

Special Educational Needs and Disabilities (SEND) Information Report



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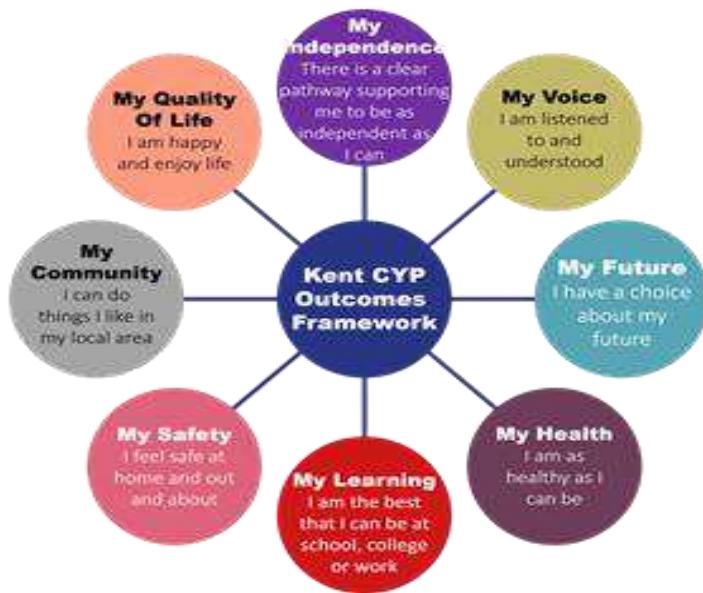
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Dear parents and carers,

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 school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

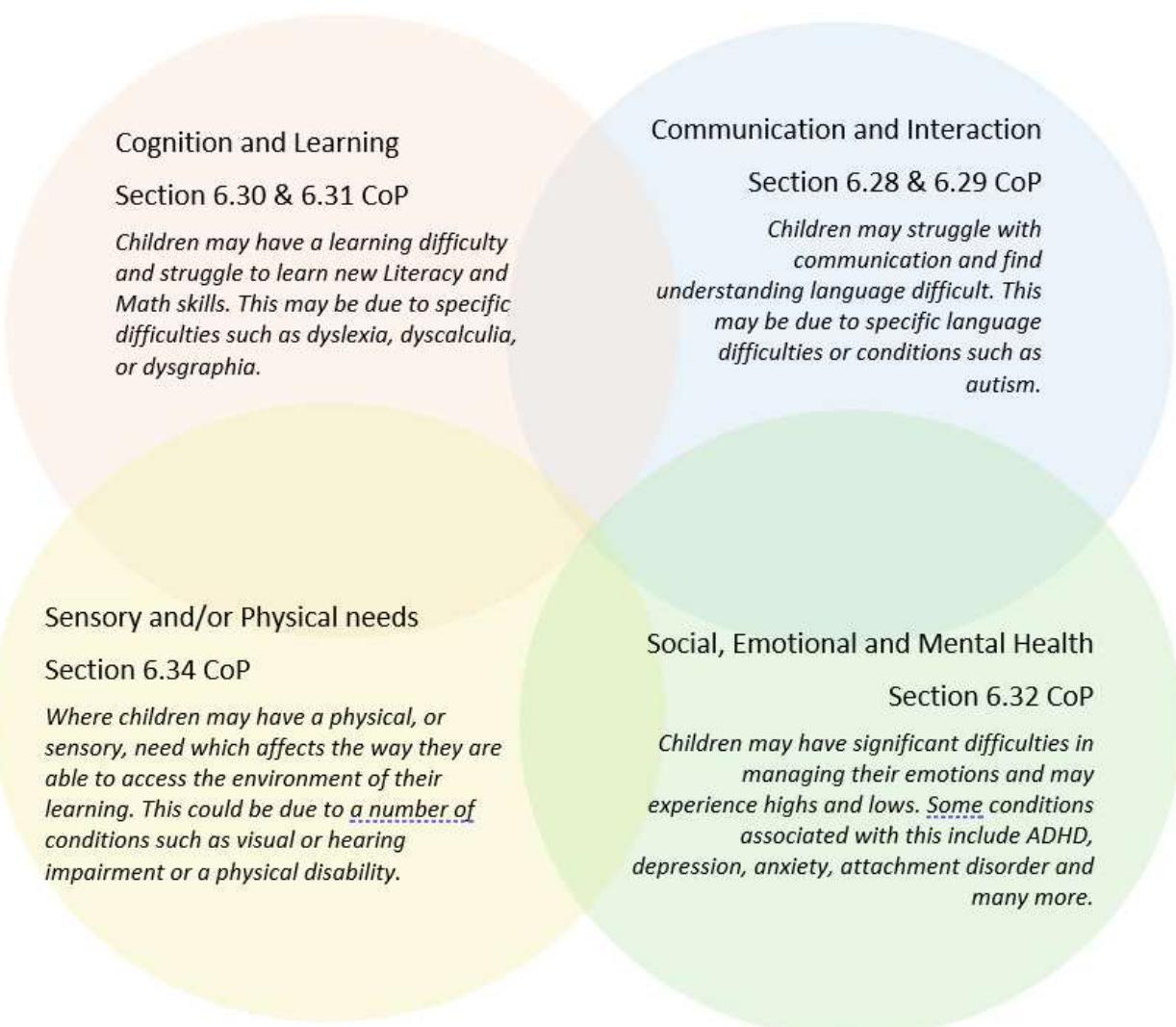
You can find our SEND policy on our website St. Katharine's Knockholt CEPS - Home

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.

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1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)

2. Which staff will support my child, and what are their key responsibilities?



At St Katharine's all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Your child's class teacher will always be your first point of contact for your child but any specific concerns relating to your child's special education needs should be directed to our SENCO.

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Joanne Botley.

Jo has worked as a SENCO since September 2023, but before then worked as a Headteacher for several years. She has worked in Nursery, primary and secondary settings since qualifying as a teacher in 2000. Jo is currently working towards achieving the National Professional Qualification in Special Educational Needs Co-ordination. She is an Advanced Skills Teacher, a trained Senior Mental Health Lead and an expert in trauma-informed practice. She is also in the team of Designated Safeguarding Leads.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. In-house training has included:

- Safeguarding
- Trauma-informed Practice
- Inclusive environments
- Adverse Childhood Experiences
- Mainstream Core Standards
- Meeting the needs of specific children with cystic fibrosis, dysphagia, diabetes & seizures/epilepsy.
- Specialist training on supporting autistic and ADHD learners.
- Language Link
- Nessy

External training courses were also attended by some staff in the following areas in order to support their professional development and to contribute to the development of SEND provision within the school including:

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- Sensory Circuits- to support children with sensory regulation difficulties
- Visual, Hearing and Multi-sensory impairment
- Safeguarding

Planned training for the upcoming year includes:

- Effective adaptation
- Developing our work on inclusive environments in liaison with Community Paediatrics and Specialist Learning and Teaching Service
- Starting Strong: inclusive Early Years Practice
- Mainstream Core Standards

Teaching assistants (TAs)

We currently have 12 teaching assistants (TAs) employed at St. Katharine's, (4 of whom have achieved Higher Level Teaching Assistant (HLTA) status, and 2 with qualified teacher status). All teaching assistants work with individual pupils or a small group of pupils, following a variety of intervention programmes. Not all of these pupils are on the SEN register but each has been identified as needing additional support in specific areas in order to 'catch-up'. Where possible pupils are supported in class, however some pupils with very high levels of need are withdrawn during class time (we try to keep this to a minimum). All teaching assistants receive appropriate training and resources for the interventions they lead and for general school SEND priorities. One TA works closely with children with social and emotional needs and their families. She is currently completing Emotional Literacy Support Assistant (ELSA) training.

External agencies



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 SEND and to support their families. These may include:

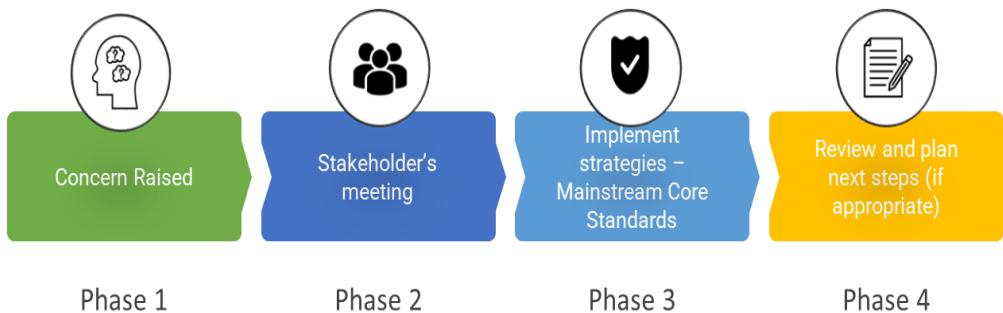
- Behaviour coaches

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- Child and adolescent mental health services (CAMHS)
- Early Help
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- Local Inclusion Team Forum
- NELFT practitioners
- Occupational therapists
- Physiotherapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Attachment Advisor
- Specialist Outreach Services
- Specialist Teacher Service
- Speech and language therapists
- Spurgeons Counselling Service
- Virtual School
- Voluntary sector organisations

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



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Please discuss your concerns firstly with your child's class teacher. You can also email the school SENCO: Jo Botley Senco@knockholt.kent.sch.uk
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

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4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

At St Katharine's teachers continually assess children's attainment, progress and learning needs and have informal meetings with the SENCO to discuss any concerns as they arise. All pupils at St Katharine's have their wellbeing, attainment, progress and learning needs discussed at pupil progress meetings held three times a year, between the SENCO and class teacher. Class teachers complete a well-being screening assessment of children in their class twice a year and KS2 pupils complete a well-being self-assessment. The SENCO & Emotional Literacy Support Assistant draws up an action plan.

Where a wellbeing, development, or learning issue is identified, strategies are put in place to address these and the concerns are recorded on the class provision map. The class teacher looks at their practice to see if small changes can be made in Quality First Teaching to provide extra classroom support. Pupils may require a short-term, small group intervention to help them catch-up. This is normal practice in schools & is not considered to meet the criteria for SEN support. This is the first response of a graduated response model and is recorded on the class provision map. The additional support is planned, carried out & reviewed as part of the 'Assess, Plan, Do, Review' process. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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Where these strategies or short-term interventions are not successful, further assessment is carried out and extra advice is sought. The teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

Pupils requiring long term and significant amounts of support in order for them to access the curriculum and make progress will be placed on our SEN register and receive SEN Support. In collaboration with parents/carers, outcomes to be achieved over the next key stage will be agreed. The provision put in place to support the child and the small step targets they will need to achieve to enable them to progress towards their outcomes is recorded on a provision plan. The provision, targets & progress towards the outcomes is monitored and reviewed regularly (at least 3 times a year). The provision will either continue or new strategies & interventions tried as the next step in the graduated response.

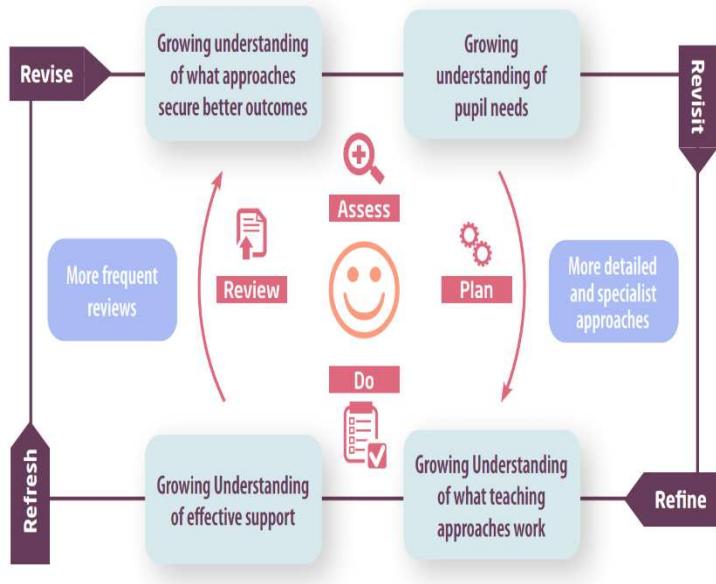
5. How will the school measure my child's progress?

This process begins before the children even start school with the SENCO & receiving teacher contacting pre-school settings to discuss the strengths, difficulties and needs of children who will be transferring to St Katharine's. An additional transfer meeting is held with parents of children with additional needs. Children are invited to attend 3 taster sessions in the term before they start school. The Reception teacher & teaching assistant also visit parents and children in their own homes.

Once in school 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**.

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Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

We will provide regular reviews on your child's progress through parents' evenings, formal meetings and informal conversations. Parents of children with SEND are offered at least 3 review meetings throughout the school year with the class teacher to keep them updated and informed, but are able to meet with the SENCO throughout the year as needs arise. One of these meetings will be held towards the end of the year to plan for transition to the next class. An open-door policy is in place and parents make good use of the easy access to the SENCO.

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These reviews will ensure that we work together to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that parents and carers know their child best. 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 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.

If you have concerns that arise between these meetings, please contact either class teacher or the school SENCO Jo Botley on senco@knockholt.kent.sch.uk

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 individual needs. We recognise that no two pupils 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 for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.



These adaptations may include:

➤ Adapting our approaches, 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 or support staff will support pupils appropriately depending on their presentation of need



➤ Scaffolding lesson materials

Our school accessibility plan can be found here: [download.asp](#)

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We may also provide the following interventions:

- Targeted interventions for phonics, reading, writing, spelling & maths skills from teachers & higher-level teaching assistants under the direction of the class teacher, which address specific needs identified by the class teacher.
- Pre-teaching of key skills/learning before children meet these in the whole class lesson.
- Literacy support programmes such as: Little Wandle phonics rapid catch-up & Little Wandle Phonics SEN, reading comprehension strategies, inferential comprehension.
- Number Stacks- a numeracy support programme for pupils working significantly below their peers.
- Speech & language interventions such as Active Listening for Active Learning, Speech Link, Language Link, PORIC, Language for Thinking, Time to Talk.
- Interventions to support attention, listening & memory skills such as: Memory Magic, barrier games.
- Interventions to support dyslexic learners such as Nessy Reading
- Interventions to learn touch-typing to prepare for alternative methods of recording such as Nessy Fingers.
- Social, emotional, and mental health support such as: social skills groups, emotional literacy support & interventions, social stories, interventions tailored to specific needs of individual pupils including pastoral support programmes, counselling from an outside agency specialist.
- Gross & fine motor control development such as- BEAM, Jump Ahead, Clever Fingers
- Programmes to support sensory processing develop such as Sensory Circuits.

These interventions are part of our contribution to Kent County Council's local offer.

Personalised Support:

- Personalised reading, writing & maths curriculum.
- Personalised task engagement support.
- Personalised social & emotional support tailored to the specific needs of individuals including nurture time, pastoral support plans, risk assessment & behaviour management plans, and integrative support plans for pupils identified with difficulties related to trauma or attachment.
- Personal support for transitions around the school environment.

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- Sensory Circuits personalised by occupational therapist for specific individuals.
- Speech & Language Therapy programmes devised by Speech & Language Therapists.
- Occupational therapy programmes devised by Occupational Therapists
- Physiotherapy programmes devised by Physiotherapists

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 the progress of each child through our cycle of provision mapping meetings and measurement of progress during these meetings
- Reviewing their progress towards their goals on their personal plans at least 3 times each term
- Reviewing the impact of interventions during each cycle of personal plan meetings
- Using pupil questionnaires
- Ongoing monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Working closely with, and seeking the input and guidance of, professionals where appropriate



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise
- Additional adult support through Community of Schools funding

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Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

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

All pupils are encouraged to go on our school trips, including our residential trips. The needs of each child will be assessed and, where appropriate, a risk assessment will be considered and discussed with you as parents. All pupils are encouraged to take part in each event and activity offered by our school.

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



School works closely with prospective parents of children with SEND and also the professionals supporting the child and family. We ensure that the needs of the child are fully understood and

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that provision is in place ahead of the transition. Transitions are flexible, extensive and bespoke to support the needs of the child.

If a child has an EHC Plan, the county contacts the school directly, to discuss and consider the needs of the pupil. Places are allocated by the county ahead of usual school admissions to ensure each child with an EHC plan secures the school best suited to their needs.

Please refer to the school SEN policy for further information and legislation.

Legislation includes:

- Children and Families Act 2014
- SEND Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs coordinators
- Schedule 1 regulation 51 – Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Sept 2021
- The School Information (England) (Amendment) Regulations 2017

13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

At St. Katharine's we aim:

- to provide an excellent education for children of all abilities and backgrounds.
- to provide a safe and positive environment where children can develop the attitudes that will help them to be flexible, open-minded and understanding of others and where they can continue to learn to be responsible for their own actions.

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- to be an integrated part of the village community and to confirm our Church of England status by our strong Christian ethos and active involvement with St Katharine's Church.
- through good communication between Governors, parents and staff to work together in a committed and enthusiastic way where all feel a valued part of the school community.

We believe that...

- children learn **through their natural enthusiasm** and if they are given time. They learn if they can use their senses and they can work with 'real things'.
- children learn **at different rates** and if they are closely matched with what they have been set to do. They learn if they are taught in a well-managed, secure and happy classroom where the atmosphere is calm and purposeful.
- children learn **where they feel a sense of value in what they do**. They also learn if home and school have the same aspirations and where education is seen as a working partnership.

We cherish every child as an individual. Please refer to our accessibility policy for more information: [download.asp](#)

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

We provide support for pupils to progress in their emotional and social development using the same graduated approach. Each child's wellbeing is closely monitored by all staff but especially by our classroom support staff, Miss Hind (our school ELSA) and Mrs Botley, who is also a member of the school senior leadership team. Our staff team works closely to ensure the needs of all pupils are met. Support is delivered in line with our interventions, as listed above, from light-touch small-group support through to professional counselling where appropriate, in line with the graduated response.

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



Sarah Jane Tormey is the designated teacher for looked-after children and previously looked-after children here.

The designated teacher will work with our SENCO to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils 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.

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 pupils with SEND be prepared for a new school year we run enhanced transition programmes including social stories and increased visits to their new classroom.



Between schools

See section 5 above for how we support children starting in Reception.

Where a new child joins the school in another year group, the previous school will be contacted and information gathered to best support the child. If necessary, this starts the process of assess, plan, do, review.

Our year 6 pupils transfer to a variety of schools across the area. All SEND records are sent to the SENCo of the receiving school. We offer an enhanced transition package for our children with SEND, through meetings between school SENCOs, a written transfer report, additional meetings between staff & additional pupil visits with their support assistant. Our ELSA also provides (where required) additional small group transition programmes or personalised individual transition support to help ensure a smooth transition.

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Last year, our year 6 pupils with SEND moved up to Knole Academy, Ravens Wood School, The Trinity School, Tunbridge Wells Grammar School for Boys and Weald of Kent Grammar School for Girls.

In previous years pupils from St Katharine's with SEND have moved on to mainstream provision at Oxted School, St Gregory's Catholic School, Bennett Memorial School Diocesan School, Hill View School for Girls and Sackville School.

In previous years pupils from St Katharine's with SEND have moved on to specialist provision at Moorhouse School & College, The Tydeman Centre at The Malling School, West Heath School and Browns School Bromley.

17. 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, please do take some time to look through Kent's SEND Information Hub, where you will also find information relating to their Local Offer:

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

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation: <https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-yourvoice-and-taking-action/Information-Advice-and-Support-Kent> National charities that offer information and support to families of pupils with SEND are:

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

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

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Concerns about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy, which you can view here: [download.asp](#)

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

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

If you feel that our school 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. Please refer to IAsk or Kent Pact for any further guidance or advice.

19. Supporting documents

- *Equality Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. 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.

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- **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 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 don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support 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 stages