



Fairlight Glen Independent Special School

Policy for Inclusion and Special Educational Needs

Policy, Procedure and Guidance

Headteacher – Joanne Budd

Special Needs lead – Joanne Budd
Special Needs Deputy – Rebecca White

This is a core policy that forms part of the induction for all Staff. It is a requirement that all members of Staff have access to this policy and sign to say they have read and understood its contents.

Date written: July 2025

Date of next review: August 2026

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

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1. Aims

Fairlight Glen Independent Special School's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governing Body

At Fairlight Glen Independent Special School all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school sets high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:

- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations: Updated 24/10/24
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
- Governance in Maintained Schools Handbook 2024: [Governance in Maintained Schools](#)

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report

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

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](#)

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Education Strategy – to be confirmed

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : [Special Educational Needs Mainstream Core Standards](#)

AT Fairlight Glen, we follow the Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The School are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Fairlight Glen School works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with the following school policies, which are published on our website:

- SEN Information Report
- Safeguarding Policy
- Behaviour and Rewards Policy
- Equality Policy
- Accessibility Plan
- Attendance Policy

3. Definitions

Definition of SEN

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools to mainstream post-16 institutions'

(DFE/DOH 2015: 15-16)

Definition of 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 is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a low threshold and includes more children than many realise: 'Long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition' (DfE/DOH 2015: 16)

Special Educational Needs Register:

At Fairlight Glen Independent Special School the SEN lead and deputy will regularly review each young person's EHCP as part of the Graduated Approach. The SEN lead and deputy will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. The SEN lead and deputy will ensure targeted provision enables the young people to make good progress.

Special Educational Needs (SEN) support

Support for young people at Fairlight Glen School means support that is additional to, or different from, the support available to the other students. All students at Fairlight Glen have an education, health and care plan, and hence their provision is tailored to their individual needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special->

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

All students at Fairlight Glen have an EHCP at the time of their admission. This is reviewed annually, with the young person and their parent/carer. Adaptations are made to the young person's plan, including where necessary an adapted time-table or curriculum.

Information regarding each young person is confidential to them and the staff at the school, and is maintained on the CPoms safeguarding platform.

4. Inclusion and Equal Opportunities

The school endeavours to provide, review and develop high quality inclusive opportunities for all young people in our care. Young People are encouraged to take part in a wide range of physical activities in order to promote their social, emotional and physical wellbeing. This includes, but is not limited to, swimming and climbing, music and trips and visits.

Provision for each young person is reviewed on an ongoing basis, and outcomes recorded on CPoms. These can be small, incremental improvements, such as in attendance, punctuality and social interactions, or more wide ranging in terms of educational milestones and engagement in learning.

5. Roles and Responsibilities – in conjunction with SEN Information Report

Fairlight Glen works strategically in line with the Special Educational Needs Code of Practice 2015

Updates on young people's needs and adaptations are communicated to all staff on a daily basis in the morning briefings. Small changes are identified, and adaptations made as necessary. Governors' meetings are held on a regular basis (monthly), with Safeguarding, SEN provision and the Curriculum as priority standing agenda items. Parents and Carers receive updates on the progress of their young person, either by phone or face-to-face meetings where these are possible.

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the School to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

(Area SEND inspections: framework and handbook updated April 2024)

5.1 SEN LEAD AND DEPUTY

As an independent school, we are not part of the legal requirement that all maintained schools and academies are required by law to have a named SEN lead and deputy who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

However, in line with best practice, it is our intention that our school will have an identified SEN lead and deputy who will complete the qualification within three years of taking up the post.

At Fairlight Glen School, SEN lead will be the Headteacher, Joanne Budd and the deputy will be teacher Rebecca White.

Contact details 01227 741113

The SEN deputy will register for the National Professional Qualification for SEND in August 2025, with the ambition of achieving the award on or before August 2028

The SEN lead and deputy have an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Fairlight Glen's SEND policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across The School.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN

- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carers and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools by attending conferences and training arranged by KCC SEND department. (Developed from DfE/DOH SEND Code of Practice 2015:108-109)

5.2 Headteacher

The Headteacher, as SEN lead:

- Work closely with the SEN deputy and SEN link governor to determine the strategic development of the SEN policy and provision across The School.
- Work with the SEN deputy and governors to ensure The School adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SEN deputy has sufficient time and resources to effectively carry out their role.
- Work closely with the SEN deputy to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure The School is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.

- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 Governing Body

Our Governing Body board have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body following monitoring visits.
- Work with the headteacher and SEN deputy to determine the strategic development of the SEN policy and provision in the school.

Aligning Our School with Maintained Schools SEND provision

Children with special educational needs and disabilities (SEND)

Our Governing body will carry out duties in relation to pupils with SEND that are set out in the [Children and Families Act 2014](#) and the [SEND code of practice](#).

Our Chair of Governors will be responsible for specific oversight of the school's arrangements for children with SEND.

The [SEND code of practice](#) assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.

DfE: Maintained schools guidance guide: updated 2 October 2024 [Maintained Schools Handbook](#)

The SEND Governor will:

- carryout monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the Headteacher and deputy SEN lead to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in The School.

Our SEN Governor is Julia Scannell.

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SEN LEAD AND DEPUTY provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.'(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with other staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SEN lead and deputy to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.
- Ensure they know the specific needs outlined in students' EHCPs and works with the SEN lead and deputy to meet these needs.

5.5 Parents and carers

Parents and carers should inform The School if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's provision.

Parent voice is gathered at one-to-one meetings/phone calls with parents and carers, where the needs of their young person are discussed in depth.

Assess Plan Do Review (APDR) is on-going for each young person, and concerns are reported in either direction as required.



5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support the statutory Annual Review of EHCPs. However, the voice of the pupil can be sought at any time throughout the school year.

Students at Fairlight Glen are able to express their views through group sessions each morning, or by meeting individually with staff in school.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information which sets out how this policy is implemented in the school.

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

Fairlight Glen Independent Special School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

Pupils are referred to Fairlight Glen via Kent LA. An admissions interview assesses the school's suitability to provide for the needs of each young person on an individual basis. If accepted to the school, a detailed plan will be drawn up to personalise the school's provision to meet the needs identified on the EHCP. This will be revisited frequently, to ensure on-going needs are met.

The Local Authority will manage referrals to Fairlight Glen, which is through an agreed consultation process. The young person's place is funded by the local authority for up to 12 commissioned places. The School's provision is monitored as set out in Schedule 8 of the Service Level Agreement/Contract between the KCC SEN Inclusion team, SEN LEAD AND DEPUTY and the Headteacher.

All students currently admitted to the school have an EHCP in place, but this does not discriminate against or disadvantage disabled children or those with special educational needs who wish to apply for a place via the LA.

8. Our school approach to SEN provision

The School will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.

- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

DfE/DOH SEND Code of Practice: 2015, 6.17

For our young people, this includes progress in areas other than attainment, for example, social, emotional and mental health needs.

When deciding whether special educational provision is required, The School will start with the desired outcomes as outlined in the EHCP, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. The School will use this to determine the support that is needed and whether the School can provide it by adapting the offer, and assessing whether something different or additional is needed.

8.1 The kinds of special educational need for which provision is made

At Fairlight Glen provision is made to support pupils with an education health and care plan in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

At Fairlight Glen we will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need:

Cognition and Learning Difficulties,
 Communication and Interaction,
 Sensory and/or Physical Needs and Social,
 Emotional and Mental Health needs.

Decisions on the admission of pupils with an EHCP are made by the Local Authority.

8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) young people at Fairlight Glen are identified as having a SEN with an Educational Health and Care Plan in place.

At Fairlight Glen School progress is closely monitored throughout the year to review their academic progress on a termly basis. However, pupils may have more frequent assessments dependent on their individual needs.

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the School use a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments. These tests will enable the early identification of difficulties that a pupil may present. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

Teachers at Fairlight Glen School are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the School's identification of need's protocols as set out in section 7. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, written into EHCP provision plans, which are regularly reviewed, refined, and revised. At this point the SEN LEAD AND DEPUTY will have identified that the pupil has an additional need because the School is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

When any change of identification of SEN is amended, parents/carers will be notified.

The School will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are made fully aware of the provision that each individual pupil requires through either phone calls or face-to-face meetings with the parent/carer.

8.3 Consulting with Parents

At Fairlight Glen school we consult with parents about their child's EHCP and the opportunities presented by the school.

Notes from meetings will be added to the pupil's records on CPoms, and parents will be provided with a copy.

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

At Fairlight Glen, students' progress is not only academic but social and emotional.

These are noted at staff meetings and on CPoms, using

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's individual development compared to their peers and national data.

- Collaboration with parents/carers to seek their views and experience and agreed next steps.
- The pupil's own views
- Advice from external support services, if relevant
- Ensure pupils are prepared for their next steps and onward pathways.

At all times, staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

This policy and SEN Information Report will be reviewed by Hether Leatt, Chair of Governors every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on The School's website.

10. Complaints about SEND Provision

Complaints about SEN provision at Fairlight Glen School should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

All complaints relating to a named member of staff must be sent to the headteacher.

If a complaint is not resolved after it has been considered by the governing body and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

ComplaintsPolicy:chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

11. Glossary and SEND Acronyms

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

- › **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets do not 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
- › **SEN LEAD AND DEPUTY** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- › **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- › **SEND support** – special educational provision which meets the needs of pupils with SEND
- Transition** – when a pupil moves between years, phases, schools or institutions or life stage