, adapting the work so that all children can experience success and challenge in their learning. This is known as adaptive teaching and is our first step in responding to your child's needs. 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.

These adaptations may include:

-  • Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
-  • Adapting our environment
-  • Adapting our staffing
-  • Adapting resources – using recommended aids such as laptops, coloured overlays, visual timetables, larger font, scaffolding lessons through use of Widget and providing writing frames
-  • Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing sensory breaks, providing talk partners, alternative recording methods and/ or specialist ICT equipment etc.
-  • Using Forest School space as an extension of the classroom as well as for provisions

We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We may also provide the following interventions:

- One to one support for speech sound production, one to one or small group language and communication support
- Pre-teaching of new vocabulary/ over-learning of key skills (e.g. phonics, key maths skills)
- Reading support – comprehension, high frequency words, fluency groups
- Sensory circuits or a sensory diet for sensory regulation
- Fine and gross motor skills programmes
- Emotion support through Drawing and Talking, ELSA
- Alternative provision such as extra forest school, gardening club, cooking club, Frampton Farm

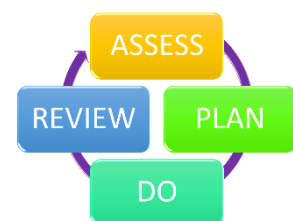
These interventions are part of our contribution to Kent County Council's local offer.

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

We evaluate whether the support in place is helping your child through in-year review meetings with the class teacher, parent and (where appropriate) pupil. Provision plans will be reviewed and evaluated three times a year, informed by the views of the pupil, parents/ carers, class teacher and any additional adults working with the team.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their outcome each long term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring and observations by the Inclusion Team and Senior Leaders
- Using provision plans to measure progress
- Holding annual reviews for pupils with EHC Plans



10. How will the school ensure my child has appropriate resources?

All schools are provided with a budget for SEND and this allows us to ensure that the resources and facilities are correct for individual pupils.

It may be that your child's needs mean we need to provide additional resources such as:

- Communication boards
- Visual support in class – visual timetables, task boards, now-and-next boards
- Social stories
- Seating aids to support focus – wobble cushions and chair stretch bands
- Writing supports – desk slopes, pencil grips
- Alternative recording methods – voice to text

Where external advisors recommend further training for our staff or specialist pupil equipment, we will consult with external agencies and explore purchasing this via notional SEN funding. For specialist equipment, we may also seek to borrow it in liaison with health professionals. For highly specialist communication equipment, the school will seek the advice of the KCC Communication and Assistive Technology (CAT) Team.

If funding is required beyond the notional SEN funding, we will seek it from our Community of Schools.

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



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

No pupil is ever excluded from taking part in curriculum activities because of their SEND and we will make whatever reasonable adjustments are needed to make sure that they can be included at a developmentally-appropriate level.

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs. If appropriate a risk assessment may need to be undertaken and the child's best interests and safety will be paramount.

All pupils are encouraged to go on our school trips, including our residential trips. Meetings will be organised to ensure provision supports a child to access this alongside peers.

All pupils are encouraged to take part in sports day/ school plays/ special workshops etc.

If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

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



We are an inclusive setting and welcome children to our school from all backgrounds, experiences and abilities. Please see our website for further details on admissions: [Warden House Primary School - Admissions](#)

13. How does the school support pupils with disabilities?



In line with statutory expectations, we produce an accessibility plan which is regularly updated and reviewed. This plan details how we adapt not only the school site but also the curriculum, access to wider opportunities and information for parents/ carers. As a school we are happy to discuss individual access requirements.

Facilities we currently have include:

- A toilet adapted for disabled users
- A care suite with hoist
- Wide doors throughout the school
- Designated disabled parking bays

For more information see our [Accessibility Policy Including Audit Plan 2024](#)

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

Wellbeing support and social and emotional development is an integral part of our curriculum at Warden House. Provision to address social, emotional and mental health needs requires a whole school inclusive ethos where staff all share responsibility. We use a range of strategies and direct teaching to enable all pupils to develop emotional resilience and social skills.

Examples of our core wellbeing offer include:

- Relationships education, relationships and sex education (RSE) and health education
- Colour Monster displays in each classroom
- Promotion of self-regulation throughout the school
- Pupil-led redevelopment of our school values

We also provide support for pupils to improve 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 extra-curricular clubs to promote teamwork/ building friendships
- All About Me and Strengths and Difficulties Questionnaire (SDQ) as a targeted offer
- Referral to Early Help , Child and Young Person's Mental Health Services (CYPMHS) or other local organisations, subject to referral criteria and in collaboration with parents/ carers

For some pupils with a greater need for help in this area, we can also provide the following:

- Pastoral support plans
- Small group or 1:1 support with our ELSA
- Drawing and Talking intervention
- Therapeutic Play
- Personalised check-ins and meet and greets
- Personalised reward systems and timetables
- Personalised projects between wider school staff, pupils and the community

At Warden House Primary School, we believe that our approach of building purposeful relationships between children and their peers, and between children and adults, will reduce the likelihood and frequency of any discriminatory or bullying behaviours occurring. However, we recognise such behaviour can take place in our school. We continually strive to challenge, reduce and remove discriminatory and bullying behaviour from our school, using all and any of the strategies set in our Relationships and Behaviour Policy and in the Veritas Multi-Academy Trust Anti-Bullying Policy

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



Jane Grant, our designated teacher will work with Lucy Watson, 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 much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Transition can be difficult for some children, especially those with SEND. We take steps to ensure that any transition is as smooth as possible.

Between pre-school and starting school

To help pupils be prepared for starting school we provide:

- Teacher (and where applicable the SENCO) visits to the pre-school setting to meet the child and talk with staff
- Stay-and-play sessions and transition meetings to help new starters and their families prepare for the move to primary school.
- Social stories/ visual and additional transition visits as appropriate
- Meetings between families and specialist teachers/ health professionals / social care staff

Between years

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

- Run handover meetings between the current teacher and the next year's teacher to discuss the pupil's SEND and any additional provision that is needed.
- Arrange for the new teacher and support staff to visit their new pupils in their existing class
- Send home a welcome letter from the new teacher, introducing themselves to their class
- Provide additional transition activities for identified pupils to familiarise themselves with the environment

Between schools

We arrange meetings with the parents/ carers of incoming pupils to discuss how we can best welcome their child into our community and to plan for any additional support needed. We will seek information from the previous school to make the transfer as seamless as possible. We will work with specialist teachers/ health professionals / social care staff where applicable.

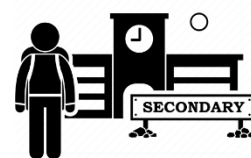
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases from Primary to Secondary

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 pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Visiting their new school for a transition day



Each secondary school's transition offer may vary, we advise parents/ carers to contact the new school directly for further information

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

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

The Kent Local Offer (also known as the SEND Information Hub) provides information about a range of support services. Parents/ carers can access this information here: [Special educational needs and disabilities \(SEND\) - Kent County Council](#)

Our local SEND information, advice and support services (SENDIASS) organisation is: IASK, they can be accessed here: [Home | IASK](#)

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

- Includes Us 2: [Home - Includes Us Too](#)
- Mencap: [Learning Disability Support - East Kent Mencap](#)
- Kent Autistic Trust: [The Kent Autistic Trust](#)

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

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

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

In the first instance, we encourage parents and carers to discuss their concerns with the class teacher, they can be contacted for a meeting via the school office. The FLO, SENCO or Headteacher can then be contacted via the school office to resolve the issue before making the complaint formal to the Chair of the Local Academy Committee (LAC). We would hope that, through speaking with a member of school staff, we can resolve your concerns. For additional information, please read the Veritas Multi-Academy Trust Complaints Policy: [3aa9a91e-cb34-4889-bd11-94c779242cc4](#)

There are some circumstances, usually for children who have an Education, Health and Care plan, where there is a statutory right for parents/ carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

If the complaint is not resolved after it has been considered by the Local Academy Committee, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-Tier SEND Tribunal (SEND), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

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

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

You can make a claim about alleged discrimination regarding:

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

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages