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Special Educational Needs Information Report

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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 SEND support works in our academy.

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

You can find it on our website [here](#).

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 the academy provide for?

Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism Spectrum Disorder
	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 hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our Special Educational Needs Co-ordinator, or SENDCO

Our SENDCo is Mrs Jackie Oakman.

She has seven years' experience in this role and have worked previously as a class teacher and an Academy Business Manager. She is a qualified teacher.

Mrs Oakman achieved the National Award in Special Educational Needs Co-ordination in June 2018.

In addition, our SENDCo has completed the following training:

- Therapeutic Thinking
- The Nurture Group Network Marjorie Boxall Quality Mark Award
- National Professional Qualification for Middle Leadership
- Designated Teacher for Looked After & Previously Looked After Children Training
- Senior Mental Health Lead Training

She is allocated four days a week to manage SEND provision.

Class Teachers

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes: identifying particular patterns of need in the academy, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students/pupils and their knowledge of the SEND most frequently encountered.

All of our teachers receive in-house SEND training, and are supported by the SENDCo and the in-house Speech and Language Therapist. Our SENDCo supports staff with planning and assessing pupils and this acts as a training tool to support and develop staff understanding and knowledge.

Teaching Assistants (TAs)

At Churchwood, all our Teaching Assistants have received training to support SEND pupils within their classes.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

We identify training needs on an ongoing and individual basis. Staff have received training related to SEND, including sessions on:

- Speech and Language Interventions (i.e. Narrative Therapy, Cued Articulation, etc.)
- Autism Spectrum Disorder
- Sensory Integration

- Dyslexia
- Learning to Learn Provision / ELSA
- Therapeutic Thinking
- JumpAhead and Sensory Circuits
- Word Aware

Churchwood Primary Academy employs a Speech and Language Therapist (SALT) and Speech and Language Therapy Assistants.

External agencies and experts

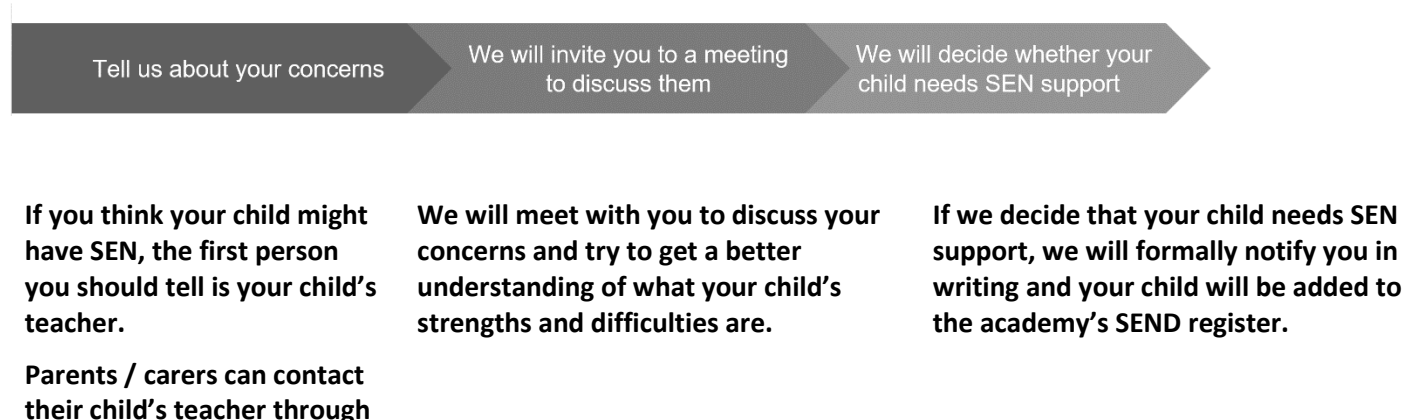
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- GPs or Paediatricians
- School Nurse Teams
- Child and Adolescent Mental Health Services (CAMHS)
- Social services and other LA-provided support services
- Mental Health Schools Team
- Voluntary sector organisations

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

The first point of contact at the academy is the child’s class teacher or within the Nursery, the Nursery Teacher or the child’s Key Person.

The Special Educational Needs Coordinator (SENDCo) is responsible for managing and coordinating the support for children with special educational need, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to academy staff and work closely with parents/carers and other services that provide for children in the academy.



ClassDojo or via the Academy Office. **Together we will decide what outcomes to seek for your child and agree on next steps.**

They will pass the message on to our SENDCo, Mrs Oakman who will be in touch to discuss your concerns. **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.**

You can also contact the SENDCo directly – via ClassDojo or 01424 852326 ext. 4.

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

We aim to identify children's special educational needs (SEND) as early as possible, so that they have the best possible outcomes. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Our academy will assess each pupil's current skills and level of attainment on entry to the academy. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- 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.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data. This may include assessment to support our understanding.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents' express concerns about their child's development. Staff also listen and address any concerns raised by the children and young people themselves.

Where it is decided to provide pupil with SEND support, the decision will be recorded in academy SEND register and we will formally notify parents. We are required to make data on the level and types of SEND in the academy available to the Local Authority. This data, which is collected through the School Census, is also required to produce the national SEND information report.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

A school-based SEND support plan is used when, despite the appropriate targeted support, a child or young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies. Within the academy, these are called APDR forms and they detail the provision that a child has which is additional to, or different from, regular classroom practice.

Where, despite taking relevant or purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the academy or by parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the academy to meet the child or young person's SEND. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at academy level.

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

We will follow the 'graduated approach' to meeting your child's SEND needs. The 4-part cycle is revisited three times per academic year.

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 academy'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 an annual report on your child's progress.

Your child's class teacher will meet you three times a year to share your child's Assess, Plan, Do, Review (APDR) and:

- 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 SENDCo 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 academy.

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 via ClassDojo.

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 academy 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.

All pupils have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils and place an emphasis on making learning experiences engaging and inclusive to ensure all pupils make enhanced progress in their learning.

We recognize that the development of vocabulary knowledge is vitally important and therefore pupils are taught new vocabulary through the Word Aware approach. This vocabulary is displayed in classroom and practiced by pupils to ensure they are able to retrieve and apply it to their learning.

We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment Policy to do this. We will talk with children and parents as part of the SEND support cycle (assess, plan, do, review).

We understand that sometimes pupils need further time or an additional intervention to support them in achieving their potential. Interventions include:

- Phonic Interventions
- 'Learning to Learn' Curriculum Provision
- Speech and Language Therapy
- Gross and fine motor skills interventions e.g. JumpAhead

Occasionally, a pupil may need more specialist support from an outside agency such as the Children's Integrated Therapy Team, Child Development Clinic, etc. Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessment, a programme of support is usually provided to the academy and parents/carers.

We have a facility for children with Education, Health or Care Plans with a specific diagnosis of Autism Spectrum Disorder in conjunction with Speech, Language and Communication Needs. This provision is arranged as a small class base and has the capacity for up to eight Key Stage 2 pupils. Learning is personalised for each pupil. Where noted in EHCP's, individual therapy programmes are built into pupil learning. Where appropriate, some pupils may access learning within their mainstream environment.

At Churchwood Primary Academy, we set high expectations for all pupils, whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

These adaptations include:

- Differentiated curriculum, objectives, activities and teaching approaches;
- Increased 'scaffolding' using resources within the classroom;

- Clarity for pupils about what they are being asked to do, why they are doing it, how they are supposed to do it and how they will know if they have done well;
- Use of supportive techniques such as visual timetables, modelling and demonstration;
- Clear instructions and simplified language;
- Support with key words and subject terminology;
- Access to IT and alternative methods of recording work;
- Structured routines and regular reminders of whole-school/class rules;
- Reward and sanctions systems that work and take account of pupils' SEND and their unmet needs;
- Approaches to teach pre-requisite skills, e.g. pre-teaching vocabulary, precision teaching or pre-teaching in advance of a topic.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism Spectrum Disorder	Quality First Teaching Visual timetables (whole class and individual) Task boards Social stories Ear-defenders
	Speech and Language Difficulties	Quality First Teaching Speech and Language Therapy provided by in-house Speech and Language Team and NHS CITES.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Quality First Teaching Writing slope, pencil grips, chair wedge / balance cushion, foot-rest / foot-bands Buff / coloured paper, Comic Sans font, Clicker 8 programme, Handwriting / fine motor skills programmes (i.e. Dough Disco, Theraputty, fine motor skills, etc).
	Moderate learning difficulties	Quality First Teaching Recommended interventions / support as identified by specialists and based on the needs of the individual pupil.

	Severe learning difficulties	Quality First Teaching Recommended interventions / support as identified by specialists and based on the needs of the individual pupil.
Social, emotional and mental health	ADHD, ADD	Quality First Teaching Quiet workstation / area of the class (as needed) Planned movement breaks / proprioceptive exercises breaks
	Adverse childhood experiences and/or mental health issues	Quality First Teaching Learn to Learn Curriculum PSHEe Curriculum (Jigsaw) Worry Monsters / Worry Boxes Key / named adults
Sensory and/or physical	Hearing impairment	Quality First Teaching Consideration of seating arrangements in the classroom / hall
	Visual impairment	Quality First Teaching Limiting classroom displays Consideration of classroom / academy layout / seating plans Use of high-visibility tape marking change in floor level, steps, barriers, etc. Specialist PE equipment (i.e. beeping/chime balls, etc.) Assistive technology (i.e. screen-reading technology, magnification software, Braille)
	Multi-sensory impairment	Quality First Teaching Assistive technology (iPads, Clicker 8, etc.) Recommended interventions / support as identified by specialists and based on the needs of the individual pupil.

	Physical impairment	<p>Quality First Teaching</p> <p>Assistive technology (iPads, Clicker 8, etc.)</p> <p>Stair / step rails, lifts, ramps, easily accessible rooms, specialist chairs / desks, etc.</p> <p>Recommended interventions / support as identified by specialists and based on the needs of the individual pupil.</p>
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These interventions are part of our contribution to East Sussex’s local offer.

9. How will the academy 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 a set number of weeks (this will depend on the intervention)
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an Annual Review (if they have an Education, Health and Care (EHC) plan)

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

Most pupils with SEND will have their needs met through Quality First teaching or through access to specialist in-house support.

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 academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

At Churchwood Primary Academy, we are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the academy together with those who do not have SEND, and are encouraged to participate fully in the life of the academy and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

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

All pupils are encouraged to go on our academy trips, including our residential trip to Bowles Rock (Year 6 residential trip).

All pupils are encouraged to take part in all aspects of academy life.

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

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

- All pupils/students with an Education, Health and Care Plan naming the academy will be admitted to the academy before any other pupils/students.
- Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective pupils with a disability or special educational needs – further details are published on the Trust website [here](#).

13. How does the academy support pupils with disabilities?

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the academy together with those who do not have SEND, and are encouraged to participate fully in the life of the academy and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

- Churchwood Primary Academy is built over a number of levels. To ensure all areas of the academy site we have:
 - Lifts to each floor / platform lift
 - Ramps
 - Disabled toilets / shower rooms
 - External exits (onto playgrounds) from all classrooms
- Churchwood Primary Academy Accessibility Plan is accessible on the website.

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

We support the emotional, mental and social development of children and young people with SEND and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for pupils' spiritual, moral, social and cultural development.

We may work with other services to support children, such as the [Education Support, Behaviour & Attendance Service \(ESBAS\)](#) and the Child and Adolescent Mental Health Services (CAMHS).

At Churchwood Primary Academy we understand the importance of supporting pupil's wellbeing and their emotional and social development. To support this, we offer:

- Boxall Profile assessments / Strengths & Difficulties Questionnaires
- Learning to Learn programmes. I.e. Social Skills, Friendship Groups, Therapeutic Artwork, etc.
- Calm Eaters (Lunchtime Club) to support pupils who find lunchtimes difficult
- My Time Too from the Fellowship of St Nicholas

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the academy council
- Pupils with SEND are also encouraged to be part of afterschool / sports clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by as needed / strategies that work for the individual pupil.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy by through teaching all children the academy expectations and ensuring relevant policies are adhered to.

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

Between years

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

- Hold 'End of Year' meetings where the current teacher, next year's teacher and the SENDCo discuss the individual SEND children
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide individualised resources for children (as needed). For example: social stories, additional transition sessions to new class

Between schools

When your child is moving on from our academy, we will share all relevant information with the new setting to ensure a smooth transition. It is essential that the receiving school has as much information as possible about your child's achievements and needs. This will enable your child to settle more quickly into the new school and to help teachers to plan work at an appropriate level.

Between Phases

The SENDCo of the secondary academy will be invited to come into our academy for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary academy 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?

Our SENDCo, Mrs Oakman, is also the Designated Teacher for Looked-After Children and Previously Looked-After Children. Part of this role is to ensure 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 SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Complaints about SEND provision in our academy should be made to the SENDCo, Mrs Oakman, in the first instance. She will work with parents / carers to try to resolve these. If the SENDCo is unable to resolve the matter it will then be escalated to the Principal and SEND Aspect Lead. They will then be referred to the Trust Complaints policy which can be seen [here](#).

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

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

If you feel that our academy 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-academy/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. Details of how to contact this service can be seen [here](#)

18. 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 East Sussex local offer. East Sussex Local Authority publishes information about the local offer on their website:

<https://localoffer.eastsussex.gov.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be seen [here](#)

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

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an Education, Health and Care Plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by an academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy 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 SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don’t necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child’s disability
- **SENDCO** – the Special Educational Needs & Disabilities Co-ordinator

- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages