



Special Educational Needs (SEN) Information Report (Furness Academy)

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Policy Owner:	SENDCo
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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.

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

You can find it on our website - <https://www.furnessacademy.co.uk/key-information/policies-financial-reports/>

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 school provide for?

Our school provides for students 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)
	Emotionally based school avoidance (EBSA)
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 Rebecca Noble Gay

Mrs Noble Gay joined Furness Academy as SENDCO in the Autumn Term 2025. She brings extensive experience from a decade of working in a local SEND school, where she served as SENDCO for six years and also held the position of Assistant Headteacher.

As a qualified teacher with QTS and a specialism in SEND, Mrs Noble Gay is currently completing her National Professional Qualification for Special Educational Needs Coordination (NPQSENCO). She holds a position within Furness Academy's Senior Leadership Team, reflecting the strategic importance of SEND provision in our school and building on her previous senior leadership experience.

Mrs Noble Gay is available full-time to lead and manage SEN provision across the academy, with no teaching commitments, ensuring she can dedicate her expertise entirely to supporting our students with SEND and developing our inclusive practice.

Assistant SENDCO

Our Assistant SENDCO is Mrs Deborah Warbrick

Mrs Warbrick is a qualified teacher with 25 years of experience teaching History and continues to teach GCSE History alongside her Assistant SENDCO responsibilities. She has specialised in additional needs provision for over 11 years, bringing valuable classroom expertise to her leadership of SEND support.

Working closely with Mrs Noble Gay, Mrs Warbrick plays a vital role in supporting our families and young people with SEND. She oversees the day-to-day operational management of SEND provision, including leading and supporting our team of teaching assistants to ensure high-quality, consistent support across the academy.

Mrs Warbrick holds Level 7 qualifications as an assessor for access arrangements and is responsible for conducting all relevant assessments to ensure our students receive the appropriate examination access arrangements they are entitled to.

Subject teachers

All of our teachers are responsible for the progress and development of students with SEND in their classes. They receive regular in-house SEN training and updates and are supported by the SENDCO and Assistant SENDCO to effectively meet the needs of students who have special educational needs.

Our teachers work closely with the SEND team to implement appropriate strategies, adaptations and interventions, ensuring that high-quality teaching remains the foundation of our inclusive approach.

Teaching Assistants and Support Staff

We have a dedicated team of 30 teaching assistants, including four Higher-Level Teaching Assistants (HLTAs) who play a key role in delivering high-quality SEN provision across the academy.

Professional Development and Training

All support staff receive comprehensive and ongoing training to ensure they can effectively support our students with SEND. Recent training includes:

External training (September 2025) delivered by Furness Education Consortium (FEC):

- Understanding and supporting young people with anxiety
- Supporting success in secondary Maths

In-house training covering:

- Safeguarding and child protection
- Prevent duty
- Epilepsy awareness and medical updates
- Access arrangements administration (regular refresher training)

Ongoing CPD opportunities:

- All support staff have access to TES online courses, offering a wide range of professional development opportunities
- Bespoke training is available on request to meet individual professional development needs
- We actively support staff pursuing further qualifications, with several team members currently studying at degree level alongside their school roles

This commitment to continuous professional development ensures our teaching assistants have the knowledge, skills and confidence to provide effective support for all our students with SEND.

External agencies and experts

At times, additional expertise is required to ensure our students receive the appropriate support. Where necessary, we work in partnership with a range of external agencies and specialist services to meet the needs of students with SEND and to provide support for their families. These may include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- GPs or Pediatricians
- School Nursing Services
- Child and Adolescent Mental Health Services (CAMHS)

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

If you think your child may have special educational needs or disabilities (SEND), the first person you should contact is the school's SENDCo. You can do this by emailing (rgay@furnessacademy.co.uk) or telephoning the school, or by speaking to your child's form tutor or year team. Any concerns raised will be shared with the SENDCo, who will then contact you to discuss them further.

Once contact has been made, we will:

- Arrange a discussion with you to explore your concerns and gain a clearer understanding of your child's strengths and areas of need
- Work together with you to agree appropriate outcomes for your child and identify next steps
- Record the discussion and agreed actions on your child's school record

If it is agreed that your child requires SEN support, a student passport will be developed outlining areas of need and strategies of support.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

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

All teachers are trained to identify special educational needs and carefully monitor students' academic progress, social development and emotional wellbeing. We regularly review students' progress to identify any concerns, which may include difficulties with reading, writing, numeracy, communication, peer relationships, emotional regulation or other areas of need.

If a student is not making expected progress, the class teachers will first seek to identify any gaps in learning and provide additional support or targeted intervention to address these. Many students who do not have SEND make good progress once these gaps are addressed.

If concerns continue despite this support, the class teacher and year team will discuss the students' needs with the SENDCo. The SENDCo and Assistant SENDCo may then observe the student in class and/or carry out individual assessments to identify strengths and areas of difficulty. They will also consult with teaching staff to review the pupil's progress, attainment and behaviour, and compare this with that of peers and relevant national data.

Parents and carers will be fully involved in this process, and the students' views will also be sought out where appropriate. In some cases, advice from external professionals, such as Speech and Language Therapists, Educational Psychologists or Pediatricians may be requested. This may involve an Early Help Assessment, for which parental consent will always be obtained.

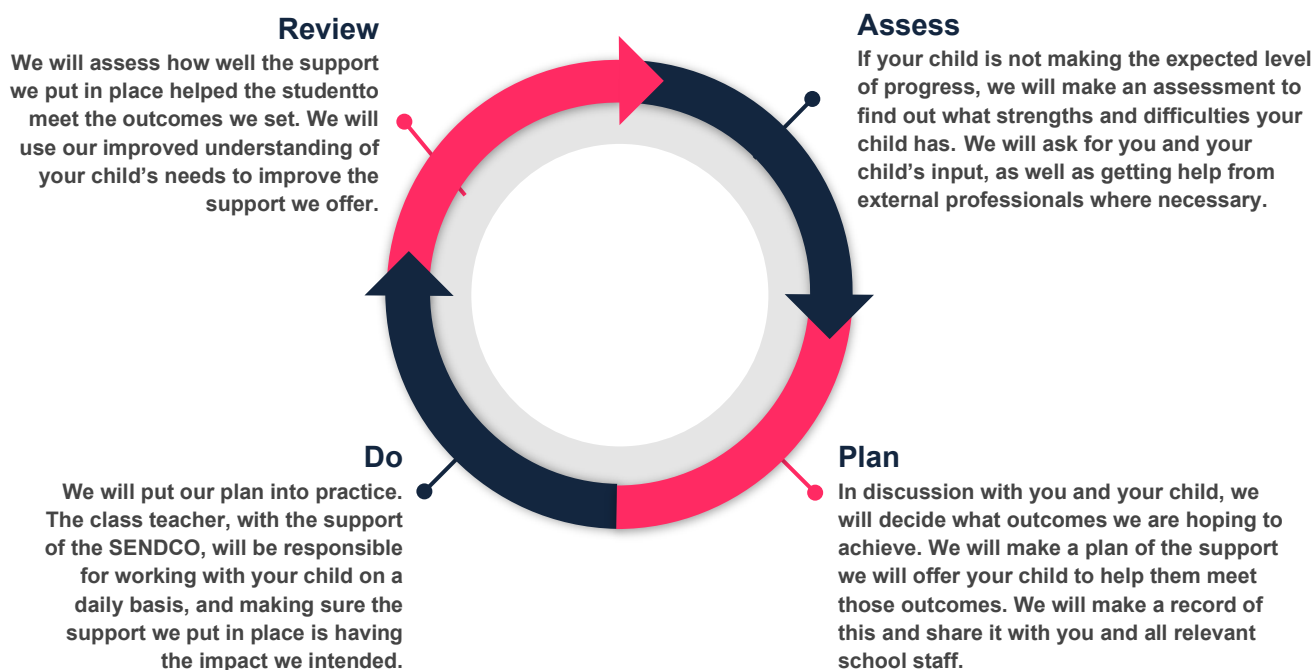
Based on the evidence gathered, the SENDCo will decide whether the student requires SEN support. If SEN support is agreed, and graduated approach followed, the student will be added to the school's SEND register and a Student Passport will be created, to share key information and strategies with teaching and support staff.

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

We will follow the 'graduated approach' to meeting your child's SEN needs.

We use the graduated approach to identify, support and review students' special educational needs. This is a structured, cyclical process that ensures support is carefully planned, regularly reviewed and adapted according to your child's progress.

The graduated approach follows a four-stage cycle: **Assess, Plan, Do, Review**.



Assess

We begin by gaining a clear understanding of your child's strengths, needs and barriers to learning. This assessment may include:

- Teacher observations and assessments
- Progress and attainment data
- Behaviour, attendance and wellbeing information
- The views of parents/carers and the pupil
- Advice from external professionals, where appropriate

This stage helps us identify the precise areas where support is needed.

Plan

Following assessment, the SENDCo, class teacher, parents/carers and, where appropriate, the pupil, agree:

- Specific outcomes for the pupil
- The support and interventions to be put in place
- Any reasonable adjustments required
- How progress will be measured and reviewed

This information is recorded on a Student Passport or SEN Support Plan.

Do

The agreed support is implemented. This may include:

- Targeted interventions
- In-class support and adaptive teaching
- Specialist resources or strategies
- Support from trained support staff or external professionals, where necessary.

The class teacher remains responsible for the pupil's progress and works closely with support staff and the SENDCo.

Review

Progress towards the agreed outcomes is reviewed at regular intervals. This review includes:

- Measuring progress against targets
- Evaluating the effectiveness of the support provided
- Gathering feedback from parents/carers, staff and the pupil

Based on the review, support may be continued, adapted or withdrawn, and new outcomes may be set. The cycle then begins again to ensure ongoing improvement.

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

We will provide termly reports on your child's progress.

You will have the opportunity to attend parents' evenings, where our SENDCO and class teachers are available for you to speak to. Parents are also welcome to arrange additional appointments with our SENDCO or Assistant SENDCO as required. These appointments can be face-to-face, online or by telephone, based upon your preferences.

For students with an Education, Health and Care Plan or who are involved in the Early Help SEND assessment process, we will meet more frequently to:

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

The SENDCO will ordinarily attend these meetings.

We are aware that you have a wealth of knowledge when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. Relevant information will be shared with staff who work with your child.

If you have concerns that arise between these meetings, please contact our SENDCO or your child's year team.

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 students 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, with opportunities to discuss their thoughts in advance of the meeting
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Work with a member of staff to put together a Student Passport, sharing their views and wishes with a trusted adult
- Speak to a Specialist Advisory Teacher to gain more in-depth views, if applicable

8. How will the school adapt its teaching for my child?

Please read in conjunction with our Accessibility Policy, available on our website.

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality, adaptive 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 every year they are at our school.

We will adapt how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include, but are not limited to:

- Adjusting our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 intervention work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support students 1:1 where required or they may be involved in supporting a small number of students within a class

Further detail

We may also provide the following interventions, although this list is not exhaustive and provides some examples only:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
Communication and interaction	Autism spectrum disorder	Visual timetables Social narratives Sensory breaks
	Speech and language difficulties	Speech and language therapy Pre-teaching of vocabulary
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Coloured overlays Appropriate reading materials Reader/scribe Lexonik Immersive reader Spark Reader Sparks Maths Educake

	Moderate learning difficulties	Teaching assistant support Smaller class sizes
	Severe learning difficulties	Teaching assistant support Smaller class sizes Individual/small group withdrawal work
Social, emotional and mental health	ADHD, ADD	Support with managing medication Physical activities/movement breaks
	Adverse childhood experiences and/or mental health issues	Arch provision 1:1 or small group support Incredible 5 point scale Drawing and Talking Therapy
Sensory and/or physical	Hearing impairment	Specialist advisory teacher intervention work Support with managing hearing equipment
	Visual impairment	Accessible resources – enlarged text within booklets Connect 12 magnifier Advice and support from specialist advisory teacher/HLTA Touch typing
	Multi-sensory impairment	Fidgets Wobble cushions Sensory Chews
	Physical impairment	Alternative recording – touch typing Environmental adaptations as per OT advice Physical support from TA Support with changing for PE

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress each term
- Reviewing the impact of interventions
- Using student feedback
- Monitoring by the SENDCo/Assistant SENDCo/Pastoral staff
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Reviewing and updating Student Passports
- Liaising with Teaching Assistants
- Seeking feedback from class teachers
- Discussions with parents and carers.

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

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

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

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

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority via an EHC needs assessment.

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

All of our extra-curricular activities and school visits are open to all students. We actively encourage students with SEND to take part in school trips, including residential visits and trips abroad, as well as the wide range of clubs, sporting activities, performances, musical events and enrichment opportunities available.

Where a student requires additional support to take part, we will work closely with parents and carers to identify and provide appropriate arrangements so that students can be fully included wherever possible. This may include reasonable adjustments or additional support tailored to individual needs.

We are committed to ensuring that students are not excluded from activities because of their special educational needs or disabilities. While there may occasionally be challenges in sourcing additional support outside of the school day, we will always explore all reasonable options and communicate openly with families.

Our aim is for all students to feel welcomed, included and able to access the wider life of the school

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

Student and young people with special educational needs have a wide range of individual needs. All students with SEND who do not have an Education, Health and Care Plan (EHCP) are welcome to apply for a place at

Furness Academy in line with the school's admissions policy. Where a place is available, we will work in partnership with parents and carers to use our best endeavours to put appropriate provision in place to meet the pupil's needs.

Parents and carers of student with an EHCP have the right to request a particular school. The local authority must name the preferred school in the EHCP, unless it is considered:

- unsuitable for the child or young person's age, ability, aptitude or special educational needs, or
- incompatible with the efficient education of other students, or the efficient use of resources.

When a placement at Furness Academy is being considered for a student with an EHCP, the local authority will share a copy of the plan with the school and seek our views before making a final decision. When a placement at Furness Academy is being considered for a young person with an Education, Health and Care Plan (EHCP), we will carefully review the plan to ensure that the provision outlined can be appropriately met within our setting. We will provide feedback to the Local Authority based on how well our provision aligns with the young person's identified needs. This process helps to ensure that any placement offered is suitable and in the best interests of the young person before a final decision is agreed.

In line with statutory guidance, students whose EHCP names Furness Academy will be admitted before other places are allocated.

13. How does the school support students with disabilities?

- Furness Academy is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.
- The facilities we provide include an accessible site and a commitment to making appropriate adjustments to enhance and enable disabled students to utilise all areas of the school, in line with their peers. We liaise regularly with external agencies, including Occupational Therapists and Specialist Advisory Teachers, along with parents and students, to ensure that we are making the best possible adjustments to improve access. We have experience in sourcing and ensuring the use of auxiliary aids and services, including hoists, accessible toileting facilities, height adjustable tables, transmitters and portable video magnifiers. We also ensure that students who require access to services such as physiotherapy or occupational therapy are enabled to do so, using our site where required.
- Our school's Accessibility Plan is available on our website and this is designed, alongside our SEND policy to:
 - Increase the extent to which disabled students can participate in the curriculum
 - Improve the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services we provide.

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

Furness Academy has a strong commitment to supporting the mental health and emotional and social development of all students.

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

Mental Health Support Team

We have access to the Barnardo's Mental Health Support Team, which is run by educational mental health practitioners. Students can access support via small groups or individually, dependent upon the level of need.

Daily Support

Every student has access to a form teacher, who is the first point of contact for all students upon arriving to school. We also provide access to teaching assistants during form time, which can be particularly useful for students with SEN who may need a key adult at the start of the day.

Our year teams liaise closely with the SENDCO to better understand the needs of the students they work with and information is regularly shared.

Specialist Staff

We have a Specialist Support and Wellbeing Coordinator, employed directly by the school, who has a background in CAMHS and social work. She is able to provide targeted support to student and their families.

We fund access to a privately sourced mental health nurse, who offers individual support to students within our setting. High priority is given to students with SEN or emerging SEN and this provision is arranged by the SENDCO.

We have three Higher-Level Teaching Assistants whose focus is social, emotional and mental health. They deliver small group and 1:1 support, and one of our HLTAs has completed ELSA (Emotional Literacy Support Assistant) training.

Wellbeing Promotion

We actively promote wellbeing through:

- Planned and regular form time activities promoting positive wellbeing
- Information in the Student Bulletin for students
- Social media and email communications for parents/carers, recommending free resources and information to support their child at home

Clubs and Activities

Where possible, students with SEN are encouraged to be part of a wide range of clubs and activities to promote teamwork and building friendships. We also provide access to more carefully focused clubs and activities for students who may struggle to take part in larger or more competitive environments. We provide teaching assistant support to enable access to these clubs as required.

The Arch Provision

We have created provision via the Arch in response to increased levels of social, emotional and mental health needs and to support students who are struggling to access mainstream classes. Access to the Arch varies dependent upon student need.

External Partnerships

We source and promote access to external providers who can offer additional support with social, emotional and mental health outside of the school building. This includes:

- Growth Therapy
- Greenacres
- SwitchED
- Jigsaw
- SLW Aspirations
- Growndscic
- Moorfield Learning Hub

These partnerships offer a combination of short-term group activities and longer-term individual intervention.

Anti-Bullying

Furness Academy takes bullying very seriously and we are aware that students with SEN are statistically more likely to experience bullying. We foster a supportive and caring environment. Our website contains information about how bullying is dealt with in our school.

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

Between phases

The SENDCOs and Year 6 teachers of our feeder primary schools meet individually with our SENDCO to discuss the needs of the incoming students during the summer term.

We attend Annual Reviews of students with an EHCP where requested to do so by parents and primary schools.

We arrange meetings/tours with the parents of incoming students to discuss how we can best welcome their child into our community and identify what support they may need.

We arrange visits for students who need this to prepare them for their transition; this is in addition to our formal transition days. We also visit primary schools to observe students in their familiar setting where appropriate.

Onto adulthood

We provide all our students with appropriate advice on paths into work or further education.

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

We provide access to INSPIRA for all students with an EHCP and to those who will require additional support with making choices around their preparation for adulthood.

We ensure that prospective colleges are involved in our Annual Review process and make referrals to adult services where required.

We liaise with post-16 providers to share SEN and access arrangements information.

Where appropriate, referrals to transition social care can be made.

Transition documents are available to all parents and young people with additional needs outlining different future pathways, including those with additional level of support and scaffolding.

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

Rachel Lappin, our Safeguarding Officer will work with Rebecca Noble Gay our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Students 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 students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN Student Passports 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?

Should a parent or carer have a concern about the special provision made for their child, they should in the first instance discuss this with the appropriate teacher. If the matter is not resolved satisfactorily, parents have recourse to the following:

- a. discuss the problem with the SENDCO
- b. discuss the problem with the Headteacher
- c. More serious ongoing concerns should be presented in writing to the SEN Governor, who will inform the Chair of Governors.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN 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.

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 Westmorland and Furness council local offer. Westmorland and Furness council publish information about the local offer on their website:

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0>

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

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

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

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

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

Area of need – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – When teachers adapt how they teach in response to a 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.

ELSA – Emotional Literacy Support Assistant. A trained teaching assistant who provides emotional and social support to students

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 SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

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

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

Outcome – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

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

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

SEN support – special educational provision which meets the needs of students with SEN

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