Special educational needs information report

Forest View Primary School

Approved by: **Ken Dawes**		**Date:** 20.11.26
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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 special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy, you can find it on our website https://forestview.uk.com/send/send-provision/

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 SEN does Forest View Primary School provide for?

What are special educational needs (SEN) or a disability?

The SEND Code of Practice (2014) states: Special Educational Needs: A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational needs provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, epilepsy, diabetes and cancer.

Forest View is a non-specialist, mainstream Local Authority school with provision for 3-11 year olds.

Forest View Special Education Provision covers the four broad 'areas of need' as stated in the Code of Practice:

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

These areas of need usually but not always fall within the SEND Range descriptors of 0 to 4i.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments

	Visual impairment
	Multi-sensory impairment
	Physical impairment

We strive to support all children to enable them to achieve their full potential at school. In order to do this, many steps are taken to support them through their learning journey. For some children there are occasions when further additional support may be needed to help them to make the best possible progress in school.

Link to our SEND policies: https://forestview.uk.com/send/policies/

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

Role & Key Contact	Key Responsibilities
The Class Teacher	• Ensuring that the school's SEND Policy is followed in their classroom and for all pupils they teach with any additional need. • Writing pupil 'Support Plans', sharing/reviewing these with parents at least once each term, and planning next steps.
The SENDCo Mrs V Thompson	• Developing and reviewing the school's SEND Policy. • Co-ordinating all support for children with special educational needs or disabilities (SEND). • Ensuring parents are involved in supporting learning, kept informed, and involved in reviews. • Liaising with external agencies (e.g. SALT, Educational Psychology). • Updating the SEND register and maintaining progress records. • Providing specialist support for teachers and support staff.
The Head Teacher Mrs E Cook	• Day-to-day management of all aspects of the school, including SEND support. • Delegating responsibility to SENDCo and class teachers while retaining overall accountability. • Keeping the Governing Body updated on SEND issues.
The SEND Governor Natalie Heron	• Ensuring necessary support is provided for any child with SEND attending the school. • Liaising regularly with the SENDCo.

Expertise and Training of Staff

- Mrs Thompson has over 15 years of teaching experience with specialist interest in Early Years, Mental Health, and SEND. She is a trained Senior Mental Health Lead, Adult & Youth Mental Health First Aider, Friends Resilience Facilitator, and Early Years Mental Health & Wellbeing trained.

- One qualified Thrive Practitioner.
- Four staff members are certified 'Mental Health Champions'.
- Two staff members are fully trained in 'LEGO Therapy'.
- Continuous Professional Development (CPD) is actively encouraged. Staff complete regular training on Emotional Resilience, Attachment Disorders, and Safer Handling.
- Teaching and support staff collaborate closely with Speech and Language Therapy services to deliver daily SALT programmes.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher. You can request a meeting with your child's class teacher by contacting the school office on 01915191990 or emailing info@forestview.uk.com They will pass the message on to our SENCO, Mrs V Thompson, who will be in touch to discuss your concerns. You can also contact the SENCO directly. vthompson@forestview.com	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

At Forest View a Special Educational Need or concern is usually identified by the parent, child, the class teacher or another agency. This identification usually occurs through routine monitoring of a child's progress and development against age related expectations across one or more of the four areas of need. This includes both day to day observations, ongoing assessment and summative assessment at the end of a given period of time and intervention.

We know when pupils need help if:

- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- The child meets the criteria on the SEND ranges.

When this information shows that a child needs extra support additional to their normal learning and developmental opportunities, there is a discussion with the SENDCo, the identifying adult and parents and action is agreed.

This action may:

- Involve the class teacher/SENDCo organising extra support and interventions to address a specific need.
- Be identified in a 'Support Plan' drawn up by the class teacher and SENDCo in consultation with parents and if appropriate the pupil.
- Involve referring to an outside agency for advice and support.
- Where it is felt that a child has significant, complex and life-long needs, require a request for Statutory Assessment which can be made by the parent or school.

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

Every child at Forest View Primary School is tracked from entry into Nursery until leaving at the end of Year 6.

School Assessment includes:

- Differentiated ongoing and summative teacher assessment of targets set.
- Tracking against age-related expectations and developmental stages.
- Observations made by all staff involved with the pupil.
- Termly pupil progress meetings with Head Teacher, SLT, and SENDCo.
- Regular Key Stage pupil progress meetings.
- Consideration/use of assessment information provided by outside agencies.
- Statutory Assessment at the end of Key Stages, and Statutory Assessment for EHC Plans where appropriate.

Measuring & Communicating Progress:

- Support Plans are reviewed termly with parents and pupils, evaluating 1–3 specific targets and setting new goals.
- End of KS2 SATs are completed as required nationally.
- Education Health Care Plans (EHCP) are formally reviewed annually (or 6-monthly for under-5s), with interim reviews as needed.
- Book scrutinies and lesson observations are conducted regularly by leadership to ensure high-quality teaching.

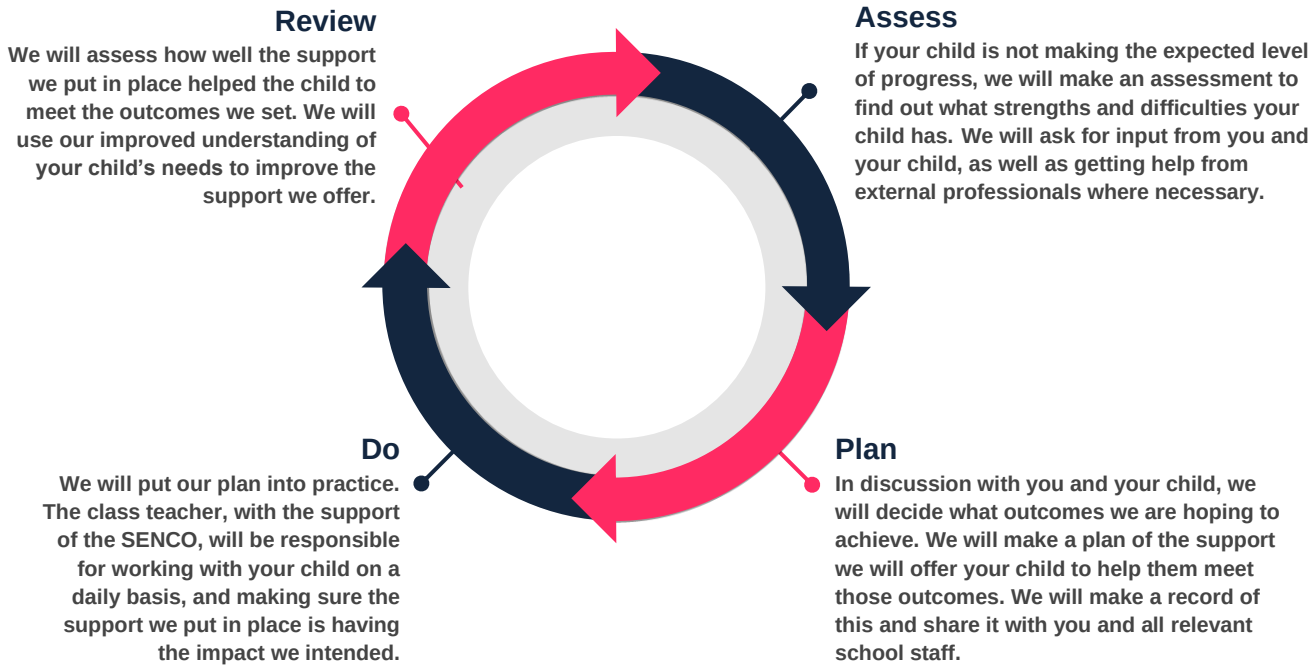
- Open Door Policy: Parents can request appointments anytime via the office, alongside regular Parents' Evenings.
- Early Help Plans are reviewed every 6 weeks or more frequently depending on circumstances.

As part of the identification of SEND, the process outlined above can involve school making judgements against:

- Age related expectations and developmental stages.
- Ongoing and summative Teacher Assessment.
- Observations made by all involved with the pupil.
- Assessment information provided by outside agencies.
- Statutory Assessment of a pupil's progress at the end of a key stage in their education.
- When appropriate, Statutory Assessment of an individual pupil with a view to receiving an EHC Plan.

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.

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 termly reports (either via parents' meetings, SEND plans or a final written report) on your child's progress.

Your child's class teacher will meet you twice per year during a dedicated parent's meeting 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. 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. You can request a meeting with your child's class teacher by contacting the school office on 01915191990 or emailing info@forestview.uk.com.

Parents are encouraged to participate actively in their child's education via:

- Ongoing discussions with class teachers and SENDCo meetings.
- Termly Parents' Evenings and Support Plan review meetings.
- Independent advice and support via Parent Partnership Services (SENDIASS).

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:

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil voice 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 differentiate (or adapt) 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.

These adaptations include:

- Whole school approach facilitating differentiation and tailored input (e.g. phonics strategy).
- Mainly classroom-based teaching with 'Quality First Teaching'.
- Specific 1:1 and small group intervention groups in extended teaching areas delivered by teachers, HLTAs, or TAs.
- Multi-sensory approaches using consistent visual teaching aids and practical resources.
- Opportunities for overlearning, revisiting, and practising.
- Individualised Pupil Support Plans / Behaviour Support Plans with 2–3 manageable targets reviewed termly.
- Seeking specialist advice from outside agencies and incorporating recommendations into learning plans.
- Establishing and monitoring provision outlined in EHC Plans or medical Care Plans.
- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, 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.

These interventions are part of our contribution to South Tyneside's local offer.

Class teachers ensure curriculum access through:

- Making learning fun, engaging, and practical.
- Flexible curriculum knowledge spanning below and above age-related expectations to enable effective differentiation.
- High expectations for all pupils.
- Building on prior knowledge and understanding.
- Using diverse teaching methods to ensure full involvement.
- Careful progress tracking to identify and bridge learning gaps.
- Specialist equipment where appropriate: concentration cushions, tangle toys, writing aids, and laptops for personal use.

In-School Support:

Teaching assistants provide general oversight in literacy/numeracy or specific 1:1 / small group target support. Support decisions are made collaboratively between parents, SENDCo, Head Teacher, and class teacher based on tracking and agency advice.

Support Services & External Partners:

- EPS – Educational Psychologist and Educational Psychology Specialist Teachers
- Portage and Pre-School Service
- ERT – Emotional Resilience Officers
- Ashley Child Development Centre
- Sue Hedley Nursery School
- School Nurse (Reception upwards) / Health Visitor (Nursery pupils)
- SALT – Speech and Language Therapists
- Language Outreach Support
- OT (Occupational Therapy) and Physiotherapy
- CYPS – Children and Young People's Services
- Lifecycles – Primary Mental Health Workers
- Family Support Workers / SEND Team and OT from local secondary school (personalised transition Y6–Y7)
- Tyne Gateway Local Entrepreneurs (parent and family support)
- Family Outreach Workers (children 0–4 years)
- Bright Future (work with females aged 11–25 years)
- Hearing Impairment Team and Teachers for the Deaf
- Developmental and Co-ordination Disorder Clinic
- Children and Young People's Well-Being Panel
- Short Break and Respite Service
- Paediatric Services
- Parent/Carer SEND voluntary groups: Listen 4 a Change, Kayaks, and SNIPS
- Social Services & Looked After Children (LAC) Service (virtual Head Teacher team)

Additional Support through EHC Plan Provision:

For severe, complex, and life-long needs, parents or school can request a Statutory Assessment from the Local Authority. If granted, an Education Health Care Plan (EHCP) specifies individual support hours, required strategies, long/short term goals, and allocated support staff.

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 after 6-12 weeks

- Using pupil voice questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

The school monitors the progress of every pupil and sets school targets for improvement. The school performance data shows how groups of pupils perform, including pupils with SEND. The school uses National Data to see how SEND pupils perform against other schools with similar characteristics and against the National Average. South Tyneside Local Authority also produces data providing a useful benchmark.

School uses this data to identify any other barriers or underperforming groups within SEND pupils (e.g. gender, attendance, pupil premium, FSM) to take targeted action. The Governing Body regularly monitors the effectiveness of SEND provision.

Evaluation of Interventions and Assessment:

A range of interventions is used from Nursery to Year 6 for academic, speech/language/communication, and emotional wellbeing needs. Starting and finishing assessments enable teachers and the SENDCo to evaluate effectiveness. Pupil questionnaires and parental views are gathered termly to assess emotional resilience provision. Pupil and parent voice is collected annually via questionnaires.

Evaluations by External Bodies & CPD:

OFSTED and Local Authority reports provide external evaluation. Teaching and learning evaluations directly feed into whole-school CPD to address areas for development.

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

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The Head Teacher and Governing Body allocate resources based on identified needs within the school:

- Annual SEND Budget: Dedicated funding for targeted support, specialised aids, and staff CPD.
- Pupil Premium: Allocated for eligible pupils (FSM in past 6 years, Looked After Children, Service Children).
- Top-Up Funding: Applied for via Local Authority for pupils with high-level complex needs exceeding standard allocations.
- Exam Access Arrangements: Extra time, readers, scribes, or rest breaks provided where qualified.

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

Inclusion: All activities and trips are made available to all pupils through rigorous risk assessments and adaptations.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in sport's day, parent/child workshops, performances and festivals.

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 they can be included.

Where intensive 1:1 support is required, parents/carers may be invited to accompany their child for specific events.

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

Admissions: South Tyneside Local Authority is the admitting authority ensuring equal admissions processing via the Town Hall, South Shields.

13. How does the school support pupils with disabilities?

In accordance with the Equality Act 2010, the Special Educational Needs and Disability (SEND) Code of Practice, and South Tyneside Local Authority guidelines, Forest View Primary School in South Shields implements key measures to ensure pupils with disabilities are treated fairly and not disadvantaged compared to their peers:

- Inclusive Admissions
- High-Quality Inclusive Teaching & Adapted Curriculum
- Full Inclusion in Non-Academic & Extracurricular Activities
- Medical & Personal Care Support
- Collaboration with Multi-Agency Support
- Ethos, Anti-Bullying, and Pupil Wellbeing
- Physical Accessibility & Environmental Adjustments:

Forest View is fully compliant with DDA requirements:

- Level and flat site throughout.
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- Accessible equipment tailored to the individual.

Accessibility plan link: https://drive.google.com/file/d/12xEjOJzAwCveqatdNlZS-iVMSxDno8hL/viewneeds

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 in the following ways:

- Designated Senior Mental Health Lead (Adult & Youth Mental Health First Aider, Friends Resilience Facilitator, Early Years Mental Health & Wellbeing trained).
- Four trained staff 'Mental Health Champions'.
- Trained Thrive practitioner employed by school.
- Access to ERT Team and Healthy Minds Team (NHS Lifecycles).
- Annual Child Protection and Safeguarding training for all staff.
- Medical Care Plans compiled by School Nurse for specific health needs, supported by First Aid / Paediatric First Aid trained staff.

Link to anti-bullying measures:https://drive.google.com/file/d/11KLZtjlAbW2udoJeSSWrH1Za7kIWZSsK/view

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

Forest View implements structured transition plans to ensure smooth progression:

Joining Forest View: School visits, Head Teacher / teacher meetings, and personalised taster sessions.

Between years:

Comprehensive handovers between current and receiving teachers, with first-term Support Plan targets written prior to September. To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule transition sessions with the incoming teacher towards the end of the summer term
- Provide, where needed, social stories to support your child's transition during the holidays.

Between schools:

When your child is moving on from our school, there will be direct SENDCo-to-SENDCo planning meetings and prompt transfer of all educational records.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. There will be transition review meetings with parents, targeted transition learning modules, extra secondary visits, and Emotional Resilience Officer support during the final term.

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

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

Mrs E Cook, designated LAC teacher, will work with Mrs V Thompson, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

If you wish to discuss your child's educational needs or have concerns, please contact the school office to arrange a meeting with the Head Teacher, Class Teacher, or SENDCo.

Formal complaints should follow Stages 1–5 outlined in the school's official Complaints Policy.

https://drive.google.com/file/d/1azPRCivupev_2BDOI8QAjq1acOJYYfih/view

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 has discriminated against your child because of their SEN, 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.

Barnardo's SEND Mediation and Dispute Resolution Service.

Email: DAISMediationServices@barnardos.org.uk

Phone: 0788 183 4429 or 0773 108 9877

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

If you have questions about SEN, 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 South Tyneside Council local offer. South Tyneside Council publishes information about the local offer on their website:

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. These include services in:

- Education
- Health
- Social Care

Please follow our link to access further information regarding these services in South Tyneside:

https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND-

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

South Tyneside SENDIASS (KIDS SENDIASS)

Email: SENDIASS@southtyneside.gov.uk

Telephone: 0191 424 6345

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

- Toby Henderson Trust
- The Autism Hub
- The Kayaks
- Young Carers

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

The Governing Body and Head Teacher maintain structured partnerships with external services:

- Service Level Agreements for Educational Psychology and Emotional Resilience Team (ERT).
- Direct referrals to NHS services (School Nurse, Health Visitor, SALT, Healthy Minds, OT, CYPS).
- Partnerships with voluntary organisations (Toby Henderson Trust, Young Carers).
- Leading Early Help Assessments and maintaining direct safeguarding liaisons with Local Authority Social Care.

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 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** – 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 (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** – 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
- **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 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