



# Monkshouse Primary Academy

## SEND Information Report



## Monkshouse Primary Academy's SEND Information Report for learners with Special Educational Needs and Disabilities (SEND).

Monkshouse Academy strives to ensure that all pupils have access to an inclusive balanced curriculum and is committed to providing a caring environment where every child is supported in their learning both academically and socially.

Many pupils may experience a range of difficulties during their school life. Staff at Monkshouse Primary Academy understand that all children are individuals with their own specific needs. By working together with parents/carers and pupils, school can provide support to enable all pupils to achieve their full potential.

Schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for pupils with SEND. The aim of this report is to demonstrate how we implement our SEND policy.

Monkshouse Primary Academy recognises and celebrates the individuality and diversity of our pupils. Within our own school, and across all of those within University of Lincoln Academy Trust's family of schools, we are committed to working together with all members of our school community. Every student has an entitlement to a broad, balanced and relevant curriculum. The academy is committed to giving all pupils every opportunity to achieve the highest standards. We have an inclusive ethos with high expectations where everyone can achieve their full potential, tailoring our approach to support the needs of our young people. We seek to engender a sense of belonging to the academy and to enable all our pupils to thrive.

### Legislation and Guidance:

This Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

## **We aim to:**

- ensure that all pupils have access to a broad, balanced and relevant curriculum
- provide an adapted curriculum tailored to individual need
- identify and work with pupils who need extra support as quickly as possible
- work alongside parents to provide support for pupils and their families
- liaise with outside agencies to provide specialist support when necessary

The SEND Code of Practice 2014 revised (Jan 2015) required all local authorities to publish a Special Educational Needs and Disability Local Offer which sets out, in one place, information about the support available for children and young people with Special Educational Needs and Disability.

Schools were also required, from September 2014, to publish details of their own local offer, called an information report, detailing provision for pupils with Special Educational Needs and/or a disability. The following information details Monkshouse Academy's current school information report.

## **The types of SEND that are provided for:**

### **What is SEND?**

SEND stands for Special Educational Needs and Disabilities. The current Jan 2015 Special Educational Needs and Disability Code of Practice: 0 to 25 years' states that a child has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. It states that a child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

At Monkshouse Primary Academy we break SEND down into the 4 broad areas of need to enable us to allocate appropriate support for your child. A child may receive additional support in school, without being identified as having a special educational need.

## **We support children with:**

### **➤Communication and Interaction needs**

Communication and Interaction Includes:

- Receptive Language
- Difficulty in understanding and processing language
- Expressive Language
- Difficulty with the use of spoken language or nonverbal communication
- Pragmatic/social communication
- Difficulty with social interaction, social cognition, and pragmatics.
- Speech sound difficulty
- Difficulty with phonological skills or articulation skills. The difficulty may not be restricted to one area and may be demonstrated at different levels.
- Autistic Spectrum Disorders are categorised within this area of SEND Support.

### ➤ **Cognition and Learning needs**

This area of SEND Support can include difficulty in curriculum-related areas such as:

- reading, writing and spelling
- numerosity
- comprehension
- processing difficulties such as sequencing, inference, coherence and elaboration
- working memory
- short term verbal memory
- other types of executive function difficulties
- Dyslexia and dyscalculia come into this area of SEND Support.

### ➤ **Social, Emotional and Mental Health difficulties**





The area of social, emotional and mental health needs (SEMH) includes:

- Social and emotional functioning
- Wellbeing
- The ability to regulate self and behaviour
- Mental health difficulties

### ➤ **Sensory and/or Physical needs**

This area of SEND Support includes:

- Hearing or sight impairments
- Physical disabilities
- Medical conditions affecting a certain area of the body
- Sensory Processing difficulties

Cognition and Learning	Social, Emotional and Mental Health	Communication and Interaction	Sensory and Physical Difficulties
			

### **Identifying pupils with SEND and assessing their needs:**

#### **How are children identified?**

Your child's progress will be discussed with you on a regular basis, informally and formally at parents' evenings throughout the year. The class teacher will already have spoken to you if they have any concerns about your child. Every effort is made to identify children with SEND early so the appropriate level of support and intervention can be put in place. If the class teacher has concerns about your child's progress, compared to the progress of others in the class, they will first discuss these concerns with the SENDCo. Discussions are based on both formal and informal assessment of your child through observation, monitoring data and

working with your child. If after discussion and looking at your child's work, it is agreed that your child may have Special Educational Needs, you will be invited into school to speak to either the class teacher and/or the SENDCo. The school will then follow the graduated response to meeting pupils' needs as set out in the Special Educational Needs and Disability Code of Practice. If the class teacher feels that there is a need to investigate a pupil's difficulties further, they will begin a cycle of intervention and monitoring. This will begin with a cycle of assess, plan, do review. This process includes setting a target/ targets for the pupil and arranging some additional to/different from provision aimed at helping them to achieve their target. Following this period of intervention, the teacher will assess the pupil and ascertain how much progress has been made. If the targets have been met, then the decision may be made to discontinue the provision. If the targets have not been met, then another cycle of provision will be arranged and new targets set. If, after this cycle, progress is still slow then the decision will be made to move the pupil to SEND Provision, and they will be formally added to the school's Special Educational Needs and/or Disabilities Register. Through discussion with you, your child will be placed on the Special Educational Needs and Disability register. Specific targets will then be set, extra support will be provided to help them to reach these targets and, if appropriate, outside agencies may be requested to become involved. These targets will be reviewed at least 3 times a year.

### **What is a SEND register?**

This is a list of all children within school who have Special Educational Needs and/or a Disability. Some children, at times during their school life, need a little more support than their peers to achieve their full potential and are placed on the SEND register. This enables the SENDCo to monitor these children and make sure that they receive the extra help they need within school. Some children remain on the register throughout their primary school years as they have significant needs, but others only need the help for a short time as, with extra intervention, they close the gap between their own progress and that of their peers. As soon as a child is working within the same levels as the other children in the class they will be removed from the register if deemed appropriate. Their progress, however, in common with all other pupils', will continue to be regularly monitored through pupil progress meetings.

### **What is an ALM?**

Once your child has been placed on the Special Educational Needs and Disability register, we will set personalised targets and share these with you for your comments. The targets are written up on an ALM (Active Learning Mat). You will be given a copy to sign and keep at home, and your child will have a copy to refer to in their learning packs at school. The Active Learning Mat identifies the short-term targets, what the child needs to do and what support they require to meet their target. Next steps are then identified when the target is met/not met by the teachers in order to maximize progress. These targets are set by the teachers and discussed with you and your child at parents' evenings. You will also receive questionnaires from the SENDCo throughout the year to ask for your views and opinions. At Monkshouse School we believe that it is very important for home and school to work together and communicate regularly to provide the best support possible for each individual child. What is an Education, Health and Care Plan? (EHCP) The majority of children who have Special Educational Needs and/or Disabilities can be supported using school resources and with the help of outside agencies. A child is only given an Education, Health and Care Plan (an EHC plan) by the local authority if they are deemed to have significant and complex difficulties and/or a disability and their needs cannot be met within school without significant

additional resources and/or funding beyond the school's normal resources. Once the decision has been made to ask for extra support from the local authority, and after discussion with the parent/carer, school will make a 'Request for Statutory Assessment'. The Local Authority will then request to see as much evidence as possible from school, home and any outside agencies working with the child, about the child's specific needs, what support has already been put in place and the impact of this support over a period of time. If they feel that support for the child cannot be met through normal school resources, the local authority will issue an Education, Health and Care Plan (an EHC plan). SEND Reforms The Department for Education have made changes to how children with SEND and their families are supported, and these changes came into effect from September 2014. They change the ways we work in school and improve communication between professionals and families. The main changes were:

- Replacing the Statement of Special Educational Needs with an EHC plan (Education, Health and Care plan). This can be in place for a young person from ages 0-25.
- Giving parents and young people with an EHC plan the option of a personal budget to extend choice and control over their support.
- Requiring local authorities to set out a 'local offer' of what support they expect to be available for children and young people with SEND.
- Changing the SEND Code of Practice. A revised SEND Code of Practice was put in place in September 2014 and was subsequently revised in January 2015.
- New and explicit requirements around the involvement of children, young people and parents in decisions about SEND provision.
- Requiring education and health services to work much more closely together to support children with Special Educational Needs and /or Disabilities.

### **How the school evaluates the effectiveness of its SEND provision:**

#### **Who do I speak to if I have concerns about my child?**

##### **Class teacher**

If you have any concerns regarding your child, the first person to speak to at school will always be the class teacher. They see your child every day at school and know your child well. If further advice or support is needed, they will speak to the SENDCo and a meeting will be arranged for you to discuss your concerns with her. The class/subject teacher remains responsible for planning the provision needed to help your child achieve their targets, whether these are for a special educational need or not. The support a pupil needs may be in the form of a specialist intervention programme, delivered by a teaching assistant

or teacher. However, the provision may also take the form of adjustments to the learning environment, timetable, or specialist equipment.

### SENDCo

The SENDCo at Monkshouse School is Mrs Amanda Stewart. She makes sure that any child with Special Educational Needs and/or Disabilities within school receives the appropriate support and resources. This may involve supporting staff, providing the correct equipment or help for individual children, formal or informal assessments with your child or setting up a meeting with all adults involved with your child and yourself to discuss specific issues or to investigate any concerns. She also provides support to all parents who may need advice, referral through to different agencies or simply a listening ear. She leads multi-agency meetings in school to make sure that all your child's needs are being met and works closely with many different outside agencies who may come into school to work with your child or offer advice. If you would like to speak to Mrs Stewart about any concerns, please come into school and speak to a member of our office staff or ring the school office to arrange an appointment.

The school has a SENDCo Mrs Amanda Stewart who holds the National Award for SEN Coordination.

### SEND Governor

The SEND Governor is Mrs Lisa Leyland and can also be contacted through the school office.

**The Assess, Plan, Do, Review cycle is a structured approach used to support children by systematically addressing their needs and evaluating the effectiveness of interventions.**

### Overview of the Cycle

**Assess:** Identify the needs of the child through observations, assessments, and discussions with relevant stakeholders (e.g., teachers, parents, specialists).

**Plan:** Develop a tailored plan that outlines specific goals, strategies, and resources needed to support the individual's learning or development.

**Do:** Implement the plan, providing the necessary support and interventions as outlined.

**Review:** Evaluate the effectiveness of the plan and the progress made, making adjustments as necessary for future cycles.

At Monkshouse Primary Academy we complete this process by setting targets with the pupils on Active Learning Mats which are continually reviewed throughout the cycle. The pupils are fully involved throughout. These are signed by the children and their parents. Parent feedback forms are sent out three times per year to ask parents how they think

their child is progressing, what they are doing well and if there are any concerns they wish to raise.

### **What training and experience do staff have for the additional support my child needs?**

Currently, there are staff (teachers and teaching assistants) across the school trained in:

- Team Teach Positive Behaviour Management
- Dyslexia awareness
- Precision Teaching
- Autism
- Makaton
- ELKLAN Speech and Language therapy
- ADHD
- Speech & Language programmes – Language for Thinking, WellComm and Colourful Semantics
- Writing Social Stories and using Widget Symbols
- Feelings Detectives
- Drawing & Talking Therapy

### **What support will there be for my child's social and emotional well-being?**

The school has a qualified Senior Mental Health Lead who is also the trained school ELSA (Emotional Literacy Support Assistant). When a pupil has been identified as having a social or emotional difficulty, they will often be supported by the class teacher in the first instance. If, however it is felt their need is greater they may be given support by the ELSA, or an outside agency may become involved where appropriate. Early Help Assessment (EHA)

Some families can experience difficulties at home with their children that, while not educational, may have a detrimental effect on the child's learning and behaviour within school and at home. The SENDCo can advise you about support available both at school and with outside agencies. If a family decides to seek help through these agencies, the SENDCo will need to complete an 'Early Help Assessment' form with the family to identify and request the support needed. The SENDCo will also involve the school ELSA at this point who may be of assistance to parents and can commence in school support with the child.



## **Arrangements for assessing and reviewing SEND pupil progress:**

### **How does the school support SEND pupils and their parents/carers?**

#### **SEND Policy**

All schools have a Special Educational Needs and Disabilities (SEND) policy which sets out how they support children with SEND at their school. You will find our current SEND policy on our website. Inclusion within school High quality teaching begins with matching the curriculum to all children's different needs. If your child has Special Educational Needs and/or Disabilities the curriculum will be closely matched to their particular level of attainment. If your child has a specific impairment, such as a hearing or visual impairment, then training is always undertaken by the adults working with your child to make sure that they are fully included in all activities within the classroom. Our school is fully inclusive, and all children are encouraged to take part in all of our clubs, trips and activities. If your child wishes to take part in a club, trip or activity we will make sure, through discussion with you, that all their needs are appropriately met.

Keeping pupils and parents informed Pupils and parents are involved at every opportunity from the early identification of Special Educational Needs and Disabilities through each stage of the process. Parents evenings are held with pupils and parents to discuss progress and agree further Active Learning Mat targets for achievement. If an outside agency comes into school to assess or observe your child, you will be invited into school to either meet with the agency or SENDCo to discuss the report or feedback from the observation. Occasionally it is necessary to set up a manageable home-school book or chart for a child. This would be filled in by the class teacher and parents daily. Parents are encouraged to contact the class teacher or SENDCo at any time in the term to discuss any specific issues or concerns regarding their child. Parents are also encouraged to complete the feedback form sent out by the SENDCo three times per year and sign the Active Learning Mat.

### **How will the curriculum be matched to my child's needs?**

Accessibility is key to meeting the needs of all pupils and this is an essential part of what we call 'Quality First Teaching'. Teachers adapt and personalise the opportunities in a variety of ways including changing the outcome, providing supportive resources, scaffolding the tasks, and using adult support. By using accessibility strategies, teachers can ensure they are meeting the needs of the pupil appropriately therefore increasing the chance of success.

### **How can I be involved in supporting my child?**

Parents are fully encouraged to work in partnership with school to support their child's learning. Open communication is encouraged, and parents are welcome to assist on school visits and other occasions when help is needed. Parents are encouraged to support their children with their homework. We encourage parents to participate in school workshops and attend the SENDCo coffee mornings held throughout the year

## **Which other professionals may be involved with my child?**

### **Referral procedures**

School may need to involve other professionals from outside agencies to work with your child or to advise staff how best to support your child's specific needs. Some agencies come into school to work with staff and pupils while others provide clinic appointments for pupils and their parents. School will always have discussed the reasons for referral with parents and obtained parental permission before they refer a child or family through to any outside agency. The SENDCo can make a direct referral to most outside agencies but referral times do vary depending on the agency involved.

#### **Outside Agencies**

School has access to a wide variety of outside agencies who can offer support and advice to staff, parents and pupils. We work with the following main agencies / professionals:

- Educational Psychologist (EP) – assesses and observes pupils at school and provides advice to school.
- Specialist Teacher Team (STT) – assess individual pupils at school to help identify learning difficulties and suggests programmes of work to support learning.
- Speech and Language Therapy Service (SALT) – pupils with speech and language difficulties are either seen at school or in clinic and suggested programmes of work are usually delivered within school.
- Lincolnshire Behaviour Outreach Support Service (BOSS) - support the school with pupils who have social emotional and mental health difficulties.
- Pupil Reintegration Team (PRT) - support school with pupils who may be experiencing anxiety-based school refusal and/or social emotional mental health difficulties. Child and Adolescent Mental Health Service (CAMHS) –provides support for social and emotional needs.
- Working Together Team (WTT)– specialized support and advice for pupils with social communication difficulties.
- Early Help Workers – provide support for the family in the family home.
- Community Paediatrics (NHS) – provide medical advice through clinic appointments and can diagnose specific difficulties such as Autism and ADHD.
- Sensory Education and Support Team (SEST) - provides advice and support for pupils with multisensory impairments and individual hearing/ visual impairments.
- Ethnic Minority and Traveller Education Team – (EMTET) Supports children from minority backgrounds.
- Physiotherapist / Occupational therapist – provides programmes of work at school or home to support pupils with physical impairments.
- ECLIPS – Extended Communication and Language Impairment Provision for Students – provides extended specialised support in school for pupils with speech and language difficulties.

- Dyslexia Outreach Team – provides support and training for schools

## **Jargon**

We use many different abbreviations in school that you, as a parent, may not be familiar with. Here are a few explanations:

ADHD – Attention Deficit and Hyperactivity Disorder

ALM – Active Learning Mat

ASD – Autism Spectrum Disorder

BOSS – Behaviour Outreach Support Service

CAMHS – Child and Adolescent Mental Health Services

EBSA – Emotional Based School Avoidance

EHCP – Education, Health and Care Plan

ELSA – Emotional Literacy Support Assistant

EP – Educational Psychologist

ESCO – Early Support Care Coordination

EWO – Education Welfare Officer

EYFS – Early Years Foundation Stage

OT – Occupational Therapist

PCP - Person Centred Planning

PSP – Pastoral Support Plan

SALT – Speech and Language Therapy

SEND – Special Educational Needs and Disability

STT – Specialist Teaching Team

SENDCo – Special Educational Needs and Disabilities Co-ordinator

EHA – Early Help Assessment

EHW – Early Help Worker

TAC – Team Around the Child

## **The school's approach to teaching pupils with SEND:**

During lessons, provision is adapted to support your child's needs. This involves personalising tasks and desired outcomes where appropriate. Your child's Class Teacher will have a sound understanding about the way your child learns and their level of understanding within certain subjects. This knowledge is reflected within the

planning and delivery of lessons. In some cases, where barriers to learning appear, individualised techniques may be used such as; safe spaces, time out areas or workstations. In some cases, the adjustments may be suggested by outside agencies or the SENDCo may suggest strategies.

### **The curriculum and learning environment for SEND pupils:**

## Accessibility Plan:

The purpose of the Accessibility Plan is to show how Monkshouse Primary Academy intends to continue to increase the accessibility of our academy for disabled pupils. This Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

**Additional support for learning for pupils with SEND:**

The Whole School Provision Map details how pupils are supported according to their Broad Area of Need.

**Support for improving the emotional, mental and social development of pupils with SEND:**

The school has an Accessibility Plan which details how we support children's various needs.

#### 4. Name and Contact details of SEND Coordinator and SEND governor

Name of School SENDCO: Amanda Stewart  
Amanda.stewart@uolat.co.uk

Name of SEND governor: Lisa Leyland  
01775 722006

## **Consulting pupils with SEND and involving them in their education**

Pupil voice is gathered at regular intervals throughout the school year. The children can say what they think they are doing well, if they have any concerns and what can we do to support them better. All SEND pupils also have a one-page pupil profile where they can provide information all about themselves, their likes and dislikes and how they like to be supported which is updated throughout the school year. EHCP pupils are always invited to attend their annual reviews to discuss their support and progress towards their education outcomes. Pupils voice is gathered in a variety of ways to ensure they can all participate therefore this may include using picture symbols and assistive technology.

### **The governing body's management of complaints from parents of pupils with SEND concerning the provision at the school**

If parents/carers believe that their child has a learning difficulty which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should first talk to the child's class teacher. If things cannot be resolved by the class teacher, the parent should make an appointment to see the SENDCo (Mrs Stewart) or the Principal (Mr Clarkel). Most concerns can be resolved in this way. If parents are still dissatisfied, they may choose to raise their concerns with the governing body by following the school complaints procedure as outlined in the complaints policy.

### **How the governing body involves other groups in meeting the needs of pupils with SEND and their families**

#### Evidence required

- Education services (e.g. Virtual School SEND, Virtual School Sensory Support, Virtual School, Children in Care, Previously in Care and Children with a Social Worker Educational Psychology Specialist Support, Inclusion and SEND Team, School and Community Team, Dyslexia Outreach Service, Specialist Resource Base outreach services)
- Health services (e.g. Speech and Language Therapy, Service, Occupational Therapy, mental health services)
- Social care services
- Other sector services

#### Examples of best practice

- Give information about all SEND provision services commissioned under the following categories:
  - Education
  - Health
  - Social care
  - Third sector organisations
- Hyperlink to each service to make it easy to find out more

### **The contact details of support services for parents**

#### **Lincolnshire Parent and Carer Forum (LPCF)**

This service works for all parents and carers of children with additional needs. This is a charity organisation who can offer impartial advice. They plan a range of events and training sessions for parents. [admin@lincspcf.org.uk](mailto:admin@lincspcf.org.uk)

LPCF, PO Box 1183, Spalding, PE11 9EE

#### **Liaise**

Liaise is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

They provide confidential and impartial information, advice and support to children and young people (0-25 years) with SEN and disabilities, and their parents and carers.

The Liaise advice line is open 9am-4pm Monday to Friday. **Telephone: [0800 195 1635](tel:08001951635)**

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

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

### **Supporting pupils moving between phases and preparing for adult education:**

We have strong links with the local secondary schools. Staff from Monkshouse Primary Academy work throughout the year to build up relationships to support the transition. As we move through to the summer term, the SENDCo and Year 6 Teachers work closely with pupils to ensure a smooth transition. Our pupils visit their receiving school attending a range of experiences allowing the pupils to become familiar with the environment. Our SENDCo and Teachers meet with Secondary School SENDCo's and staff taking our pupils with Special Educational Needs. This is to support the transition period and ensure that the Secondary School are aware of any specific needs that a pupil could require. Additional transitional visits are arranged if a pupil requires these, these can be set up by parents however, usually initiated between the schools/academies. For certain pupils who require it, they may have an individual transition plan which will start once their next placement is known. If your child has an EHCP, a transitional Annual Review will take place either in the Summer Term in Year 5 or earlier. This will require you as a parent to make your choices for secondary school rather than going through the regular admissions process. Under GDPR guidelines MPA are required to pass on SEND files to your child's new school/academy once they have enrolled.

### **Information on where the local authority's local offer is published**

To see what support is available locally, have a look at Lincolnshire's local offer:  
<https://www.lincolnshire.gov.uk/send-local-offer>

## **19. Glossary**

<b>Access arrangements</b>	special arrangements to allow pupils with SEN to access assessments or exams
<b>Annual review</b>	an annual meeting to review the provision in a pupil's EHC plan
<b>Area of need</b>	the 4 areas of need describe different types of needs a pupil with SEN can have. The 4

	areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
<b>CAMHS</b>	child and adolescent mental health services
<b>Differentiation / Personalisation</b>	when teachers adapt how they teach in response to a pupil's needs
<b>EHC needs assessment</b>	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
<b>EHC plan</b>	an education, health and care (EHC) 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
<b>First-tier tribunal / SEND tribunal</b>	a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school/academy or local authority due to SEN
<b>Graduated approach</b>	an approach to providing SEN support in which the school/academy 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
<b>Intervention</b>	a short-term, targeted approach to teaching a pupil with a specific outcome in mind
<b>Local offer</b>	information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
<b>Outcome</b>	target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
<b>Reasonable adjustments</b>	changes that the school must make to remove or reduce any disadvantages caused by a child's disability
<b>SEN</b>	special educational needs
<b>SEND</b>	special educational needs and disabilities
<b>SEND Code of Practice</b>	the statutory guidance that schools must follow to support children with SEND
<b>SEND support</b>	special educational provision that meets the needs of pupils with SEND
<b>Transition</b>	when a pupil moves between years, phases, schools or institutions or life stages