



Special educational needs (SEN) information report

St Mark and All Saints C of E Primary School

September 2026

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 special educational needs support works in our school.

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

You can find it on our website [Special Educational Needs](#)

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.

This report is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

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

St Mark and All Saints C of E Primary School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to teach learners who may have difficulties with the areas outlined below.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010) and the Children and Families Act 2014 (PART 3 Children and young people in England with Special Educational Needs or Disabilities).

As an Academy in The Good Shepherd Trust, the Trust is the Admission Authority for the school and has agreed a Published Admission Number (PAN) of 210 pupils with the Local Authority (LA). Any child with an Education, Health and Care Plan naming the school will be admitted. The school has a Nursery that can admit 26 children per session in Big Hedgehogs (3- 4 yrs) and 12 per session in Little Hedgehogs (2-3 yrs).

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	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 hyperactivity 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 SENCO

Our SENCO is Jill Mills	
The are allocated 4 a week to manage SEN provision and their SENCO working days are Monday, Tuesday, Wednesday and Friday	
They can be contacted via: Phone: 01483422924 Email: senco@stmarkallsaints.uk Please note that we aim to return calls or emails within 48 hours.	
They are a qualified teacher and achieved Postgraduate qualifications in SEN in Mainstream Classroom, Specific Learning Difficulties, Children with Language Difficulties, Reading Recovery and ELKLAN Speech and Language Support.	

Our SENCO has 20 years' experience in this role and has worked in the Surrey Literacy and Language Support Service and as a Reading Recovery Teacher.

Assistant SENCO

Our assistant SENCO is Georgina George	
They are allocated 2 afternoons a week to support the management of SEN provision and their working days are Wednesday and Friday afternoons	
They can be contacted via: Phone: 01483422924 Email: senco@stmarkallsaints.uk Please note that we aim to return calls or emails within 48 hours.	
They are a qualified teacher and are working towards achieving the National Award in Special Educational Needs Co-ordination. They also have the Nurture UK qualification.	

Class/subject 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.

Teaching assistants (TAs)

We have a team of 15 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 3 teaching assistant/ higher-level teaching assistants (HLTAs) who are trained in the Thrive Approach and can deliver this intervention and 3 members of staff who have taken part in Nurture UK training and work within our Nurture/Alternative provisions.

One of our teaching assistants is our Occupational Therapy Champion. Another is our ND Champion. They both attend training from Surrey CC termly.

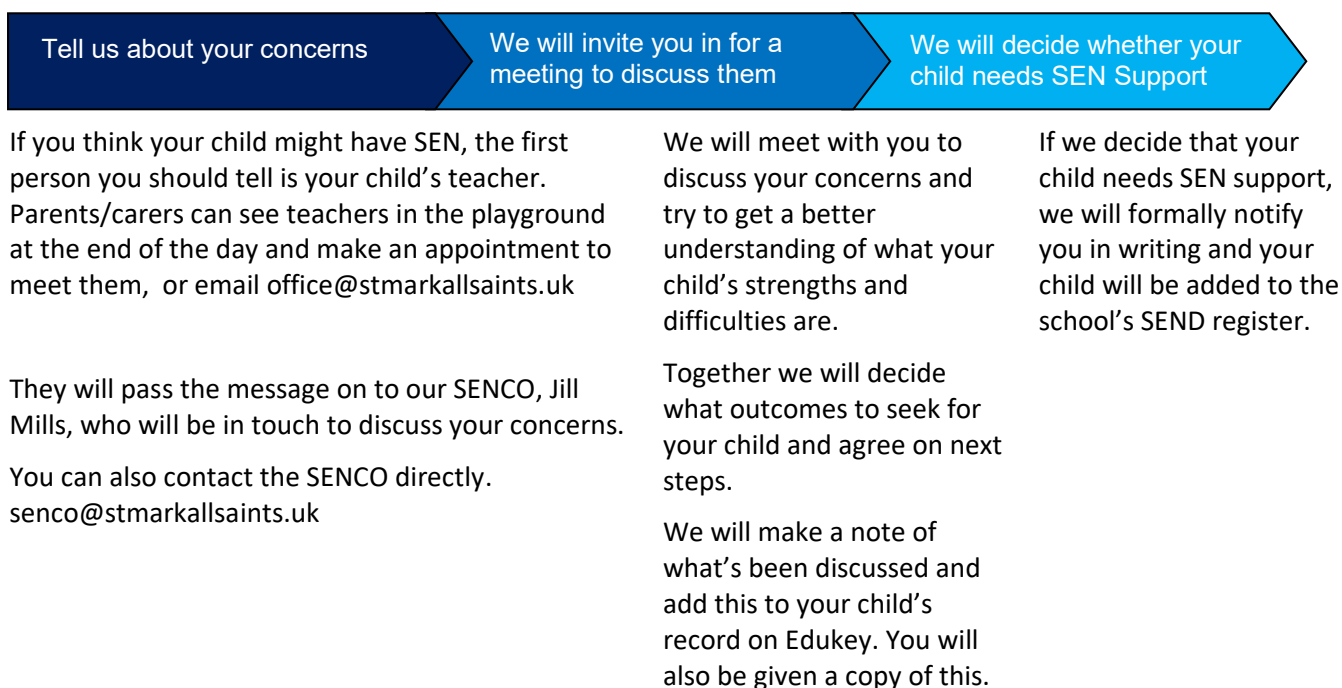
In the last academic year, TAs have had training from the Speech and Language Therapy Service: Receptive Language, Grammar and Colourful Semantics and Playground Training from Freemantles school

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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 nurses
- Child and adolescent mental health services (CAMHS)
- Inclusion officer
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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



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

We track and monitor the progress of all pupils. We liaise with pre-school and previous settings, gather information on entry, and from home visits. Staff are continuously assessing pupil's needs and review their progress termly against start of year baseline data.

All our class teachers are aware of special educational needs and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning and adapt the teaching to close the gap. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground and have discussions with your child's teacher/s, to identify strength and needs and see if there have been any issues with, or changes in, their progress, attainment or behaviour. Together they will consider any barriers to learning through looking at your child's work, observations, assessments and reviewing their progress. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them

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

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. We match support to the specific needs of your child, be it emotional, physical or learning support using adapted activities together with specific interventions. Targets for SEND pupils are set half termly or termly dependent on needs and adapted or extended as required. This is done in conjunction with the class teacher, SENDCO, parents and any external agency involved.

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. Progress is monitored termly for pupils with SEND via individual targets, progress against starting points and assessment

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 school's targets, strategies and provisions will be revisited and refined.

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

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

Your child's class/form teacher will meet you 3 times a year 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 SENCO 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 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 on Edukey which you will be able to see. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher. We have an open-door policy, and families are welcome to speak to the class teacher, Senco, or Headteacher should they have any concerns about their child. Our Thrive/Home School Link Worker provides support to children and their families and can signpost to other agencies.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

We make every effort to make reasonable adjustments where possible to ensure everyone is able to access the school, special facilities, resources or accommodation.

We involve all our learners in all aspects of the curriculum, including activities outside of the classroom. Our whole school approach to inclusion within our school supports all children engaging in activities together.

Your child's teacher/s is/ are 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 (or differentiate) how we teach to suit the way the pupil works best. There is no '1 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:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 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 access to a laptop, visual timetables, larger font, etc.
- Teaching assistants in class to provide additional support to pupils
- Facilities for personal care, toilet facilities for children and adults with disabilities are available
- Home School Link Worker/Thrive room is available for all
- Special diets are catered for
- We value and respect diversity - children who have English as an Additional language are supported through classroom adaptations.
- Provision detailed in Educational, Health and Care Plans (EHCP) is provided

We make every effort to make reasonable adjustments where possible to ensure everyone is able to access the school, special facilities, resources or accommodation. Our Accessibility plan can be viewed here [Policies](#)

We may also provide the following interventions:

AREA OF NEED	CONDITION	
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Comic Strip Conversations Attention Bucket Intensive Interaction Talk About for social skills Social Detective Programme Autism and Me
	Speech and language difficulties	Speech Sound work Language Link Speech and language therapy Colourful Semantics Language for Thinking Language for Behaviour and Emotions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia	Little Wandle Phonics- Keep Up, Catch Up and SEND programmes Precision teaching Checklists/planners Writing slope Adapted pens and ruler
	Moderate learning difficulties	Little Wandle Phonics SNAP Maths Chunk tasks into small steps Pre-teach vocabulary and concepts Writing frames
	Severe learning difficulties	Makaton Poric to develop concepts Little Wandle Phonics SEND programme Personalised curriculum
Social, emotional and mental health	Attention deficit disorder (ADHD)/ ADD	Quiet workstation Chunked tasks Checklists/ planners Sensory tools
	Emotion Regulation Difficulties	Zones of Regulation Thrive Approach Intervention

		Safe Space Special Time Resilience Ball Intervention
Sensory and/or physical	Hearing impairments	Seating at front of class. Advice from Hearing Impaired Service Training for staff on use of equipment Access to quiet space for learning
	Visual impairment	Adapted classroom displays Modifications to lighting/IWB/ glare Seating at front of class Enlarged print Resources and advice from Visual Impaired Service Alternatives to writing
	Sensory Differences	Individual Sensory Profile to identify adjustments needed Sensory circuits and movement breaks
	Multi-sensory impairment	Specialist Advice from Physical and Sensory Service Trained support staff Individualised communication system Speech and Language therapy
	Physical impairment	Accessible Resources Assistive Technology Adjustment for physical access issues

These interventions are part of our contribution to Surrey's local offer (see section 18).

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

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

- Reviewing their progress towards the goals in their SEND Learning Plan each term
- Reviewing the impact of interventions after a term
- Reviewing curriculum assessments and tracking data
- Discussion with staff in termly class pupil progress meetings
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

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

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

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.

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

We involve all our learners in all aspects of the curriculum, including activities outside of the classroom. Our whole school approach to inclusion within our school supports all children engaging in activities together. We ensure that:

- A range of teaching styles and resources are used e.g., oral retelling, visuals, manipulatives.
- All classes have a visual timetable which helps pupils to process the day ahead.
- Pupil's needs are monitored through SEND review meetings, pupil progress meeting and learning walks. We aim to modify provision to meet the needs of our learners.
- Interventions are monitored by class teachers to make sure they are working well
- We make reasonable adjustments so that all children can join in with activities regardless of their needs.
- All pupils are encouraged to take part in all activities such as sports day, school performances, special workshops.
- All pupils are encouraged to go on our school trips, including our residential trip(s). Prior to all class trips we carry out a thorough risk assessment in line with the school's risk assessment policy. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. The risk assessment is shared with all the adults involved with the class trip and parents/carers are consulted and involved in this process. If necessary, extra staff will be provided so that 1:1 support can be given.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

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 they can be included.

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

Admission applications from parents of children who have SEND but do not have an EHCP will be considered on the basis of the school's published admissions criteria as part of normal admissions procedures. Any child with an Education, Health and Care Plan naming St Mark and All Saints C of E Primary will be admitted.

13. How does the school support pupils with disabilities?

Our school offers a differentiated curriculum for all pupils

We use resources tailored to the needs of pupils who require support to access the curriculum
Curriculum resources include examples of people with disabilities

The curriculum is reviewed to make sure it meets the needs of all pupils

The environment is adapted to the needs of pupils and parents/carers as required. This includes:

- Seating
- Ramps
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- Door release buttons sited at wheelchair height for public areas

- Good internal access for wheelchair users

We use visual communication systems within class such as now and next boards, Widget symbols
We use the 'voice to text' feature of Word

The school's accessibility plan can be found on our website. [Policies](#) .
It covers how we

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

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

Our school culture is based on a nurturing ethos and underpins our layered approach to supporting the emotional and mental health needs of our community. Staff are trained in the Thrive Approach, and we hold the Nurture UK Award. Nurture Group staff have training from Nurture UK. Supporting pupils to progress in their social, emotional and mental health needs is a priority for us. We do this through:

- All staff taking responsibility to ensure pupils are safe and secure
- values-based curriculum - our values underpin everything we do and are taught regularly in class and weekly in collective worship.
- Christian distinctiveness - all classes have reflection areas to develop their spiritual well-being, assemblies and close links with the church further explore this.
- Understanding and awareness of British Values
- Pupils are encouraged and supported to manage their emotions appropriately through Emotion Coaching and Trick Box strategies and are taught that they have a choice in how to behave and that all choices (positive and negative) have consequences.
- Understanding that a child's behaviour is a form of communication and recognising when there is a need for additional support.
- Use of programmes and provision such as Trick Box, Talkabout, Zones of Regulation
- Use of the Thrive Approach and Boxall Profile which includes individual assessment of emotional and social development, Whole Class Thrive targets and Thrive Approach Intervention for individual children
- A Medicines policy to ensure pupils are not excluded from school due to long term illness.
- Staff training to support medical needs e.g., Epi-pen/Jext pens, first aid, epilepsy
- A Behaviour policy which includes guidance on expectations, rewards and consequences. We have a 'zero tolerance' approach to bullying. Please see our Behaviour Policy/Anti-bullying policy for further information [Policies](#)
- Teaching Pupils about how to keep themselves safe online.
- Rigorous monitoring of attendance daily and taking necessary action to present prolonged unauthorised absence.
- Pupil Voice which is promoted through the School Council; pupils with SEN are encouraged to be part of the school council.
- Wellbeing Ambassadors; Pupils with SEN are encouraged to be part of this group.
- We run a Surrey Nurture Group for years R to 3
- We run a KS2 Afternoon Forest School Alternative Provision

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

Joining the school

- Early Years staff visit new children entering Nursery and Reception class at home prior to starting school. We may also visit them at their previous setting.
- Children joining the Nursery and Reception are invited to 'stay and play' sessions as part of their induction programme.
- Pupils joining either in Year 3 or in any year group throughout the year, are invited to transition days to spend time with their new teacher and class and familiarise themselves with the school.
- The Early Years Leader/ headteacher and SENDCo will meet with parents to discuss any special needs the child may have.
- The SENDCo liaises with the previous school's SENDCo and may visit the school to observe. Information on the support available to parents and pupils from outside agencies is discussed and how to access it. Class Teachers, SENDCO and HSLW liaise with staff at the new setting to give a clear overview of each pupil, and hand over relevant SEND information.
- Parents, particularly when their child is in Year 5, are welcome to meet with their class teacher or the SENDCo to discuss the next step in their child's educational journey. Guidance and advice is given so parents can take an active part in selecting the best setting for their child.
- Staff may accompany SEND pupils when they visit their new setting as part of our transition process.

Between years

To help pupils with SEN be prepared for a new school year we:

- Hold a pastoral handover meeting in the summer term when the current teacher and the receiving teacher to discuss the pupils' SEND provision, share knowledge and effective strategies, to ensure consistency.
- Provide a Bump Up morning where children spend time with the incoming teacher towards the end of the summer term
- Provide a child booklet about the new class and staff

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO, and Year 6 teachers. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

Visiting a local secondary school for a series of lessons during Year 5

Learning how to get organised independently

Practising listening and behaviour systems of a local secondary school

Talking part in the SMART Moves transition programme

Attending a Trinity Trust Transition workshop

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

Our Designated Teacher for looked-after and previously looked-after children is Caroline Mallett, Headteacher

They can be contacted via:

Phone: 01483 422924

Email: head@stmarkallsaints.uk

Please note that we aim to return calls or emails within 48 hours.



Caroline Mallett will work with Jill Mills, our SENCO, 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.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Complaints about SEN provision in our school should be made to the class teacher in the first instance, if your question cannot be answered you will be directed to speak to the SENCO. If you are not satisfied with the response given at that time you will then be referred to the school's complaints policy, which can be read here [Policies](#).

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 has discriminated against your child because of their SEN, 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.

[Global Mediation](#) is the independent mediation contact for Surrey. It is free of charge and your conversation will be confidential. For more information please visit Surrey's website [here](#).

18. What support is available for me and my family?

If you have questions about SEN, 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 the local authority's local offer. Surrey publishes information about the local offer on their website:

- [Surrey Local Offer website](#)

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

- [SEND Advice Surrey](#)

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

[Surrey Young Carers](#)

[Surrey Branch of National Autistic Society](#)

[Apeer](#) Connecting Autistic girls and women

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

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **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 pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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 children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages