

Date of last review:	November 2025	Review period:	Annually
Date of next review:	November 2026	Owner:	Academy SENDCo



Special Educational Needs (SEN) Information Report

'Empowering a Future Generation'

Contents

1. What types of SEND does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEND?	5
4. How will the school know if my child needs SEND support?	7
5. How will the school measure my child's progress?	6
6. How will I be involved in decisions made about my child's education?	8
7. How will my child be involved in decisions made about their education?	9
8. How will the school adapt its teaching for my child?	9
9. How will the school evaluate whether the support in place is helping my child?	11
10. How will the school resources be secured for my child?	11
11. How will the school make sure my child is included in activities alongside students who don't have SEND?	11
12. How does the school make sure the admissions process is fair for students with SEN or a disability?	12
13. What specialist services and expertise are available at or are accessed by the school?	12
14. How accessible is the school environment?	12
15. How will the school support my child's overall wellbeing?	12
16. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?	13
17. What support is in place for looked-after and previously looked-after children with SEND?	14
18. What should I do if I have a complaint about my child's SEND support?	14
19. What support is available for me and my family?	15
20. Glossary	17

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 The Trafalgar School at Downton

If you want to know more about our arrangements for SEND, read our MLP Trust SEND policy.

You can find it on our website; [Policies](#)

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?

At The Trafalgar School we believe that our students' individual needs are a whole school responsibility. All teachers are teachers of students with Special Educational Needs & Disabilities (SEND) who, supported by the SEND team, make a valuable contribution to successful inclusion for all. The Trafalgar School is an inclusive mainstream environment which provides for students who may have needs in areas defined by the Special Educational Needs Code of Practice 2015:

AREA OF NEED	FOR EXAMPLE:
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language delay
Cognition and learning	Specific learning difficulties, such as dyslexia or dyscalculia
	Global learning delay
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attachment needs
	Anxiety disorders
Sensory and/or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment, such as cerebral palsy
	Developmental Co-ordination Delay

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

Our Learning Support Team consists of our SENDCo, trainee SENDCo Interventions Coordinator (HLTA), two trained ELSAs, 10 Teaching Assistants and an admin assistant to the SENDCo. Our Pastoral team consists of form tutors, Heads of Year, Assistant Head Behaviour and Deputy Head Pastoral.

Our special educational needs & disabilities co-ordinator, or SENDCo

Our SENDCO is Sarah Burley

Sarah has 14 years' experience in this role in a variety of schools and has worked within primary, secondary and specialist settings. She is a qualified teacher with a Modern Foreign Languages specialism.

Sarah has two level 7 qualifications in dyslexia, teaching and inclusive environments and is a specialist dyslexia teacher. She is a qualified Access Arrangements assessor and is working towards the new National Professional Qualification for SENDCos.

Sarah is a full-time SENDCo.

Subject Teachers

All of our teachers receive in-house SEND training, and are supported by the Learning Support Team to meet the needs of students who have SEN. Throughout the academic years 2024-2026, all teaching and classroom staff are receiving training on Autism, led by Wiltshire Local Authority's SSENs team, as part of the Autism Education Trust's Autism inclusion award.

Teaching assistants (TAs)

We have a team of 13 TAs, including one higher-level teaching assistant (HLTA) who oversees and delivers our literacy and numeracy interventions

We have two trained ELSAs who deliver small group and 1:1 ELSA support, as per student's EHCPs

We have one Level 3 Forest school leader.

We have one Level 3 TA, and two others working towards this qualification.

In the last academic year, TAs have undertaken CPD in Autism, dyslexia and dyscalculia.

External agencies and experts

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

Speech and language therapy

Education 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 SEND?

At The Trafalgar School at Downton, each student is assessed when they arrive, either at a natural transition point between educational phases or through an in-year transfer:

- We assess all year 7 on arrival in literacy and numeracy. We use Literacy Online to assess levels of reading and spelling, CATS and Sparx baseline maths assessment We also look at your child's

KS2 SATS results and get information from their primary school with regards to social or emotional needs. From here, we gauge who may need support that is additional and different to our ordinary provision.

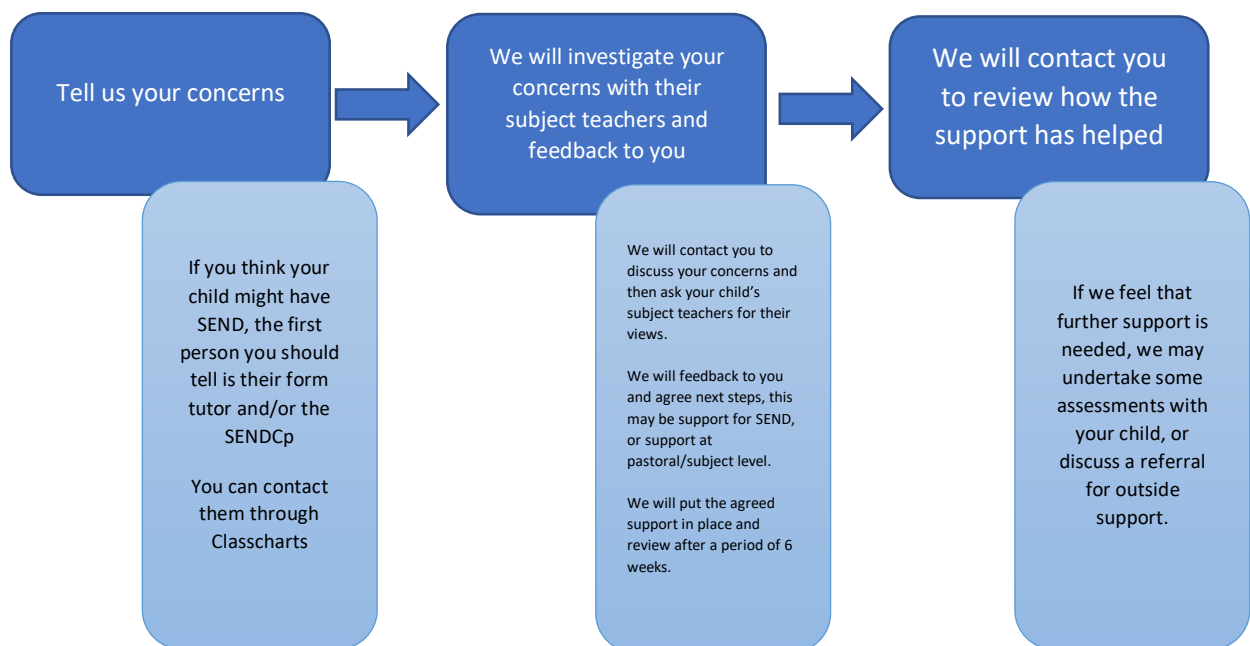
- If your child transfers to us in year, we assess using Literacy online in KS3. At KS4, we may use a range of cognitive assessments or take advice from your child's previous school as to levels at GCSE.
- Subject teachers use formative assessment (within the lesson) and summative (a written or other assessment at the end of a topic) to assess each student's progress.

All formal assessments sit along and will be used in conjunction with teacher assessments. Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap despite interventions

This may include progress in areas other than attainment, for example, wider development or social needs.

If you think your child may have SEND, it is important that you let us know too, so that we can assess and find out whether this is the case. Please follow the steps outlined below:



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

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

If a teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it.

If the student is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEND.

The SENDCo may undertake specialist assessments, or observe the student in the classroom and at social times (e.g. break/lunch) to see what their strengths and difficulties are. They will have discussions with and get information from your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour and to gauge whether the issue falls within one subject area or several. They will also compare your child's progress and development with their peers and available national data.

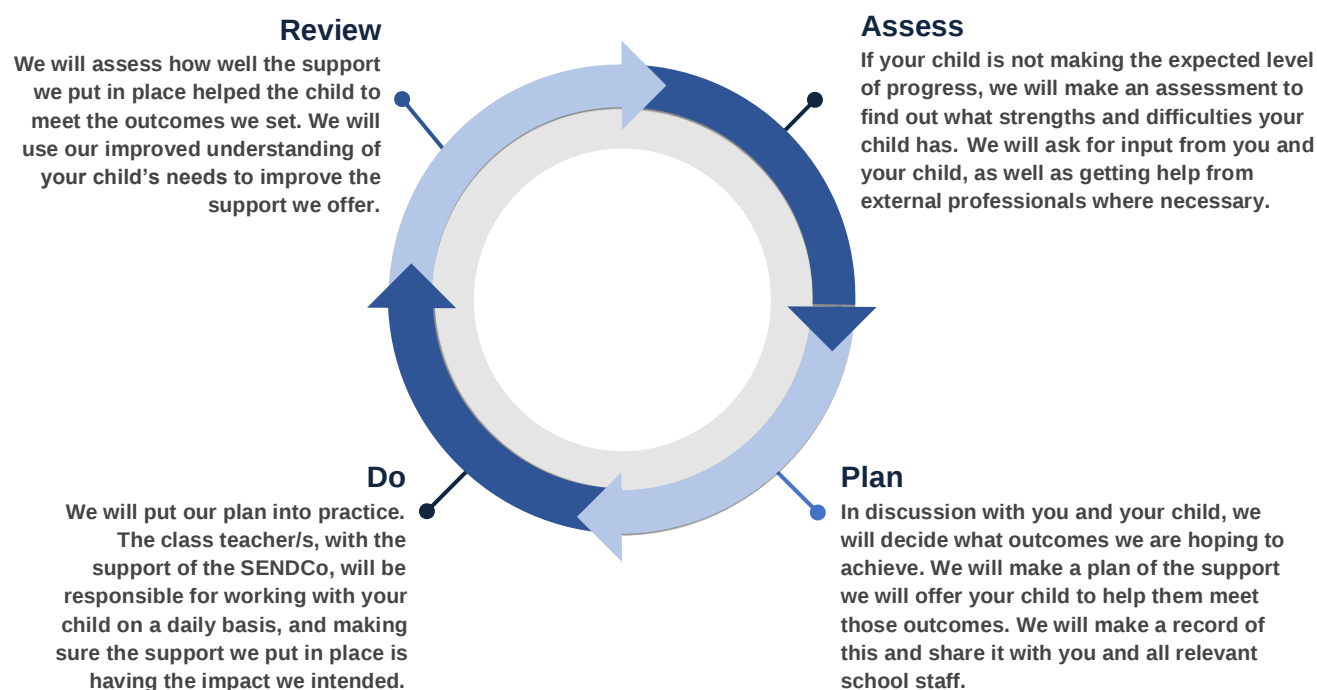
The SENDCo may ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. You will be informed if we wish to refer to any agency for further support.

Based on all of this information, the SENDCo will decide whether your child needs support for SEND. If we feel your child needs support for SEND, we will inform you via ClassCharts and your child's name will be added to the school's SEND register. We will work with you and your child create a SEND Passport for them and share this with you electronically.

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**.



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 a literacy or numeracy 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. If we run an ELSA intervention with your child, the ELSA will agree outcomes with your child at the start of this process.

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 student has made progress, they may no longer need the additional provision made through SEND 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 provide 2 Progress Reports a year. These reports will provide assessment scores for your child, alongside a year group average and highest in year group score.

You will have at least three opportunities a year to meet with staff to discuss your child's progress. These meetings may be online or face to face.

1. Each year group has one Learning Review Evening per year, where you can discuss your child's progress with their subject teachers.
2. Each year group has one Information Evening per year, where you can hear from key staff and meet their form tutor to discuss any concerns
3. Parents of students on the SEND register at SEND Support or with an EHCP, are invited to take part in a meeting/phone call to review their Passport/Plans or feedback via our online system at three points in the year
4. Students with an EHCP also have an annual review of this document.

If you have concerns that arise between these meetings, please contact your child's form tutor in the first instance, or the SENDCo or Trainee SENDCo if your child has an EHCP. You can contact your child's form tutor or the SENDCo/Trainee SENDCo by calling school reception and leaving a message, or using the messaging function on Classcharts.

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 you have any information that you think will help us support your child better or if there are any changes to their needs, please let us know by emailing or ClassCharts messaging their form tutor and/or the SENDCo at any time.

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 saved to your child's electronic file. You will get a copy of any meeting notes.

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

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 and/or environment for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students 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 (or differentiate) how we teach to suit the way the student 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:

- Differentiating our curriculum to make sure all students 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.
- Teaching assistants will support students in small groups when they have been identified via our assessment and identification processes and requiring a small group intervention in an aspect of learning.
- For a very small number of students, teaching assistants may provide 1:1 support for a short term intervention.

Please see the appendix for an overview of support we provide as a school.

Most of our students follow a traditional curriculum. A small number of learners have a more personalised timetable to match their individual needs and abilities. This may include option choices, additional literacy, social skills groups, number of qualifications studied and/or offsite provision.

These interventions are part of our contribution to Wiltshire County Council's local offer. [Wiltshire's local offer can be found here.](#)

In order to ensure that all students can access the broad and balanced curriculum and activities offered throughout the school, our accessibility plan provides further details. This can be accessed here; [policies](#)

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 12 weeks
- Using student questionnaires
- Monitoring by the SENDCo and SEND team
- Using support plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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.

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

All of our extra-curricular activities and school visits are available to all our students and all students are encouraged to take part in any aspect of the co-curriculum that they wish to.

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

All children are encouraged to take part in all aspects of school life, such as sports day, music performances, house competitions.

No student is excluded from any aspect of our co-curriculum because of their SEN or disability. If you feel your child may need reasonable adjustments to take part in an activity, trip or club, please contact the SENDCo.

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

Children who have an Education Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN code of practice and not through any admission criteria.

All admissions to The Trafalgar School at Downton for students who have an EHCP are handled by Central SEND Services at Wiltshire Council. Their contact number is 01225 718095.

Children who may need additional learning help but do not have an EHCP, must follow the usual process when applying for a school place and the normal admission criteria will apply. The Trafalgar School at Downton have the following admission criteria [admissions](#)

13. What specialist services and expertise are available at or are accessed by the school?

As a school we can access a range of services including Educational Psychologist, outreach Services such as;

- Wiltshire Families First
- Speech and Language therapy
- Occupational Therapy
- Community paediatrician services
- Hearing, Visual and Physical Impairment Services
- Specialist SEN service
- Education Welfare Officer
- Social Services
- Child and Mental Health Services (CAMHS).

These services are contacted when necessary according to your child's needs. If you believe that your child needs specialist equipment, please contact the SENDCo.

14. How accessible is the school environment?

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding and risk assessments are in place and adhered to by staff and visitors. We have a range of different facilities to help disabled students throughout our school including;

- a lift,
- accessible toilets,
- wheelchair friendly corridors,
- adapted technology equipment such as sewing machines, adapted cooker, resistant materials tools
- perching stools.

An accessibility plan is in place and can be found on our school website; [policies](#)

15. How will the school support my child's overall wellbeing?

At the Trafalgar School at Downton, we pride ourselves on providing a high level of pastoral care and guidance to our students. On joining, students are assigned to a House and given a form tutor who will stay with them during their time at the school. This provides continuity of care and support and enables the tutor to build up a strong rapport with parents and carers. There are additional members of staff who provide additional pastoral support; Heads of Year, school counsellor, SENDCo, Teaching Assistants, Child Protection Designated Senior Person, listening ear and mentor. We also work well with external agencies such as the Education Welfare Service, The Education Psychology Service, the Hearing, Visual and Physical Impairment services, Wiltshire Inclusion Support and the Child and Adolescent Mental Health Service (CAMHS) to ensure holistic support for our students.

In terms of behaviour, we have a 'zero tolerance' approach to bullying. We aim to ensure all students are given the opportunity to learn about and celebrate difference. We have anti-bullying ambassadors and a clearly defined Social Times Charter. Our Behaviour Policy can be found on our website; [policies](#)

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 students with SEND be prepared for a new school year we:

- Share data and information on performance at subject level, so if your child has a new teacher, they understand their particular needs in that subject
- Share information on aspects of SEND via our electronic systems: all teachers have access to all SEND Passports and Support Plans via ClassCharts.

Between schools

When a student leaves us to join another school, we will send all documentation held relating to SEND to their new school. If there is anything you wish us to share to ease transition, you should contact your child's form tutor.

Between phases

When a student joins us from primary school, we have a team of staff who oversee their transition. These staff members include:

- The SENDCo
- The Transitions Co-ordinator
- The Admissions Officer

We will contact the primary school and get as much information as we can about your child. We will visit your child in primary school and may meet with you as well. All year 6 students joining us are invited to an induction day in the summer term, and for some students with additional needs we run extra sessions with key staff.

When a student is moving on from our school, either to a different secondary level school or a Post 16 institution, we will share all their SEND files and information with their new setting.

Where a student is moving to Post 16 provision, we provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Rachael Faulkner is our Designated Teacher for Looked After Children and she will work with Sarah Burley our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and any SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students 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. Rachael Faulkner (the designated teacher) can be contacted via ClassCharts or email r.faulkner@trafalgars.wilts.sch.uk

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

Complaints about your child's SEND provision in our school should be made to their form tutor or subject teacher in the first instance, who may refer the complaint to a more senior member of staff.

If you are not satisfied with the school's response, you can escalate the complaint using the school's complaint's procedure which can be found here; [policies](#)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

Should you feel that our school has 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. In Wiltshire, this is through the Global Mediation service.

The Global Mediation service's SEND Case Manager can be contacted on 0800 064 4488. This service is free of charge and confidential. For further information, see their [Simple Guide to Mediation leaflet](#) (opens new window) or visit their [website](#) (opens new window).

19. 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 Wiltshire's local offer. Wiltshire local authority publishes information about the local offer on their website:

[Wiltshire SEND Support for 0 to 25 - Local Offer](#)

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

[Wiltshire SENDIASS - Family Action \(family-action.org.uk\)](#)

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

- [Carer Support Wiltshire](#)
- [Community Foundation](#)
- [Wiltshire Music Connect](#)
- [Seeds4Success](#)
- [SWAPP – Support in Wiltshire: Autism Parent Programme](#)
- [Time Out for Parents](#)
- [Wiltshire Parent Carer Council](#)

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

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

20. Appendix – Ordinarily Available Provision/Whole school provision map

Ordinarily Available Provision for all Learners (OPAL)		SEND Register	
UNIVERSAL STRATEGIES (standard provision for all)	MONITORING (Targeted, short-term provision, additional needs register)	TARGETED SUPPORT (Long-term educational needs/ disability –or those who would not make educational progress without long-term support)	EXCEPTIONAL NEEDS (Strategies for a few)
LEARNING - Quality first teaching including scaffolded work in class - Seating plans - Homework club ATTENDANCE AND SAFEGUARDING - Attendance certificates - Tutor and Head of House Support HEALTH, WELLBEING and BEHAVIOUR - School reward system - School behaviour system - Faith Group CO-CURRICULUM - Trips and visits as per trips calendar	LEARNING - Short term classroom strategies needed to make progress - Targeted Literacy support (KS3) Handwriting, reading, phonics - Targeted numeracy support (KS3) Precision teaching/number/maths language - Visual timetable - Targeted study sessions (KS4) - English as an Additional Language (EAL) Passport ATTENDANCE and SAFEGUARDING - Attendance Letters and Meetings - Attendance Review by Head of House/Senior Leaders HEALTH, WELLBEING AND BEHAVIOUR (In School) - Pastoral Support Plan - Tutor Report	LEARNING - Long term classroom strategies needed to access learning - English Nurture Group (Years 7 and 8) - Maths Nurture Group (years 7 and 8) - Targeted GCSE tutoring - Medical Plan - Involvement of Wiltshire Specialist Physical and Medical Advisory teachers - Assistive technology - GCSE exam access arrangements - Cognition and Learning Advisory Team referral - Communication and Interaction Advisory Team referral - Pupil Passport on Provision Map - My Support Plan on Provision Map - Personalised Learning Sessions (KS4) - Revision Skills sessions (KS4) - Adapted PE curriculum (physical and medical needs) - Adapted equipment (Technology) ATTENDANCE and SAFEGUARDING - Attendance Plan - Early Help Referral (Children's Services) - Phased return/Short term Reduced educational provision - Weekly wellbeing check (if a child is not attending school) HEALTH, WELLBEING AND BEHAVIOUR (In school) - Safe space provision in school/time out card (long term) - Individual Pastoral Support Plan (long term) - Medical exit card - Adapted timetable in school (short term)	LEARNING - EHCP application - EHCP <i>Provision will be defined in Section F of the student's EHCP</i> - Alternative Provision - Educated off site - Classroom TA Support as per section F of EHCP - Study skills mentor support 1:1 tutor in school hours ATTENDANCE AND SAFEGUARDING - Child in Need Plan/CP Plan (Children's Services) - Learning Gateway Provision

Careers and preparation for employment event	- Head of House Report - SLT Report - Student Risk Assessment - Sensory adjustment (fidget/ear defenders) - Time out card (short term) - Early exit from lessons pass - Medical exemption pass - Toilet pass - Medical Plan/IHCP - Exam Stress Programme (Year 11) - School Chaplain mentor support - School counsellor - Use of accessible equipment eg. Lift/Toilet - Zone of Regulation short term intervention - PEEP (personal emergency evacuation plan) for short term injury HEALTH, WELLBEING AND BEHAVIOUR (External Agencies) - Wiltshire Local Offer - Parent Support Groups (e.g Time out for Parents- Teens) - Family Counselling Trust (outside provider) - School Nurse - Inclusion Support Team	- Stress Management Plan on Provision Map - ELSA small group targeted intervention (including Lego Therapy, Zones of Regulation) - ELSA 1:1 - Forest School sessions (KS3) - Neuro Diversity Social Group HEALTH, WELLBEING AND BEHAVIOUR (External Agencies) - SALT (Speech and Language Therapy) - Physical and Medical Advisory Team - Occupational Therapy - Community Paediatrician - Inclusion Advisor support - Managed Move - Getting Help and Getting More Help CAMHS support LOOKED AFTER AND ADOPTED CHILDREN - Virtual School Advice and Guidance CO-CURRICULUM - Disability Sports events	HEALTH, WELLBEING AND BEHAVIOUR - Personal Emergency Evacuation Plan - Adapted GCSE entries (Year 11) - Reduced Educational Provision LOOKED AFTER CHILDREN - Personal Education Plan (PEP) CO-CURRICULUM - Personalised careers support (visits to post 16 institutions with school staff)
--	--	--	---

	LOOKED AFTER AND ADOPTED CHILDREN • CLA Passport		
--	---	--	--

21. Glossary

Access arrangements – special arrangements to allow students with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a student's EHC plan

Area of need – the 4 areas of need describe different types of needs a student 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 student'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 SEND

Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for students with SEND in the local area

Outcome – target for improvement for students 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

SENDCo – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports students with SEND

SEND support – special educational provision that meets the needs of students with SEND

Transition – when a student moves between years, phases, schools or institutions or life stages