

Special Educational Needs and Disabilities (SEND) Information Report

Amherst School



Inclusion Team

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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.

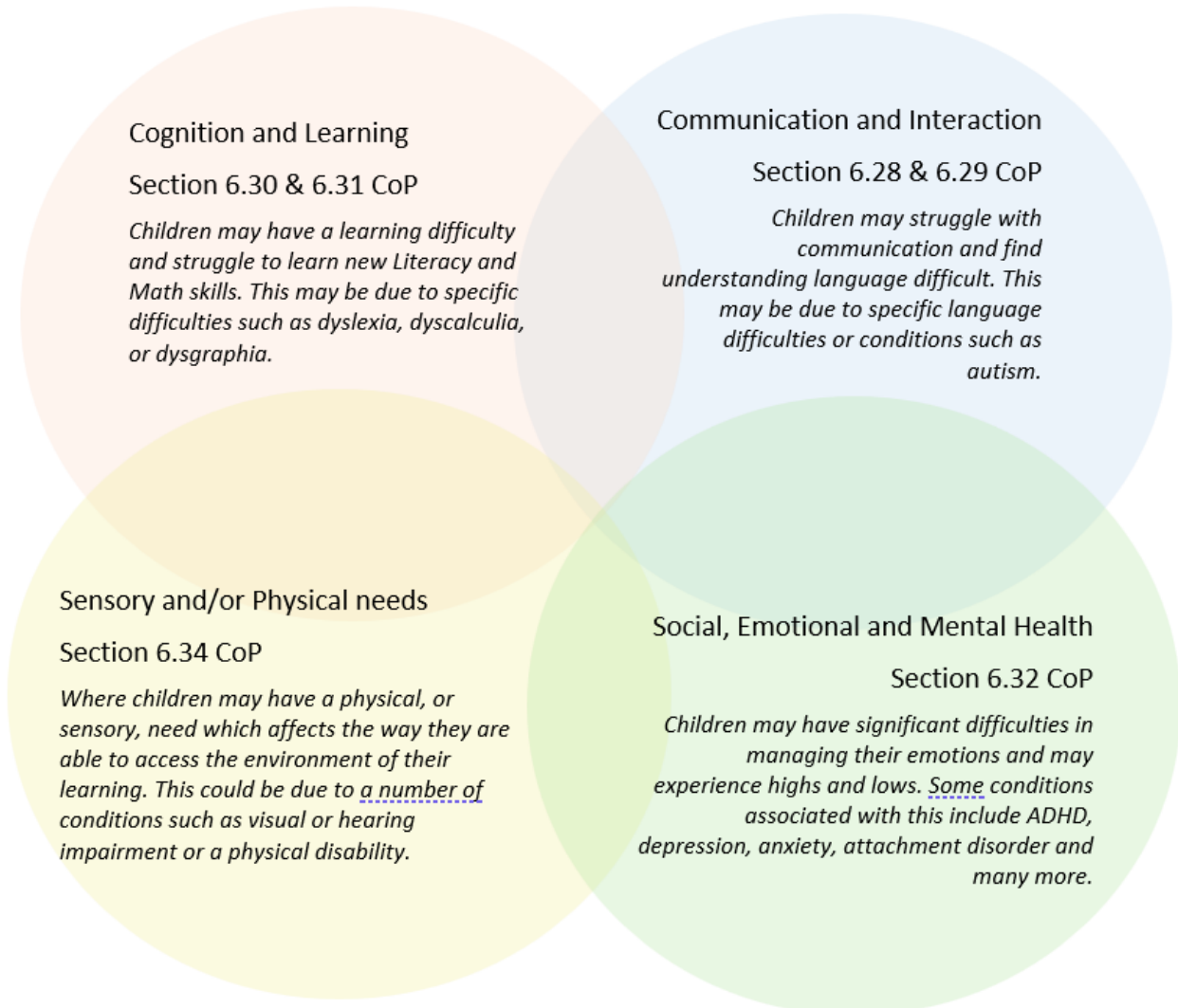
You can find our SEND policy on our website <http://www.amherst.kent.sch.uk>

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?

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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 wholistic 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/262323/SEND_Code_of_Practice_January_2015.pdf)

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



At Amherst, 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.

Your child's class teacher will always be your first point of contact for your child but any specific concerns relating to your child's special education needs should be directed to our Inclusion Manager.

Our Special Educational Needs Co-ordinator, or Inclusion Manager

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024). SENCOs must complete the qualification within three years of taking up the post.

At Amherst School our Inclusion Manager is Becky Watson. You can contact Becky by calling the school office or alternatively emailing senco@amherst.kent.sch.uk.

Becky is working towards achieving the National Professional Qualification for SEND from September 2025.

If a parent has any concerns about their child, the first step should be to speak to the Class Teacher. If they would then like to speak to the Inclusion Manager, appointments can be booked via the school office on 01732 452577 or email senco@amherst.kent.sch.uk

The Inclusion Manager works with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school. The Inclusion Manager has day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have an EHCP. They provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching. They advise on the graduated approach to providing SEND support, on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively and are the point of contact for external agencies, especially the local authority and its support services.

The Inclusion Manager liaises with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned. They work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements and ensures the school keeps the records of all pupils with SEND up to date.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the Inclusion Manager to meet the needs of pupils who have SEN.

All staff attend external training depending on the needs of the children in the school.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All of our Teaching Assistants are trained to deliver interventions such as Language Link, Precision Teaching and Social Skills groups.

We have a rolling schedule of training for Teaching Assistants depending on the needs of the children in school.

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. These may include:

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation
- Spurgeons Counselling Services



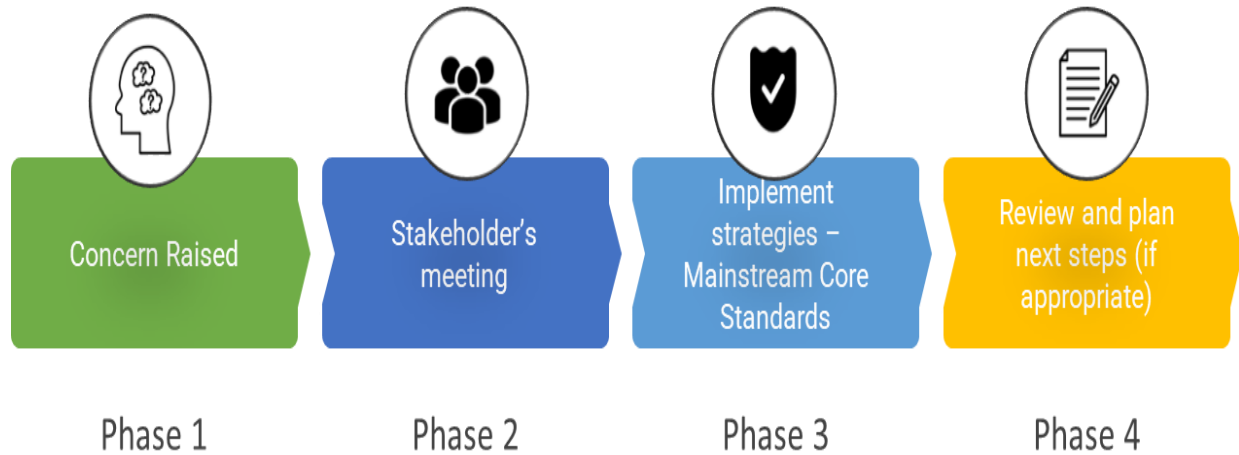
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school.</p> <p>Firstly, speak to your child's class teacher. You can arrange an appointment through the school office. The class teacher will contact the Inclusion Manager if necessary to be part of the meeting.</p>
<p>Phase 2</p>	<p>The class teacher 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.</p>
<p>Phase 3</p>	<p>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 will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>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 model.</p>

4. What happens if the school identifies a need?

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



All 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.

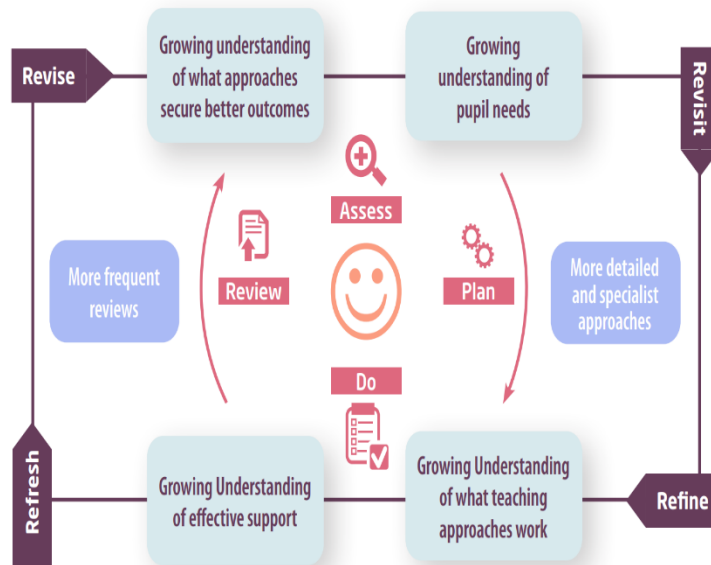
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the Inclusion Manager, 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 Inclusion Manager, 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.

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

We will provide reviews on your child's progress 3 times a year, this may be part of parent consultations or in addition to these meetings if needed. The Inclusion Manager can be contacted to arrange a meeting if parents would like to be updated.

We will, in collaboration with parents:

- 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 Inclusion Manager 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 the Inclusion Manager senco@amherst.kent.sch.uk.

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.

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

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

Our School Accessibility Policy can be found here:

<https://www.amherst.kent.sch.uk/page/?title=Policies&pid=12>

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Interventions

We run a wide range of interventions at Amherst, across the four areas of need. The range of interventions is in response to the current children's needs. Class teachers and the SENCO identify children who would benefit from the interventions, using assessment and observations. Examples of these interventions are below:

Intervention	Description
Sensory Circuits	<ul style="list-style-type: none"> To enable children to be calm and focused during the input of the lesson Mini circuits are used with some children during lessons at stations located around the school. Children are better able to focus; mini circuits mid-lesson can be especially useful for children with attention problems
Language Link	<ul style="list-style-type: none"> A programme for children with Speech & Language difficulties, following a structured programme recommended by the STLS Children make good progress and are required to attend a block of sessions before a referral to a Speech & Language Therapist
Daily Reading	<ul style="list-style-type: none"> For struggling readers and those who do not read aloud at home This intervention builds confidence and is often supported by parent reading volunteers
Spelling intervention	<ul style="list-style-type: none"> Developing spelling strategies (mnemonics, rainbow writing, pyramids) to support with spelling high frequency words Use of fun games and multi-sensory activities for spelling learning
TTRS (Touch-type Read and Spell)	<ul style="list-style-type: none"> Delivered by the SENCO, two mornings a week before school To support identified children in keyboard competence and spelling The register of children is compiled by the SENCO and class teachers, with children attending by invitation Child-led, the impact is greatest where there is practice at home
Time2Talk children's counsellor and Spurgeons	<ul style="list-style-type: none"> Professional school counsellor on site one morning per week to provide counselling for up to 3 children, for a block of 8 - 12 weeks Supports children and families through emotional crises and challenges at short notice This is a key part of our provision for children's mental health and wellbeing
Lego therapy	<ul style="list-style-type: none"> For children with social communication difficulties This involves working together to assemble a project with an emphasis on verbal and non-verbal communication, joint attention and task focus, collaborative problem-solving, sharing and turn-taking
Drawing and Talking	<ul style="list-style-type: none"> Drawing and talking is a safe method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour A child draws with a person they feel comfortable with regularly at the same time each week This intervention is completely confidential (unless there is a disclosure
Targeted dyscalculia intervention	<ul style="list-style-type: none"> Following the programme set out in <i>The Dyscalculia Solution</i>, by Emerson and Babbie This targets children identified as making little or no progress in maths and takes them right back to the fundamentals of number
Social Skills	<ul style="list-style-type: none"> For children with social communication difficulties or anxiety The children take part in communication and social skills games

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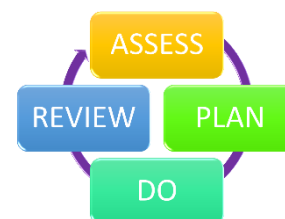
BEAM (Balance Education and Movement)	<ul style="list-style-type: none"> An intervention targeted at children with gross motor skill difficulties/dyspraxia There is a requirement for children to attend a block of sessions before referral to an Occupational Therapist
Clever Fingers	<ul style="list-style-type: none"> A group for children who experience fine motor skills difficulties Children take part in a range of activities including using play doh, tweezers, threading and sewing to strengthen fine motor skills.
Sensory Room	<ul style="list-style-type: none"> A Sensory room that children can access to support sensory input and needs in order to access the school environment.
Nurture Nooks	<ul style="list-style-type: none"> All classrooms have a nurture nook which children can access to support regulation or as a time out space within the classroom.
ELSA sessions	<ul style="list-style-type: none"> Our trained ELSA runs group sessions or 1:1 sessions with children to support on a range of needs whether this is social and emotional, communication or interaction.
Zones of Regulation	<ul style="list-style-type: none"> A whole school initiative to better understand emotions and our reactions. This allows identification of strategies to regulate.
Social Stories	<ul style="list-style-type: none"> Social stories are used to support children understand certain scenarios and their reaction to these. It can support them in approaching these scenarios going forward.
Precision Teaching	<ul style="list-style-type: none"> Precision teaching allows targeted support with areas such as spelling and times tables to allow targeted progress for individuals in a supportive way.
Phonics Groups	<ul style="list-style-type: none"> These are held by TA's to support children's phonics and in turn reading and spelling.
Lexia	<ul style="list-style-type: none"> Lexia® Core5® Reading is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn.
The Cabin	<ul style="list-style-type: none"> We have 'The Cabin' which has a sensory room within it. This allows children access to a quiet area to work or regulate.
The Jubilee	<ul style="list-style-type: none"> A Lunchtime club to support with friendships as well as to allow a quiet place to play.

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 will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the Inclusion Manager



- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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 provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Some of these may require additional support from parents and we will discuss this with you if this applies.

All pupils are encouraged to go on our school trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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



School works closely with prospective parents of children with SEND and also the professionals supporting the child and family. We ensure that the needs of the child are fully understood and that provision is in place ahead of the transition. Transitions are flexible, extensive and bespoke to support the needs of the child.

If a child has an EHC Plan, KCC contacts the school directly, to discuss and consider the needs of the pupil. Places are allocated by KCC ahead of the usual school admissions to ensure each child with an EHCP secures the school best suited to their needs. Please refer to the school SEN policy for further information and legislation.

Legislation includes:

- Children and Families Act 2014
- SEND Code of Practice 2014
- Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs coordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Sept 2021
- The School Information (England) (Amendment) Regulations 2017

13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Please refer to our Medical Needs and SEN Policies which can be found here:

<https://www.amherst.kent.sch.uk/page/?title=Policies&pid=12>

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

We provide support for pupils to progress in their emotional and social development using the same graduated approach. Each child's wellbeing is closely monitored by all staff. Our staff team works closely to ensure the needs of all pupils are met. Support is delivered in line with our interventions, as listed above. We work closely with families to ensure that early intervention is delivered.

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of at least one extra-curricular to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by have staff trained in Drawing and Talking and having a relational approach where children feel safe and secure and are able to share their thoughts feelings.
- We have nurture nooks in each classroom to allow children to regulate within their classroom environment.
- We have a 'zero tolerance' approach to bullying.
- We have 'The Cabin' which has a sensory room within it. This allows children access to a quiet area to work or regulate.
- Friendship/social skills groups

- Anxieties and worries group
- Lunchtime clubs to support with friendships as well as to allow a quiet place to play or read
- Drawing and Talking
- A keyworker
- Referrals to appropriate specialised professionals, e.g., bereavement service
- Access to the Primary Outreach program offered by Olive Academy.
- Access to an Emotional Literacy Support Assistant (ELSA) to deliver a personalised program to support emotional needs
- A qualified children's counsellor in school, allowing us to access help quickly
- Support from Spurgeons, a charity that provides counselling in school
- Sessions with out School Counsellor from Time 2 Talk.
- Mentoring from KICK London
- Support from the NHS Mental Health and Wellbeing team.

Please see our Pupil Mental Health and Wellbeing Policy or more information.

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



Miss Watson, the Inclusion Manager, is also the School's Designated Teacher for looked after and previously looked after children. We ensure 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?

Between years

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



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide transition booklets for the children to take home during the Summer if appropriate
- Provide small group or individual sessions with the new class teacher to support relationship building
- Provide additional transition support sessions with our Emotional Literacy Support Assistant if needed

Joining our school in Year 3

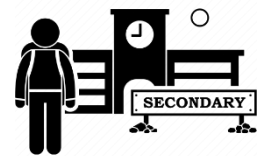
When your child is moving to our school we have transition sessions in the Summer term. We work closely with Riverhead School or the child's previous school to learn about the child's needs and we may visit the child in their current school. For children who need extra support, they have additional transition sessions to familiarise themselves with the school environment and the adults.

Between phases

The Inclusion Manager of the secondary school will be invited to attend a meeting with our Inclusion Manager. 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
- Plugging any gaps in knowledge
- A PSHE curriculum supporting transition to secondary school



For those children who require it, we also provide individual or small group transition sessions.

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.

To see what support is available to you locally, have a look at Kent's SEND Information Hub:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

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

<https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/Information-Advice-and-Support-Kent>

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?

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy. Please see below for the Complaints Policy:

<https://www.amherst.kent.sch.uk/page/?title=Policies&pid=12>

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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please refer to iASK or Kent Pact for more information.

19. Supporting documents

- For School Policy documents please go to:

<https://www.amherst.kent.sch.uk/page/?title=Policies&pid=12>



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
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing 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