SEND Information Report

2026 - 2027

(Special Educational Needs and Disabilities Information Report)

This report sets out information about Summerfield Primary School's provision, for students with Special Educational Needs and/or Disabilities (SEND).

This report is reviewed and updated annually.

Our Special Educational Needs Co-Ordinator (SENDCo) is:



Mr Dale Minto

SEN and Disability Information Report describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in our school.

At Summerfield Primary School, we are committed to supporting every child to achieve their best. This guide explains how we help children with Special Educational Needs and Disabilities (SEND) and how you, as a parent or carer, can be involved in every step of the way. This is part of the Birmingham Local Offer for learners with Special Educational Needs and Disabilities (SEND).

Intent: Fostering a Love for Learning at Summerfield:

At Summerfield, our primary goal is to make learning a joyous experience for your children. We're dedicated to instilling a genuine love for learning that will stay with them throughout their lives. At Summerfield, we believe that every teacher is a teacher of pupils with SEND.

Implementation: Engaging Lessons and Continuous Improvement:

Our teachers are committed to creating exciting and challenging lessons that motivate your children. Our strong subject leaders inspire their colleagues to ensure our curriculum is always moving forward. We use a variety of opportunities and experiences to enhance your children's learning. Our leaders are constantly reflecting and evaluating to make our curriculum even better. Everything we do is driven by the goal of positively impacting your children in academics, social skills, and emotional well-being.

Impact: Empowering Future-Ready Individuals:

Our aim is for your children to become knowledgeable, skilled, and respectful individuals who are genuinely excited about their future. Equipped to face any challenge, they'll be ready to achieve their dreams while making positive contributions to their community.

Adaptive Teaching:

High-quality adaptive teaching is the foundation of our inclusive practice. We believe that every teacher is a teacher of pupils with SEND and is responsible for adapting teaching to meet the needs of all learners. Through carefully planned adaptive teaching, alongside targeted interventions where appropriate, we remove barriers to learning and enable every child to achieve their full potential. Adaptive teaching includes making reasonable adjustments, where appropriate, to remove barriers to learning and ensure pupils with SEND can fully access the curriculum.

Provision at a Glance:



Every teacher is a teacher of pupils with SEND. Through high-quality adaptive teaching, strong partnerships with families and personalised support, we ensure every child feels valued, included and able to thrive.

What should I do if I think my child has special educational needs?

If you think that your child may have special educational needs, please speak to the class teacher in the first instance who will then discuss your concerns with the SENDCo.

How will the school respond to my concern?

The class teacher will raise a record of concern and share this with the SENDCo. A meeting will then be arranged by the SENDCo with yourself to identify the best way forward.

How will the school decide if my child needs extra support?

Following the meeting, the SENDCo will conduct initial assessments to inform the nature and level of support required by the child.

What will the school do to support my child?

During the meeting the level of support required will be discussed. This may be any or all of the following:

- **Step 1** – A child will receive high-quality adaptive teaching, including precise teaching and targeted classroom adaptations within the whole-class setting.

- **Step 2** – A child will be given targeted small group intervention for a set period of time. If short term intervention does not address the issues raised and greater needs are identified, the child, with consent of the parent / carer will be placed on the SEND Register.
- **Step 3** – A child will be given further targeted support in a specific area of need for a set period of time. In some cases, additional and more specialist support will be sought through a referral to an outside agency.

Some children on the SEND register will have a Personal Support Plan which details the support the child will receive and the targets that have been set for them. Some children will have an Educational Health Care Plan and further additional identified support.

Who will support my child in school?



Our Inclusion Team have a vast amount of experience supporting SEND and have the relevant qualifications that they need to have to be within an Inclusion post.

Email: enquiry@sps.leightrust.co.uk

Tel: 0121 675 2355

Office: You can also speak to the school office who will inform the Inclusion Team of any SEND enquiries

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.

The SEND Information Report describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in our school.

The following Summerfield Primary School policies may also help you to know more about our arrangements for SEND:

- SEND Policy
- Accessibility Plan
- Intimate Care Policy
- Equality Policy
- Medication Policy

These policies can be found on our school website at: https://summerfield.bham.sch.uk/policies/

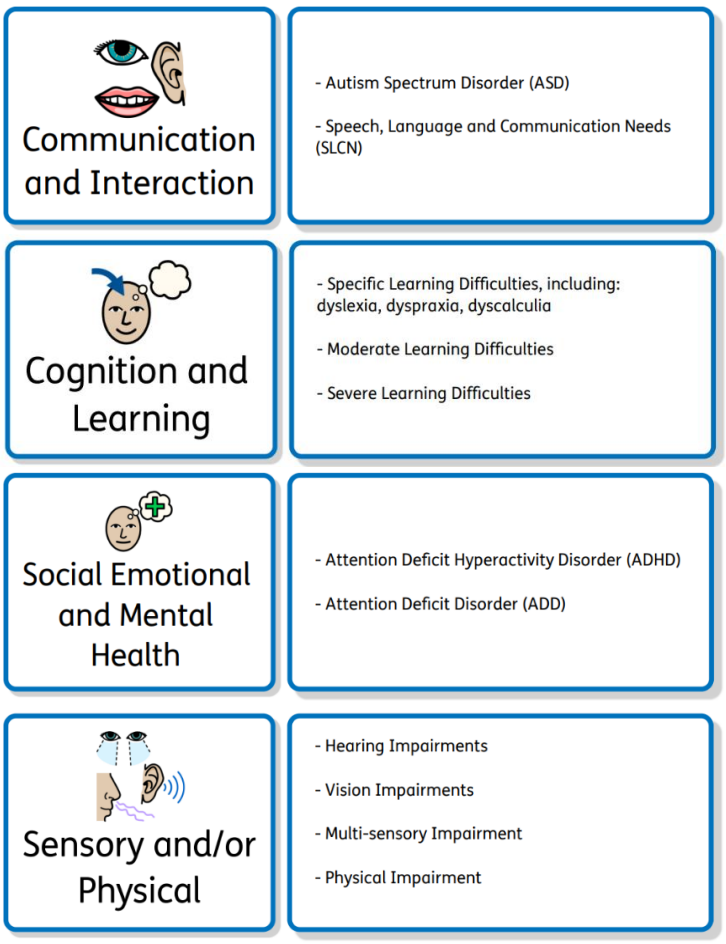
Please use the school website to access further information regarding SEND at:

https://www.summerfield.bham.sch.uk/Special-Educational-Needs/

For additional information regarding SEND in Birmingham, the Local Offer website can be accessed at: https://www.localofferbirmingham.co.uk/

1. What types of SEND does Summerfield provide for?

In accordance with the SEND Code of Practice, the four broad areas outlined below, give an overview of the range of needs that school may identify and plan for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.



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

Our SENDCo:

Our SENDCo, Mr Minto, will meet with you and agree any support or help that your child may need

Class Teachers:

All of our teachers receive in-house and external SEND training as required. They are supported by and work collaboratively with the Inclusion Team to meet the needs of pupils who have SEND.

Teaching Assistants (TAs) & Unqualified Teachers (UQTs):

All of our TAs/UQTs receive in-house and external SEND training as required. They are supported by and work collaboratively with the Inclusion Team to meet the needs of pupils who have SEND.

Some of our TAs receive more specific training in order to deliver targeted interventions matched to individual need. This year, these include:

- Precision Teaching
- Little Wandle Daily Keep Up
- Little Wandle Rapid Catch-Up
- Literacy Gold
- WellComm
- Colourful Semantics

- Bucket Time
- TEACCH
- Brick Club
- Drawing & Talking Therapy
- Sensory Circuits
- Boxall Profile
- Meet & Greet
- Mentoring
- Freckle Maths

External Agencies and Professionals:

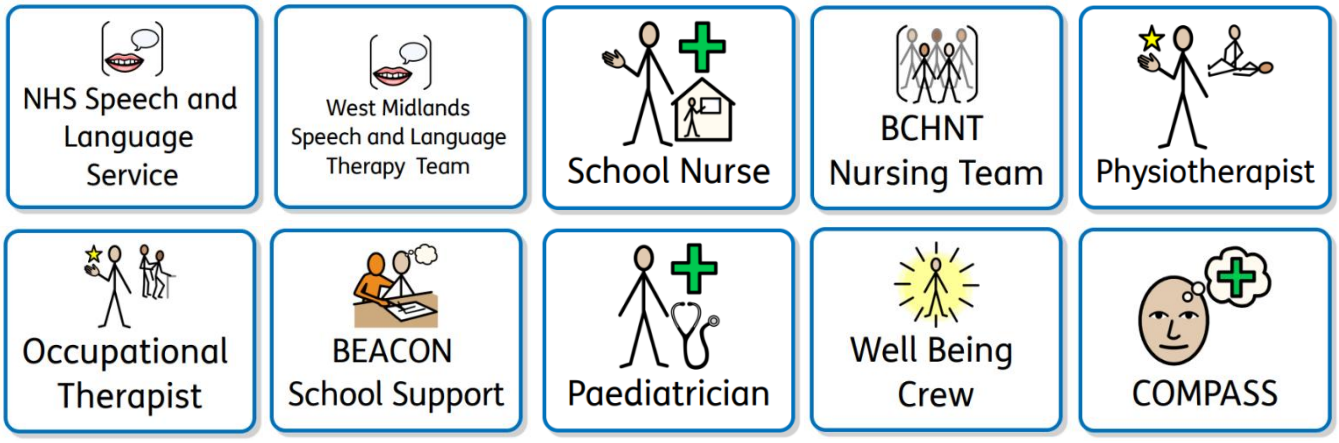
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external agencies and professionals to meet the needs of our pupils with SEND and to support their families.

The following services provide support to school, through the Birmingham SEND Local Offer:

 Communication and Autism Team	An educational service that support schools to embed good autism practice.
 Pupil and School Support	An educational service that support schools to ensure children make progress and achieve the best to their abilities.
 Educational Psychologist	An educational service that use evidence based theory to support school with a range of developmental issues.
 Hearing Support Team	A service who provide support for children who have a hearing loss diagnosis and wear hearing aids.
 Vision Support Team	A service who provide specialist teaching and support for children with a vision impairment .
 Physical Disability Support Service	Qualified teachers who provide expertise in supporting children with physical difficulties.

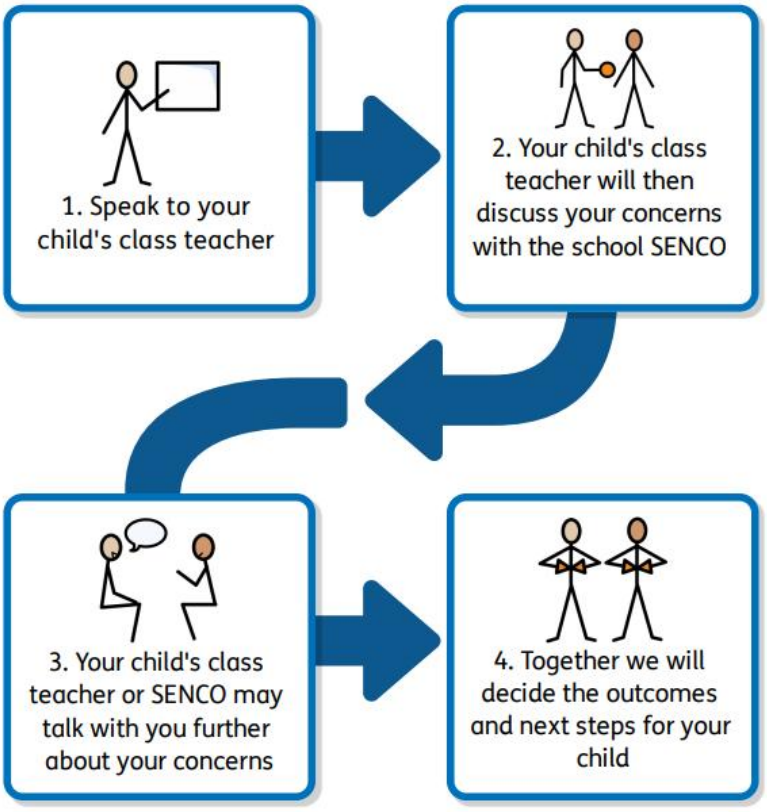
For more information about what these services offer, please visit:
https://www.localofferbirmingham.co.uk/specialist-send-support-services/

The school may also receive support for pupils and their families through the following services:



This list is not exhaustive and school may also receive support for pupils and their families from agencies and professionals that are not listed above.

3. What should I do if I think my child has Special Educational Needs (SEN)?



Your child may or may not be added to the school Special Educational Needs and Disabilities (SEND) register.

Where your child is added to the SEND register, you will be notified by the school.

4. What will Summerfield do if they think your child may have Special Educational Needs (SEND)?

1 	Class teachers, through high quality teaching, monitor children for possible SEND needs
2 	Class teachers use Continuums assessments to identify any gaps in learning
3 	Class teachers make adaptations to learning, using ideas outlined in Continuums, to close any learning gaps
4 	Where a child does not make expected progress, the class teacher may speak to the school SENCO
5 	Where a child does not make expected progress, the class teacher will speak to the child's parent
6 	The class teacher , along with the school SENCO, may speak to parents further about their child and discuss next steps

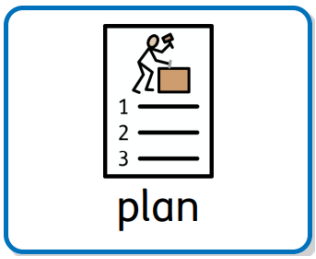
5. How will Summerfield measure my child's progress?

Where a child is identified as needing SEND provision, we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:

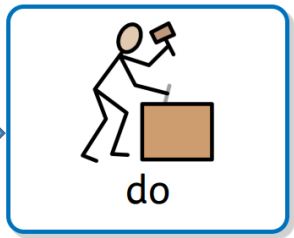
This approach follows a four-part cycle of 'assess, plan, do, and review'.



We will assess a child's needs through teacher assessments based on a child's progress and attainment. We will also use the views of parents and the child as well as any advice from external professionals to inform assessment.



Class teachers, in conjunction with the SENDCo, will agree with parents, the adjustments, support and interventions that are planned to support the child's SEND needs.

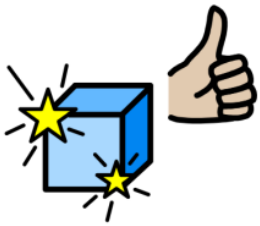


Adjustments, support and intervention will take place to support the child's SEND needs. The class teacher will retain responsibility for the child's progress.



The effectiveness and impact on the child's progress will be reviewed at the end of the agreed time. Next steps will be agreed. The school hold formal termly reviews for children on the SEND register.

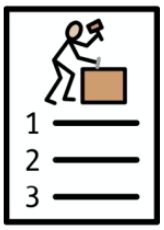
The school follow the below four stage approach to identify the level of support a child may need to measure their progress, as part of the 'assess, plan, do, and review' cycle:

1 Identification Stage	2 Universal Stage	3 Targeted Stage	4 Specialist Stage
 - High Quality Teaching - Assessments used to identify gaps in learning - Adaptations and scaffolds used to support whole class learning - Liaison with class teacher - Possible liaison with SENCO as required	 - High Quality Teaching - Adaptations, scaffolds and modelling used to support a child's specific barriers to learning - School based support; small group work, visual supports, strategies linked to whole school development - Record of monitoring progress through assessments - Termly liaison between parents, class teacher and SENCO as required	 - Non-evidence based intervention - Individual adaptations, scaffolds and modelling used to support a child's specific barriers to learning - Formal record of progress using assessments including Continuums - Termly formal review meetings - Up to one external professional involvement - Child added to SEND register	 - Evidence based intervention - Individual adaptations, scaffolds and modelling to support a child's specific barriers to learning - Formal record of progress using assessments including Continuums - Termly formal review meetings - More than one external professional involvement - Possible SEND Support Provision Plan or Education Health Care Plan required - Child remains on the SEND register

A child may move between these stages or surpass stages dependent on their individual need.

A few children identified at the Specialist Stage may require the following:

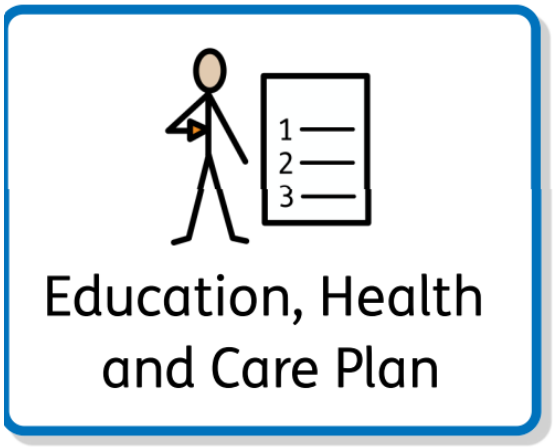
SEND Support Provision Plan:



SEND Support Provision Plan

SEND Support Provision Plans (SSPP) are a document developed for use within Birmingham. They are particularly useful for demonstrating the provision in place for children and young people where the needs are complex and require multi-agency involvement, but where the provision does not require an EHCP to support delivery within a mainstream setting in the short term. The SSPPs are designed for you to be able to build up a picture of need and provision over time as well as to support effective information sharing across schools or settings.

Education, Health and Care Plan:



An EHCP is a document which details the education, health and social care needs of a child or young person for whom extra support is needed. This extra support takes place in their early years setting or school, beyond which the school or setting can provide.

Children and young people with an EHCP will have outside agencies involved in their support such as educational psychologists, local authority SEND support services, and health services. They are usually entitled to extra resources in their current school or setting, or they may require their needs to be met in a specialist provision such as a resource base or special school.

During any meetings and conversations between class teachers, parents and the school SENCO, school will discuss:

- What has been tried to support the child
- What we have learnt about the child and family
- What we are pleased about
- What we are concerned about
- Outcomes and next steps

4+1	
What has been tried?	**What have we learnt?**
What are we pleased about?	**What are we concerned about?**
Next steps:	

Following any meetings and conversations, observations and assessments of your child may be conducted to further inform the nature and level of support required by the child.

Pupil views and parent views will always be sought during the graduated approach.

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

Where a child has been identified at the identification stage or universal stage of the graduated response, your child's class teacher will liaise with you and provide you with updates on your child's progress through:





These updates will take place at a minimum of 3 times per year.

The school SENDCo may also support these meetings as required.

In addition to this, where a child has been identified at the targeted or specialist stage of the graduated response, and is added to the school SEND register, a termly review meeting will take place with your child's class teacher and the school SENDCo. Your views will be gained to inform a part of this termly review meeting.

For some children, school may request that parents join a face-to-face meeting at school along with the class teacher, school SENDCo and external professionals as required.



We know that you're the expert when it comes to your child's needs and aspirations. 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.

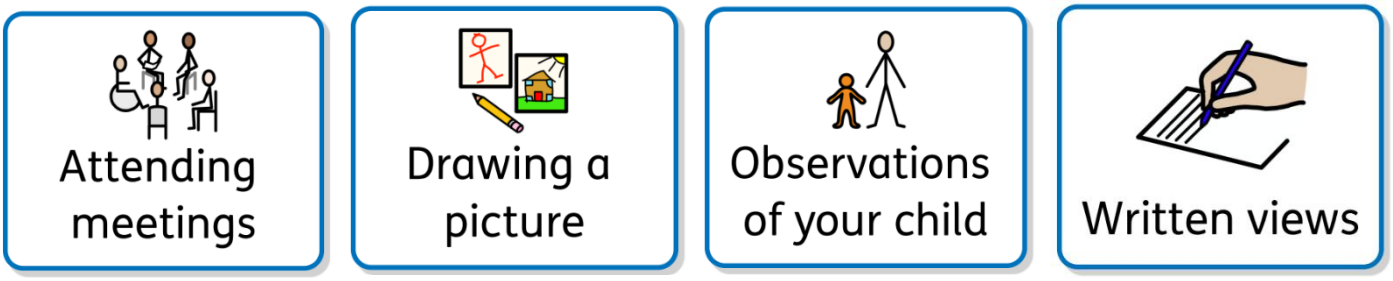
We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

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

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

We recognise that no two children are the same. Therefore, the level of your child's involvement will be looked at on a case-by-case basis.

We may seek your child's views through the following:



We will always endeavour to ensure that your child's voice is heard and their views are formally recorded.

8. How will Summerfield staff adapt teaching for my child?

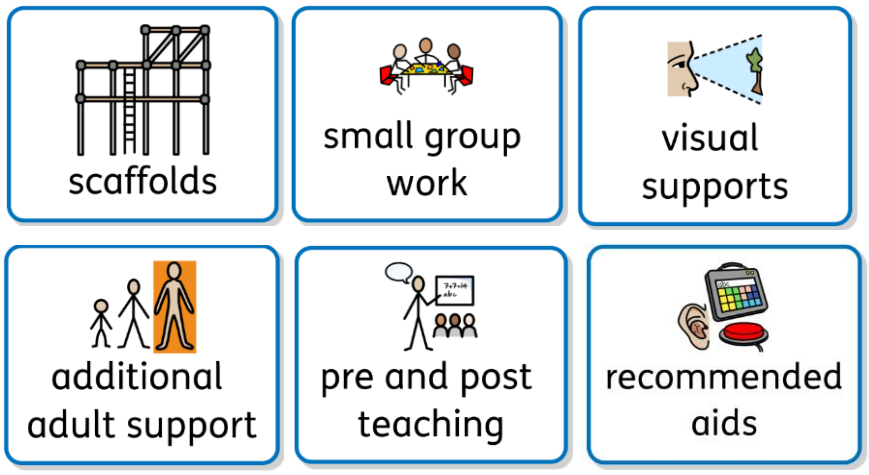
Class teachers are responsible for the progress of all pupils in their class.

High-quality adaptive teaching is the first step in responding to the needs of all pupils, including those with SEND. Every teacher is responsible for adapting teaching so that all pupils can access a broad, balanced and ambitious curriculum.

Adaptive teaching involves making thoughtful adjustments to teaching, learning activities, resources, classroom routines and adult support to meet individual needs, while maintaining high expectations for every pupil. There is no 'one-size-fits-all' approach; adaptations are carefully planned to remove barriers to learning and enable every child to make strong progress.

We believe reading is the gateway to the curriculum. Where appropriate, pupils with SEND receive carefully adapted reading provision through high-quality adaptive teaching, Little Wandle interventions, reading fluency support and access to inclusive class libraries that promote Reading for Pleasure.

These adaptations may include:



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

We will evaluate the effectiveness of the support that is in place for your child through our graduated response 'assess, plan, do, review' four-part cycle.

As part of this process, we may evaluate the impact of the support through:

- Daily marking, feedback and observation
- Monitoring of the support in place by subject leaders, the SENDCo and external professionals
- Pupil progress meetings involving the senior leadership team
- SEND Termly Review meetings
- Use of assessments to show small steps of progress, including Continuums (Speaking and Listening, Reading, Writing, Maths)
- Attendance data to ensure your child is coming to school on a regular basis
- Formal and informal feedback from the child, parents, teacher, teaching assistant, SENDCo external professionals
- Tracking and attainment data of your child and the progress they have made from their KS1 baseline assessment

10. How will Summerfield secure the resources my child needs?

It may be that your child's needs mean we need to secure:



If funding is needed beyond the SEND notional budget of £6,000, school may seek this through the local authority.

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

All of our extra-curricular activities and school visits are available to all of our children, including our breakfast club and after school clubs.

All children are encouraged to attend our school trips and visits.

All children are encouraged to take part in sports day, workshops and special school days.

We endeavour to make whatever reasonable adjustments are needed to make sure all children can be included



12. How do Summerfield staff make sure the admissions process is fair for pupils with SEND?

All children are treated equally and fairly with regard to the school admissions process.

For further information, Summerfield's admissions policy can be found at: https://www.summerfield.bham.sch.uk/policies/

13. How do Summerfield staff support pupils with disabilities?

Accessibility of the school environment:

Schools are required to make reasonable adjustments for children with disabilities so that they are not at a substantial disadvantage and take steps to prevent disabled children from being treated less favourably than other children.

Our school is fully accessible to pupils with special educational needs and disabilities (SEND). The building meets all relevant accessibility requirements, with classrooms and the dining hall on a single floor level, featuring wide entrances and exits. Furniture is easily rearranged for clear movement, and there is a large accessible toilet and shower.

We have an established sensory room with equipment for children experiencing sensory or emotional issues. All classrooms also include a dedicated regulation station, including tools and resources to support pupils with emotional regulation.

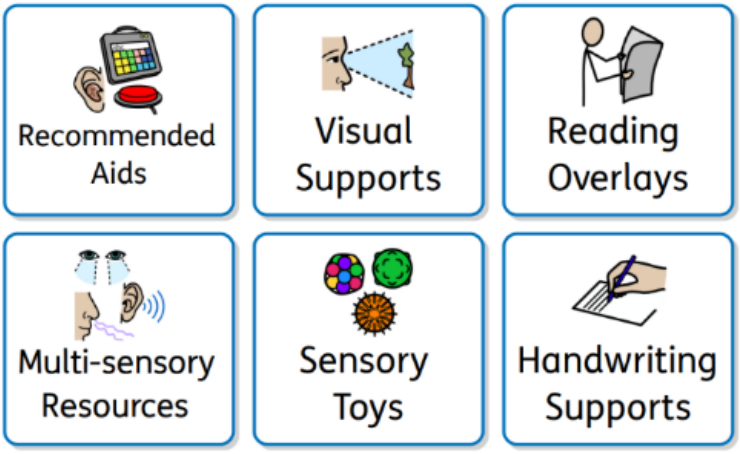
Both sides of the playground are easily accessible, and we maintain contact with external agencies for necessary equipment. Teaching resources are inclusive, and after-school activities are open to all, including those with SEND. Educational visits are planned to accessible locations,

with thorough risk assessments and additional support for specific needs provided by trained staff with up-to-date Paediatric First Aid training.

For further information about how the school supports children with disabilities, the school's accessibility plan can be found at: https://www.summerfield.bham.sch.uk/policies/

Accessibility of the curriculum:

Where a child needs adaptations to the curriculum, specialist resources may be required. This may be through, but is not limited to:



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

At Summerfield Primary School, we recognise that children learn best when they feel safe, calm and ready to learn. We understand that some pupils may require additional support to recognise, understand and regulate their emotions, and we are committed to providing a nurturing environment that promotes positive mental health and emotional wellbeing.

To support pupils' social, emotional and mental health (SEMH), we provide:

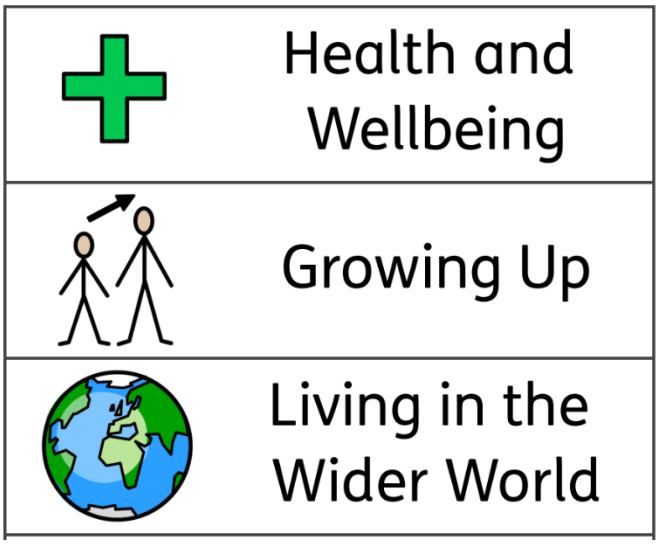


- **Dedicated Regulation Stations** in every classroom, containing carefully selected resources to help pupils recognise and regulate their emotions independently.
- A **Sensory Room**, providing a calm, supportive environment for pupils who benefit from sensory regulation or emotional support throughout the school day.
- **Regulation Toolkits**, tailored to individual pupils where appropriate, including sensory and calming resources identified to meet their specific needs.
- **Self-Regulation Folders**, helping pupils to identify emotions, understand strategies that work for them and develop increasing independence in managing their wellbeing.
- **Visual Timetables** and visual supports to reduce anxiety, prepare pupils for changes in routine and support successful transitions throughout the day.

- A range of **sensory resources**, including movement and sensory equipment, weighted resources and fidget tools, used where appropriate to support engagement, attention and emotional regulation.

This provision is carefully matched to individual needs and forms part of our graduated approach to supporting pupils with SEND. Staff work closely with pupils, parents and external professionals, where appropriate, to ensure strategies are consistent, effective and regularly reviewed.

The school delivers the PSHE curriculum which covers the following core areas:



Children who require more specific support may access support through:

- Learning Mentors/Pastoral Support
- Behaviour Plans
- Mentoring
- Mediators
- External Professionals
- Trained Medical Staff including First Aiders

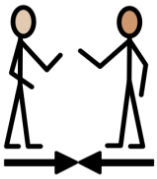
The school has a commitment to fostering an anti-bullying culture where no bullying, whether peer to peer, adult to adult or adult to peer is tolerated.

The school adheres to the following detailed policies: Anti-bullying, Behaviour, Safeguarding & Child Protection, Attendance, SEND, Intimate Care, Equality and Diversity and Medication Policy.

These policies can be found at: https://www.summerfield.bham.sch.uk/policies/

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

Transition from home or preschool into Nursery and Reception:

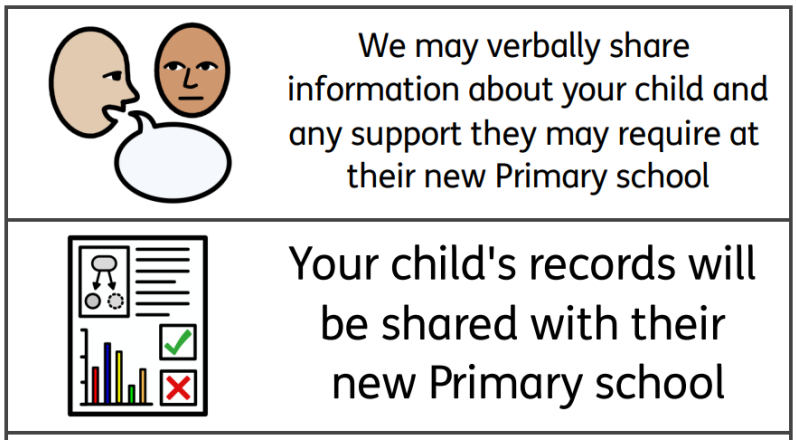
	We may visit your child at preschool and they may share information about your child
	Invite you and your child to transition visits at the school with the class teacher
	Where a child has SEND needs, you may be asked to meet with the SENCO to discuss how we can support your child

Transition between years:

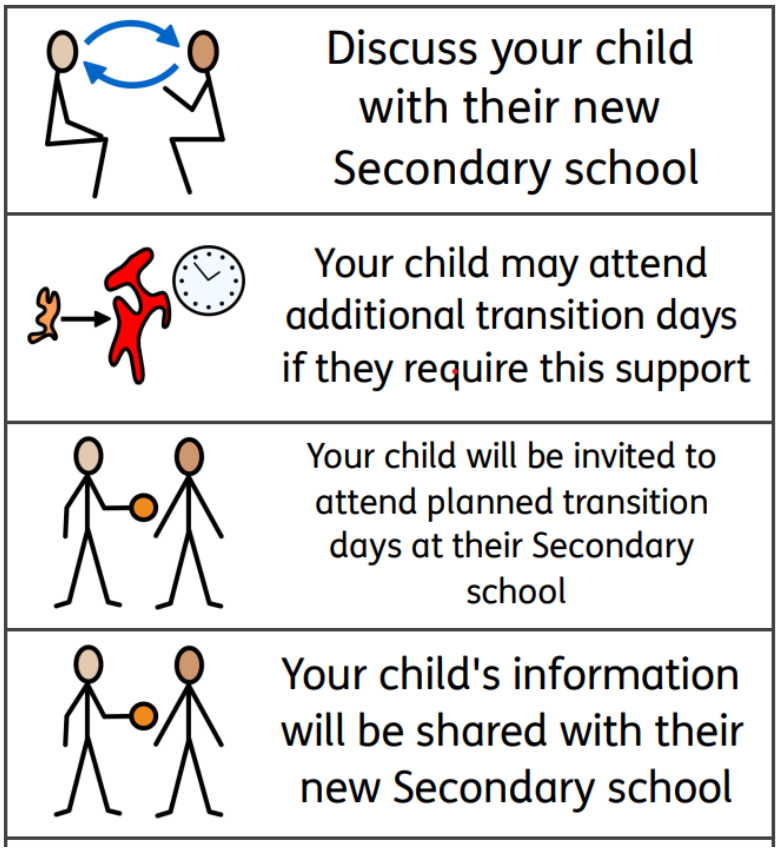
To help children with SEND be prepared for a new school year, we:

	Create transition booklets to be used at home with your child
	Introduce your child to their next year's class teacher
	Your child's current teacher meets with your child's next year's teacher to handover any SEND information
	Your child attends a transition day with their next year's class teacher

Transition to another primary school setting:



Transition to secondary school:



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

Our Designated Teacher is Mukhtar Kalyal (Nursery Class Teacher)

Mukhtar Kalyal will work with our SENDCo to make sure that all teachers understand how a looked-after or previously looked-after child'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 Education Health Care (EHC) plans are consistent and complement one another.

17. How are parents/carers involved in decision-making?

At Summerfield Primary School, we believe that parents and carers know their child best and are essential partners in planning and reviewing SEND provision. We are committed to working closely with families to ensure that every child receives the right support to help them achieve their full potential.

Parents and carers are involved throughout the graduated approach (Assess, Plan, Do, Review) and are encouraged to contribute to decisions about their child's education at every stage. This includes:

- Regular discussions with your child's class teacher about progress and any concerns.
- Meetings with the SENDCo to discuss your child's strengths, needs and the support being provided.
- Agreeing and reviewing SEND targets together and contributing to future planning.
- Termly review meetings for pupils receiving SEND Support.
- Annual Review meetings for pupils with an Education, Health and Care Plan (EHCP).
- Sharing reports and recommendations from external professionals, where appropriate.
- Working together to evaluate the impact of support and agree next steps.
- Contacting the school at any time if you have concerns or would like to discuss your child's progress.

We value open and honest communication and encourage parents and carers to work alongside us so that we can provide the very best outcomes for every child.

18. How are children involved in decision-making?

At Summerfield Primary School, we believe that every child should have a voice in decisions about their education. We encourage pupils to share their views, celebrate their strengths and help shape the support they receive.

The level of involvement will always be appropriate to the child's age, understanding and individual needs. We encourage pupils to:

- Talk about what they enjoy and what they find difficult.
- Share what helps them to learn best.
- Contribute to setting and reviewing their SEND targets.
- Reflect on the progress they have made and identify future goals.
- Share their views during review meetings and, where appropriate, Annual Reviews for pupils with an EHCP.
- Celebrate their achievements and recognise their own successes.

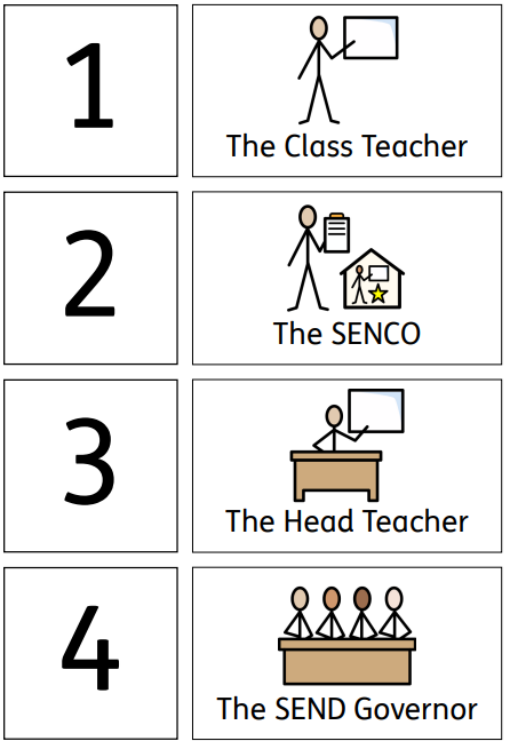
Teachers and support staff build positive relationships with pupils so that they feel listened to, respected and confident to express their views. We believe that involving children in decisions about their learning helps them to develop confidence, independence and self-advocacy skills that will support them throughout their education and beyond.

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

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us

about their concerns and not to wait for the next formal opportunity to meet. So, if you have something to tell us, whether good or bad, please contact the class teacher or Inclusion Team

If you have a complaint about, SEND provision, please tell us promptly by contacting the following people in this order:



Our SEND governor is Vanessa Frank. Who will then refer you to the complaints procedure to try and address the issue?

The school complaints policy can be found at: https://www.summerfield.bham.sch.uk/policies/

We realise that parents can sometimes find schools a bit scary and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint you may want to contact SENDIASS Parent Carer Support Service, an independent organisation that provides a disagreement resolution service.

Information Advice and Support Service: https://www.birmingham.gov.uk/sendiass

Special Educational Needs and Disability Information Advice and Support Service Opening hours: 8:45am to 5pm, Monday to Friday.

Lancaster Circus
PO Box 16289
Birmingham
B2 2XN
Telephone: 0121 303 5004
Email: sendiass@birmingham.gov.uk

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain.

20. 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 the Birmingham Local Offer which can be found at: https://www.localofferbirmingham.co.uk/

21. Glossary

The terms below may or may not have been used throughout this SEND Information Report. However, all of these terms are relevant to Special Educational Needs and Disabilities.

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Adaptation** – A planned adjustment made to teaching, learning, resources or the classroom environment to remove barriers to learning and support pupils to succeed.
- **Adaptive teaching** – the process of making planned adjustments to teaching, learning activities, resources and classroom routines to enable all pupils, including those with SEND, to access learning while maintaining high expectations.
- **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 SEN 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 (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
- **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 SEN
- **Graduated approach/response** – 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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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

- **SENDCo** – 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 that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages