

**Dr Radcliffe's Church of England primary school**  
**Special Educational Needs Information Report for Parents 2025-2026**



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| <b>Approved by:</b> | Lorraine Wood | <b>Date:</b> 08.09.26 |
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Dear parents and carers,

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

If you want to know more about our arrangements for SEN, read our SEN policy, which can be found on our school website.

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 SEN does the school provide for?**

Dr Radcliffe's primary school is an inclusive mainstream school. We fully comply with the requirements outlined in the Special Needs Code of Practice (2014). Staff have training and experience to be able to meet the needs of learners who may have difficulties with:

- Communication and Interaction which includes speech, language and communication difficulties and includes autism.
- Cognition and Learning which includes children who have moderate learning difficulties, or a specific learning difficulty such as dyslexia, dyscalculia or DCD (developmental co-ordination disorder, formally dyspraxia).
- Social, Emotional and Mental Health needs. This category includes ADHD which is put in this category by the SEN Code of Practice.
- Sensory and/or physical needs which includes children who have visual or hearing needs, or a physical disability that affects their learning.

Children on our current Special Educational Needs (SEN) register have needs in at least one of the four areas listed above. We will always make reasonable adjustments to our practices in order to comply with the Equality Act of 2010 (e.g. providing an additional adult to accompany a child on an out of school visit, or in the area of school uniform.)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

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

We ensure that the teachers and Teaching Assistants have the skills that they need to teach the range of SEN in their class through teacher training and professional development using in school and external professional development.

Where more specific intervention is required, staff are trained to deliver evidence-based interventions to support children in reading, writing and maths. Additional programs recommended by external agencies are also in place to support area of challenge, e.g. social skills, speech and language, handwriting and fine motor skills, emotional literacy (Zones of Regulation, ELSA and Draw It Out).

Some of the training that has been accessed by staff includes:

- One member of staff completed an advanced level course at Oxford Brookes, on supporting children with literacy difficulties
- The SENCo trained to become a Senior Mental Health Lead
- Three members of staff completed training supporting children with writing
- Other members of staff attended webinars about supporting children with dyslexia, auditory processing disorder and developing people independence
- Two members of staff attended training on planning interventions for children with more complex needs, and supporting children with speech language and communication needs
- Four members of staff have trained to deliver Draw It Out.

The Local Authority introduced the Ordinarily Available Toolkit (OAT). It aims to support schools and settings in Oxfordshire to identify, plan for and meet the needs of children and young people (CYP) who have special educational needs or disabilities (SEN) and require reasonable adjustments or additionally at SEN support. It covers how they expect schools to identify SEN, work with parents, assess, plan, so and review provision as well as the ordinarily available provision that every school in Oxfordshire should have in place for each pupil with SEN. It aims to make provision across all Oxfordshire schools consistent. They have also released an Inclusive Support series of checklists for teachers to use to ensure their classroom environment is 'right' for pupils with SEN.

<https://schools.oxfordshire.gov.uk/send-framework/sendco-support-plan/high-quality-inclusive-teaching-and-learning>

Our school's Special Educational Needs Coordinator (SENCo – Mrs Jane Rawson) has completed the MA level national award for SENCos (NASENCo) and has also completed the training for Senior Mental Health Lead. She is supported by the school's Higher-Level Teaching Assistants and another Senior Mental Health Lead (Becky Roberts), who offer specific skills and expertise in managing pupils who require support with their social, emotional and mental health needs.

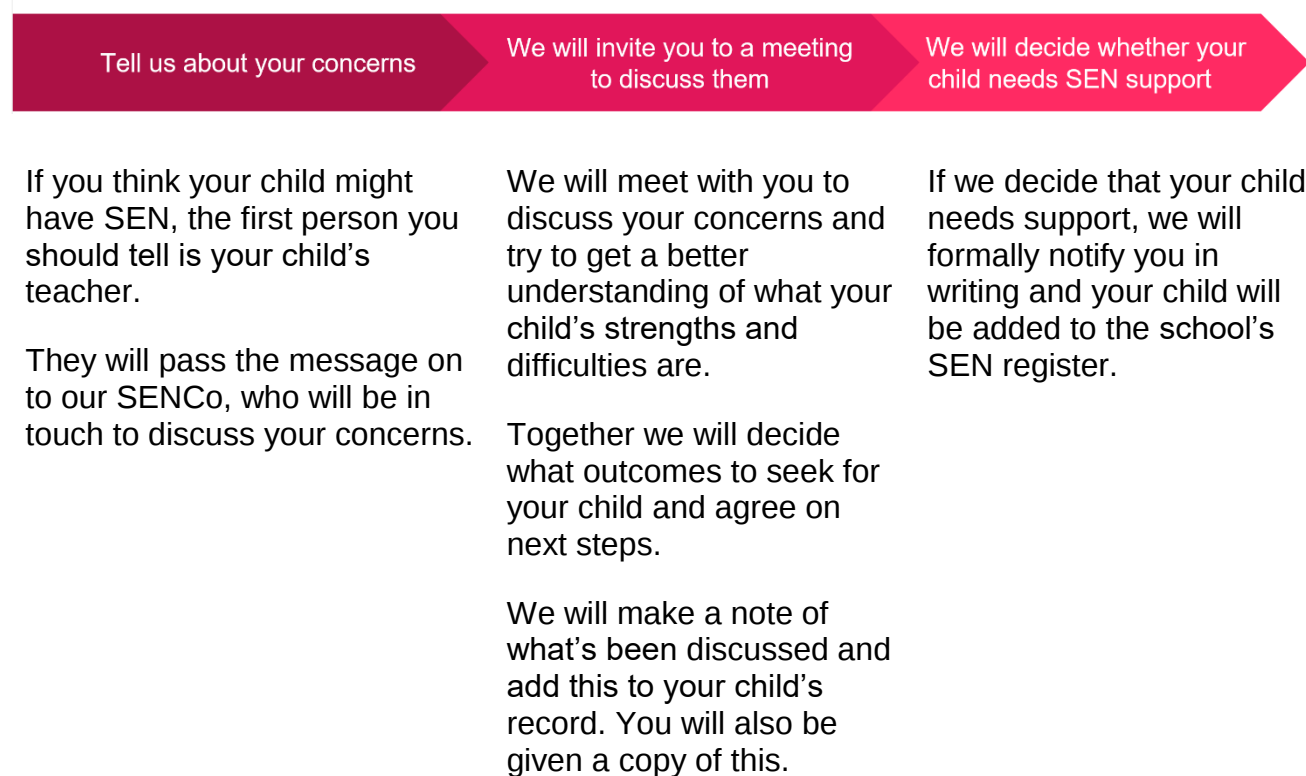
In addition to using our staff expertise, we work closely with range of outside agencies from education, health and social services to support a wide range of special

educational needs. Below is a list of professionals and organisations we may collaborate with in our school:

- Speech and Language therapists (SaLT)
- Educational Psychologists from the Educational Psychology Service (EPS)
- the Special Education Needs Support Service for Communication and Interaction (SENNS C&I)
- The Special Educational Needs Support Service for Physical Disability (SENSS PD)
- The Special Educational Needs Support Service for Hearing Impairment (SENSS DHS)
- The Special Educational Needs Support Service for Complex Needs (SENSS DSCN)
- Occupational Therapists
- GPs or Community Paediatrics
- Child and Adolescent Mental Health Services (CAMHS)
- County Attendance team
- Early Help
- Social Care
- Voluntary sector organisations
- SEN Officers
- The Mental Health Support Team (MHST) and Education Mental health Practitioners (EMHPs)

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

If you think that your child might have SEN, please book a meeting with the class teacher to talk about your concerns.



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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially and emotionally.

If the teacher notices that a pupil is falling behind, they find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support in or out of class to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo.

The SENCo may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's

teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCo or the class teacher will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCo will decide whether your child needs SEN support (which according to the SEN Code of Practice means they will receive support that is different from and additional to what they would usually receive). You will be told the outcome of the decision. The SEN CoP can be found here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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

This document is designed to be positive, personal, relevant, linked to classroom practice and where appropriate may include a more personalised Individual Provision Tracker. It is very important to us that parents feel involved in this process, feel comfortable to collaborate in reviewing and where possible the planning of their child's provision. We would like the child or young person where appropriate to be involved in the planning and reviewing of their provision.

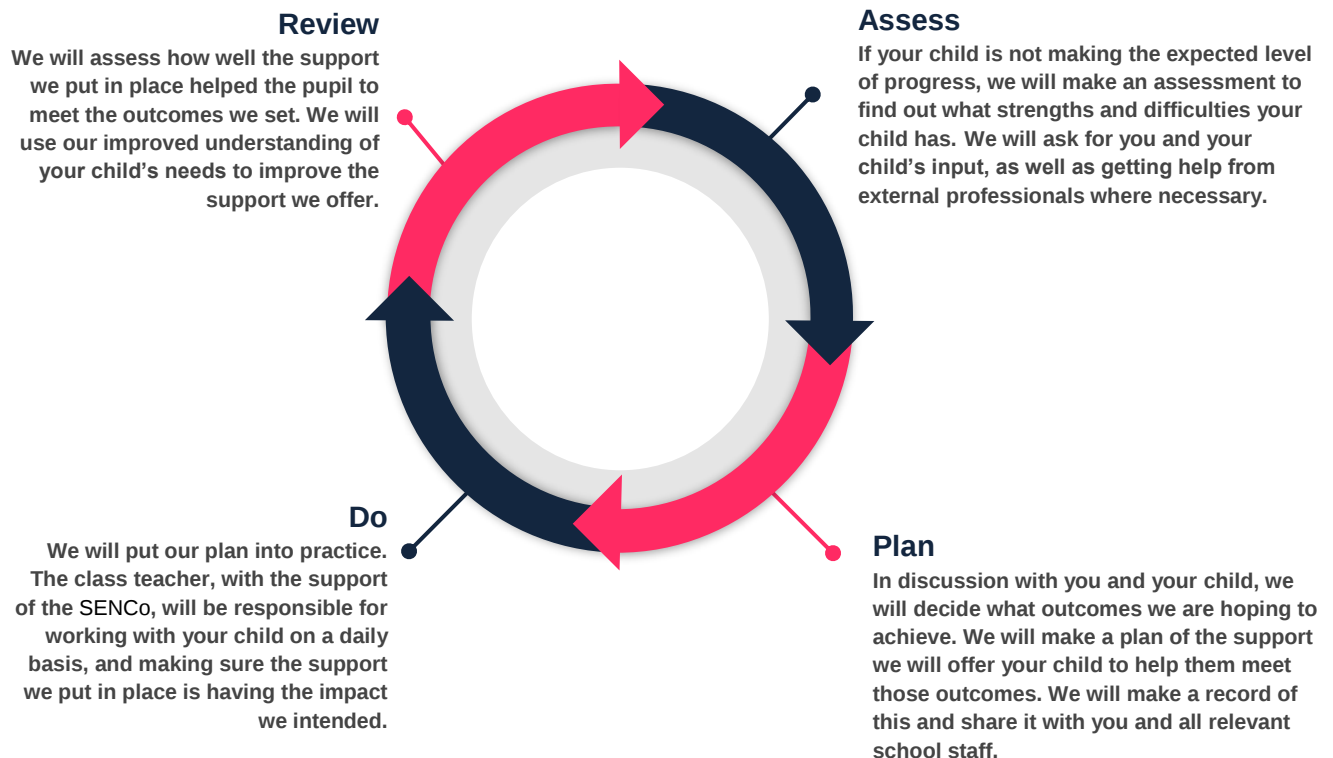
## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Teachers will plan support so that pupils can achieve their outcomes, this may be through in class support or intervention out of class.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.



This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide three Individual Support Plan updates on your child's progress throughout the year, this will be additional time to any parent meeting/consultation process. This is called a SEN review (or Individual Support Plan meeting).

As part of this SEN review, your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do

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

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

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

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

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

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

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

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

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

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

At Dr. Radcliffe's all children are encouraged to reflect on their learning and identify their next steps. Children with SEN are encouraged to participate in discussions about their learning and should feel that their views are valued. Those children who are old enough are encouraged to be part of their review meetings so that they feel heard and everyone can celebrate their success together. If it is not appropriate for the child to be present, then his or her views are recorded prior to the meeting.

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

At Dr Radcliffe's the emphasis for all pupils is on high quality adaptive teaching as it is becoming more commonly known.

Support in school can take many forms such as adult support in class with 1:1 or small group work, with the class teacher or the teaching assistant. The class teacher will also incorporate a range of tools to support learning, where needed, such as additional resources, access to IT or supporting the use of auxiliary aids.

Every teacher is a teacher of every child including those with SEN. We believe that all children have the right to a broad and balanced curriculum. High quality teaching, adapted for individual pupils, is always the first step in responding to pupils who have SEN. All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEN and/or disabilities are making good progress and eliminating underachievement, for example, all staff are encouraged to use communication friendly strategies, such as communication cards, visual timetables and now and next boards. Our classrooms are sensory friendly environments.

We also recognise there are times when some children require a more personalised curriculum and support in a quieter work space free from distractions. Every child, including those with SEN, is an individual and is treated as such. Support and intervention for children on the SEN register is planned to meet their individual needs. We take a holistic view to supporting children with SEN, encouraging participation in the wider school curriculum.

We work alongside other agencies to provide support for those children whose needs require multiagency partnerships. Sometimes, these professionals may suggest additional resources or strategies that the school can use to support your child.

Adaptations may include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1:1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, speed sounds and word banks on their desk, differentiated spellings, Maths resource packs to scaffold independent learning
- Using recommended supports, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1:1 basis or in small groups as required but will always support the child through strategies that build on increasing their independence

- Safe and predictable routines to ensure calm and positive transition between activities during the school day
- Visual prompts and supports, visual tts, task boards, now and next boards, steps to success boards
- Additional time to prepare a child for transitions which may include sand timers, transition songs and music
- Encouraging a child to go to a quieter space where they may be less overwhelmed
- Wobble cushions and other fidgets toys
- Movements breaks, sensory breaks and brain breaks
- Fine motor skills programme
- Celebration books to share successes between home and school in order to increase self-esteem
- Standing or kneeling to complete classroom work
- 1:1 reading including phonics work
- Focused writing groups
- Concrete Maths learning resources such as Numicon
- Access to additional targeted interventions to support your child's needs

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

The Head teacher, SENCo and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEN governor meets the SENCo three times a year and visits the school regularly to ensure that the school are following the SEN Policy. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Reviewing their progress towards their goals each term
- Analysis of pupil tracking data
- How pupils progress in intervention groups
- Using pupil questionnaires, monitoring work or pupil interviews
- Monitoring by the SENCo or Leadership Team – observations of teaching and learning, monitoring of books, pupil and staff voice
- Holding an annual review if they have an Education, Health and Care Plan (EHCP)

## **10. How will the school resources be secured for my child?**

When needed, and through consultation and support from the appropriate outside agency professional service, additional equipment and/or facilities will be sourced for children. These resources will be dependent on the need of the child, and the school will work hard to remove any physical barrier to learning and gather equipment necessary to support access to the school and education. These resources could include noise cancelling headphones, writing slopes, pencil grip adaptations, use of ICT, reading frames etc.

Additional funding or an assessment of need for an Education and Health Care Plan will be sought if spending to meet the need of the child exceeds the SEN allocated budget. The School Business Manager, Governors and the school's SENCo monitor the budget for SEN provision closely to ensure the best use of resources.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEN and/or a disability?**

We are committed to giving all our children every opportunity to achieve their potential and develop as well-rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions about what can be done to overcome these. We always make reasonable adjustments so that all learners can join in with activities regardless of their needs. The Head teacher monitors attendance at after school clubs and pupils with SEN are actively encouraged to choose a club.

The SEN policy promotes involvement of all our learners in all aspects of the curriculum. Different steps are taken to prevent children with SEN being treated less favourably than other children and some examples of these are:

- Global Citizenship - celebrating and recognising differences
- Celebration and recognition of all achievements in class and assemblies
- Effective differentiation in the classroom
- Practical and hands on learning opportunities
- Personal Development opportunities
- Focus on an ethical, diverse and values driven curriculum

As needed, additional staff may accompany school trips so that learners with SEN can attend. Risk assessments are completed to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip. Registers are taken for all school activities and we actively monitor the engagement of learners across the school.

It's important to know that the leadership team and staff at Dr Radcliffe's CE School are champions of children with SEN, holding high expectations and aspirations for them, with a commitment to each and every one of them meeting their full potential.

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

In accordance with the Code of Practice, our school admissions policy requires children and young people with SEN to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the ODST's admissions arrangements and policy.

This is outlined further in the SEN Policy and Admissions Policy (please see our website for this).

## **13. How does the school support pupils with disabilities?**

The school will ensure that pupils with disabilities have incisive access to the curriculum and the school building and environment. We will ensure that steps are taken to prevent disabled pupils from being treated less favourably than other pupils. This will include meetings with relevant outside agency professionals, discussions with the child and parents or carers.

Necessary additional resources and equipment such as auxiliary aids and services will be sought. This is further referred to in the school's Accessibility Plan, which can be found on the school's website. Our site has good accessibility for wheelchair users and is all on one level. Our playground has a range of equipment and space so that all children can enjoy active playtimes, regardless of their abilities.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

Other useful information on Oxfordshire's guidance and policies on SEN can be found here:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/oxfordshire-send-local-offer/send-strategy/guidance-and-policies>

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

The children's well-being is at the heart of everything we do. As stated two members of staff are Senior Mental Health Leads. A mental health action group has been in place for more than a year and this coming year we will have whole school input and training from the Mental Health Support team (MHST).

The school's Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We take bullying very seriously. We help to prevent bullying of pupils with SEN by providing awareness and training to all school staff on the understanding of our anti-bullying policy, procedures and responsibilities. We regularly review school policies and ensure that all our pupils are protected from discrimination and bullying on the grounds of disability. Anti-bullying and E-Safety lessons are taught, as relevant to the children's age and we are developing a new robust PSHCE Curriculum in line with the 2020 Statutory Curriculum, again, to support the emotional and social wellbeing of all our pupils.

The school has additional Higher-Level Teaching Assistants, who focus on intervention for pupils who require support with their social, emotional and mental health. They work closely with class teachers and the leadership team to offer additional support for children in class and in intervention and links directly with parents and carers.

All children have the opportunity to share their views through the school council representatives. Our school council is a group of students who are elected to represent the views of all pupils and to improve their school. The school council meets regularly to discuss and sort out problems. These may include school lunches, behaviour or ideas for fundraising events.

We also listen to the views of children with SEN through the pupil comment section on the Individual Support Plan that is filled in with the child or independently before a review meeting.

Additional support available to those who need support with their social, emotional or mental health:

- Emotional literacy intervention such as ELSA
- Play Therapy with Kez Black - qualified Play Therapist
- Draw It Out
- Use of the Zones of Regulation
- Friendship groups
- Break and lunchtime support
- Wellbeing check-ins

- The mental health action group consists of the two SMHLs, school staff and the Mental Health Support Team (MHST). There is information about mental health and wellbeing on our school website.

<https://www.dr-radcliffes.org.uk/wellbeing-mental-health/>

<https://oxfordhealth.nhs.uk/camhs/oxon/mhst/>

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

We encourage all new children to visit the school before starting. For children with SEN, where possible, we have planned transition meetings with the previous school to ensure that we are well prepared to meet the additional needs of the child starting at school. Where possible, we would plan staged transition visits with key members of staff to see the child in their current setting as well as visiting and spending time in our school.

### **Between years**

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

- Schedule lessons or a story with the incoming teacher towards the end of the summer term as well as visits to their new classroom
- Provide opportunities for the child to see what their new environment will look like, they may take home a photograph of what their new spaces will look like or a Social Story about their new classroom and teacher
- Provide opportunities for the child to say goodbye to their current teacher
- The final SEN review will focus on transition and this will be discussed with parents

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. The SENCo and current teacher will ensure that all SEN paperwork is shared securely and swiftly and that there is a sufficient handover. Many of the above strategies used to support between year transitions may also still apply for between school transitions. Where possible, the two schools will work together to organise visits and information sharing. If your child has an EHCP the receiving SENCo will be invited to the Yr6 review meeting. Some children may need enhanced transition.

## **Between phases**

Induction is important to us and we invest time in welcoming our learners in a way that encourages them to feel a part of our setting. Each year we have an induction programme for all children new to Reception class in September. As part of this process we include:

- Home/nursery visits for children
- Stay and Play transitions sessions in September
- A teddy bears picnic in the summer term
- Staggered starts for smaller groups in September
- Consultation with parents about children's needs and interests
- Induction meetings held for new children and/or parents
- Information about children gathered to share with teachers about each unique child

We have developed links with our feeder nursery school(s) and spend time meeting our new children in these settings before they start school in September.

The SENCo of the receiving school will come into our school for a meeting with our SENCo and/or the class teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition to secondary school by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- A meeting with the SENCo or other appropriate adult from their receiving school
- Visits to their new school accompanied by a trusted adult

## **16. What support is in place for Children We Care For (children looked after by the Local Authority) and previously Looked After Children with SEN?**

Our Head teacher is the named designated teacher for Children We Care For (CWCF) and previously looked after children. She is responsible for linking with carers and the Local Authority to make sure that the child has what they need to be successful. She will make sure that all teachers understand how a pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

CWCF will be supported much in the same way as any other child who has additional needs. However, CWCF will also have Personal Education Plans (PEP). We will make sure that the PEP and any SEN support plans or EHCPs are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

If you are unhappy about the SEN provision made for your child, in the first instance you can speak to the class teacher. Then a meeting may be arranged with the SENCo. If the situation is not resolved, you can request a meeting with the Head teacher.

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. For further guidance, please see the School's Complaints Policy, on the school website.

If you feel that our school discriminated against your child because of their SEN or disability, you have the right to make a discrimination claim to the first-tier SEN 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 SEN tribunal, you can go through a process called mediation, where you try to resolve your disagreement before it reaches the tribunal.

## **18. What support is available for me and my family?**

If you have questions about SEN and/or disability, 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 Oxfordshire's Local Offer: [Special educational needs and disability: The local offer | Oxfordshire County Council](#)

Our local Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS). SENDIASS Oxfordshire works within the bounds of the legislation, guidance and quality standards to ensure it provides impartial information,

advice and support to parents and carers of children with SEN, and children and young people themselves through the CHYPSS (Children and Young People's Partnership Service) element of SENDIASS. It promotes partnership between parent and carers, Children, Education and Families Services, schools and other agencies. Information can be found here: [SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](https://sendiass-oxfordshire.org.uk)

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

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

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN and/or disability to access assessments or exams
- **Annual Review** – an annual meeting to review the provision in a pupil's EHC plan / EHCP
- **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
- **Differentiation / Adaptive Teaching** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment (EHCNA)** – the needs assessment is the first step on the way to securing an EHC plan / EHCP. The local authority will do an assessment to decide whether a child needs an EHC plan / EHCP.
- **EHC Plan / EHCP** – 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/SEN tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments (EHCNA) or plans and against discrimination by a school or local authority due to SEN

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **ADPR** – Assess, Plan, Do, Review. This is the graduated approach.
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the Local Authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with 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
- **SENCo** – the Special Educational Needs Co-Ordinator
- **SEN** – Special Educational Needs
- **SEND** – Special Educational Needs And Disabilities (also known as SEN)
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND  
([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf))
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages