

KIMPTON PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

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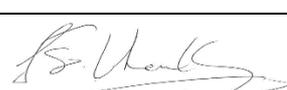
REVIEW RECORD

Name of Policy	
SPECIAL EDUCATIONAL NEEDS POLICY	
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	Date reviewed with staff
Headteacher	January 2018
Governors and Committee Responsible for Review	Date of Review
FGB	January 2018
Date Adoption recorded in Governing Body minutes	Date of Next Review
31 st January 2018	January 2019

RECORD OF AMENDMENTS SINCE LAST REVIEW

Date	Page/Clause Amended	Brief Details of Changes
01.2018	Appendix 2 Page 2 Page 11	Included a section with useful terms to be aware of relating to SEND Updated details relating to the SENDCo Updated weblinks for documents

Signatories

Headteacher:		January 2018
Chair of Governors:		January 2018

This policy complies with the statutory requirement laid out in the Special Education Needs and Disabilities (SEND) Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The Special Educational Needs and Disability Co-ordinator (SENDCo) is Jacquelyn Rumsey.

Jacquelyn Rumsey completed the National Award of SEN Co-ordination in 2011. She is a member of the Senior Leadership Team (SLT). Her contact email address: senco@kimpton.herts.sch.uk

Section 1: Values

At Kimpton Primary School we believe that each child, no matter what their need, should be fully supported in order to achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

We recognise the importance of the child, and the child's parents participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions. We ensure that the views, wishes and feelings of the child and the child's parents are invited, listened to and respected.

At Kimpton Primary School, all teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND who may access support from teaching assistants or specialist staff.

This SEND Policy has been developed by reflecting on the SEND Code of Practice and our current practice in supporting pupils with SEND. This policy takes into account statutory provision, our vision for supporting pupils with SEND and the continued, amended and new processes in place, in order to meet the needs of our pupils with SEND. All parents of children attending Kimpton Primary School were invited to read and comment on this policy. Staff and governors were also invited to make comments, including suggestions for amendments. The final version of this policy is available to read on our school website and a paper copy can be made available on request.

Section 2: Aim and Objective

Aim

At Kimpton Primary School, we endeavour to ensure that **all** of our children with SEND are fully supported in order to meet their individual needs. We have high expectations and aspirations for children with SEND and ensure that they access a broad and balanced curriculum alongside those children who do not have an SEND.

Objective

To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs, to ensure that the potential of all children is raised irrespective of their starting point.

Section 3: Identifying Special Educational Needs and Disabilities

The Special Educational Needs and Disability (SEND) Code of Practice: 0 – 25 (2014) clarifies the identification of a child with SEN:

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

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

Regular assessments of all children by class teachers seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The SEND Code of Practice 2014 refers to four broad areas of special needs;

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory and/or physical**

These four broad areas give an overview of the range of needs that should be planned for (Appendix 1). The purpose of identification is to work out what action needs to be taken, not to fit a pupil into a category.

While these four categories of need broadly identify aspects of primary areas of need for children, at Kimpton Primary School we identify the strengths, barriers and needs of the whole child.

At Kimpton Primary School we also recognise that behavioural difficulties, learning difficulties, communication difficulties and mental health issues do not necessarily mean that a child has SEND. Other events can have an impact on progress, attainment and wellbeing such as bullying, bereavement, housing or family circumstances. We will ensure that careful assessment takes place to identify the cause of the difficulties or lack of progress and appropriate provision made for the child's needs regardless of the cause.

It should also not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as emotional or behavioural difficulties.

Identifying and assessing SEND for children whose first language is not English requires particular care. At Kimpton Primary School, we look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their

understanding of English or if it arises from SEND. Difficulties related solely to limitations in English as an additional language are not SEND.

We have a duty under the **Equality Act 2010** towards individual disabled children. We make **reasonable adjustments**, including the provision of additional aids and services for disabled children, to prevent them being put at a significant disadvantage. These duties are preventive – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. We recognise that a disability is not a Special Educational Need by itself. Reasonable adjustments should be made to support a child's disability needs, so that they can access the curriculum equally to a child without a disability or SEN.

The **Children and Families Act 2014** places a duty for us to make arrangements to support pupils with medical conditions. These arrangements would enable a child to access the curriculum equally to a child without a medical condition. For further information please access the **Supporting Pupils with Medical Conditions** policy.

Section 4:

A graduated approach to SEND support Management of pupils on the SEND register Monitoring and Evaluation of SEND provision

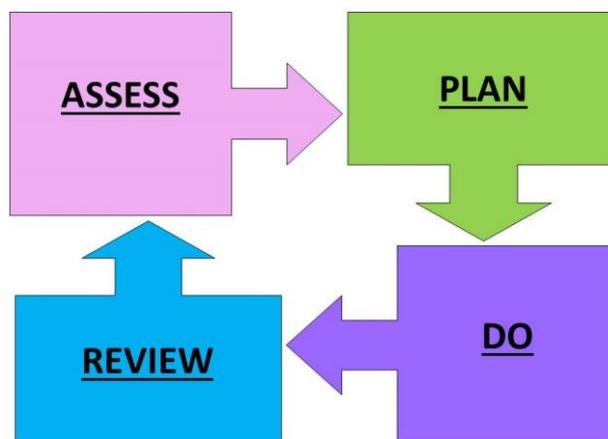
At Kimpton Primary School, a graduated approach of assessment, planning, implementation and review is continuous and essential in teaching all children. Where SEND has been identified, this approach becomes even more personalised to ensure that there is an individualised assessment of a child's needs.

Before children are identified with SEND, the following procedures occur;

- Class teachers **assess** each pupil's current skills and levels of attainment on entry and termly thereafter, including where pupils access support from teaching assistants or specialist staff.
- Teachers complete **Class Provision Maps** at the beginning of each term which identify and evaluate any provision/interventions that are taking place, additional to and different from the differentiated curriculum. Provision maps are to be reviewed and updated at the beginning of each term and given to the SENDCo.
- The SENDCo **monitors** and **evaluates** the provision maps, therefore monitoring and evaluating the provision made for children, to check that interventions are matched to the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. The SENDCo can identify patterns of need and potential areas of development for teaching staff. It can help us to develop the use of interventions that are effective and to remove those that are less so.
- Teachers deliver **high quality teaching** and differentiated lessons to meet the needs of all individuals.
- The Senior Leadership Team (SLT) reviews the quality of teaching regularly, identifying pupils at risk of underachievement. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The SLT/SENDCo improve teachers' understanding of strategies to identify and support vulnerable pupils. This may be done through termly monitoring and staff training.
- Progress meetings are held termly with SLT to identify any pupils making limited progress or showing a cause for concern.
- The SENDCo seeks pupil, staff and parent views at appropriate times, particularly when considering changes to procedures and provision.

- The SENDCo ensures that all classrooms are 'inclusion friendly' by conducting an annual classroom learning walk and giving feedback to individual teachers in how they should enhance their environment.

When identifying whether or not a pupil has an SEND, a four-part cycle begins to take place.



Assess:

Where teachers are concerned that a child needs SEND support, teachers complete an Initial Concerns Checklist which collates information. This checklist is then shared and discussed with the SENDCo to consider a place on the SEND register. The class teacher will carry out a clear analysis of the pupil's needs using some of the following sources of information;

- The class teacher's assessment and experience of the pupil.
- The child's progress, attainment and behaviour.
- The child's individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The child's own views.
- Assessment tools and tests, some specific to SEND;
 - Standardised tests.
 - Criterion-referenced assessments and checklists.
 - Profiling tools, for example for behaviour and speech, language and communication needs.
 - Screening assessments.
- Advice from external support services.

These services are usually involved where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The SENDCo is responsible for arranging this additional support, therefore this would usually be arranged after the **Initial Concerns Checklist** is discussed with the SENDCo. Typically, if intervention is required from external services, it is likely that a child has SEND, however this is not always the case. These services can be involved to assess and provide general advice, where we are uncertain about whether a child should be identified as having SEND. These are some commonly used services that Kimpton Primary School uses;

- Windermere Specific Learning Difficulties (SpLD) base. This outreach service provides us with a specialist teacher who visits us to discuss or work with pupils who have or may have specific learning difficulties in English or Maths e.g. Dyslexia, Dyscalculia. The specialist teacher also provides staff training. (Please note that the role of the SPLD base is under review and their remit may change)

- Hertfordshire Educational Psychology Team. This service provides us with a link **Educational Psychologist (EP)** who visits us to apply psychological based approaches to assess and intervene to enhance the learning, emotional health and well being of children. The link EP can also provide staff training, contribute advice for Education, Health and Care Plans and provide support for critical incidents such as the serious injury or death of a child, member of staff or parent.
- Children's Speech and Language Therapy Service. We have a link NHS **Speech and Language Therapist (SLT)** who visits us to provide one-to-one therapy for children who have been referred successfully. The link SLT can also provide staff training. They are often supported by an assistant whom may also work with the child, school and communicate with the lead therapist.
- **Links AP Academy.** The Outreach Team will visit us to provide intervention for children whose behaviour is causing concern.
- **Child and Adolescent Mental Health Services (CAMHS).** They are specialist NHS Services who can offer assessment and treatment when children have emotional, behavioural or mental health difficulties. We can make referrals for children to have support from these services.
- **Child Development Centres (CDCs).** These provide assessment and treatment for children whose development might be delayed.
- **Family Support workers** These provide support in the home and at school with children and families with a range of needs.

Plan

Where it is decided that a child has SEND and therefore needs SEND support, parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The child will then be put on to our SEND register.

The class teacher must arrange to meet the parent(s) at least once per term (usually around parent consultations) to discuss and agree adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. The child should attend the meetings but if this cannot happen, views of the child should be collated beforehand. This will include their view of their learning, behaviours, strengths and barriers as seen by them, selves. They will also look at helping to set targets for themselves. The SENDCo may attend meetings to support the class teacher and parents in agreeing SEND support and expected outcomes. Notes from the discussion will be recorded on to an SEND Support Plan by the class teacher and a copy of these notes will be given to the parent(s), staff working with the pupil as well as a copy kept for the pupil's paper and electronic SEND file.

Do

The class teacher remains responsible for working with a child with SEN on a daily basis. Where interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. Class teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at least once per term, in a meeting between the class teacher, parents and possibly the child and SENDCo; the same meeting is where new outcomes and support are set.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This should feed back into the ongoing analysis and assessment of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress

and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Notes of the review will be recorded on the previous SEND Support Plan and new outcomes and SEND support set will be made on a new SEND Support Plan. Copies will be given to parent(s), staff working with the child as well a copy kept for the pupil's paper and electronic SEN file.

Where the child has not made expected progress, despite relevant and purposeful action taken to identify, assess and meet the special educational needs of the child, we would consider requesting an **Education, Health and Care (EHC)** needs assessment.

Where a child has an Education, Health and Care Plan or statement, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask us to convene and hold the annual review meeting on its behalf.

Section 5: The SEND register

There is now a single category of support, **SEND support**. If a child is on our SEND register, they will be receiving SEND support within our school that is additional or different to support usually available to children of the same age. It is also possible that they are receiving intervention from outreach or external specialist services. A child on the SEND register will have an SEND Support Plan in place, discussed and agreed in collaboration with the class teacher, SENDCo and parent(s). Each plan will be reviewed and renewed once a term.

In addition to SEND support plans, additional and different provision that Kimpton Primary School offers is recorded on provision maps.

All children on the SEND register will be closely monitored. If it is found that children have progressed to a point where quality first teaching will meet their needs and an intervention is no longer required, they will be taken off the SEND register in consultation with parents, the class teacher and SENDCo. They will however, continue to be monitored closely to ensure that is in the best interest of the child.

Section 6: Supporting pupils and families

At all stages of the special needs process, the school keeps parents fully informed and involved. We have regular meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

Partnership with parents

Partnership with parents plays a key role in enabling children with special educational needs and disabilities achieve their full potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

Local Offer

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. The Hertfordshire local offer can be found at:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

SEN information Report

Schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. Our SEND information report can be found at:

<http://www.kimpton.herts.sch.uk/parents/policies>

Admissions

No child will be refused admission on the grounds of his or her Special Educational Needs. However, each child will be required to meet the criteria as laid down in the Hertfordshire County Council's admission arrangements which can be found at:

<http://www.hertsdirect.org/services/edlearn/admissions/links/admissionrules/>

Access Arrangements:

It may be necessary that those children with additional needs require help during tests/assessments. This help is defined in the guidance from the Department for Education board at:

<https://ncatools.education.gov.uk/Access-Arrangements/Home.aspx>

Further support links for parents and carers:

Special educational needs and disabilities: a guide for parents and carers:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_education_al_needs_and_disabilites_guide_for_parents_and_carers.pdf

SEND changes: letter for parents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348842/Parents_letter_Aug_2014_final.pdf

SEND reform: letter for parents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301837/SEND_reforms_-_letter_for_parents.pdf

Transitions

Transition is carefully managed from class to class and between key stages, for example, Reception to Year 1, Year 2 to Year 3 and Year 6 to another school (Secondary). During the Summer term, classes move up to their new teacher and classroom for an afternoon, while Year 6 are visiting their new Secondary school for the day. Nursery meet their new teacher during another morning. The children get to know their teacher a little better and settle into their new classroom. They also get to know the teaching assistants that will be with them. In addition, teachers and teaching assistants have the opportunity to 'handover' information about their current class to the next teacher and teaching assistant as well as receive information about their upcoming class. Information regarding children with SEND is passed on in the same way and sometimes parents meet with the previous teacher and new teacher to ensure a smooth transition, shared understanding and continuous support. In Year 6, SEND files are forwarded to the new Secondary Schools and sometimes meetings occur to again, ensure a smooth transition and continuous support. In some cases additional transition work is put in place in the Summer term to support smooth transitions.

Section 7: Supporting pupils at school with medical conditions

Kimpton Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the **Equality Act 2010**.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Our policy 'Supporting Pupils with Medical Conditions' is available to read on request. The policy has been written in line with new recent guidance published by the Department for Education (DfE) which can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Section 8: Training and Resources

The sole source of funding for SEND is from the Local Authority.

We have an amount identified within our overall budget, called the **national SEN budget**. An allocation is received based on a national funding formula.

The training needs of staff are identified through performance appraisal meetings. Based on the experience of staff and the cohort of children that they work with, decisions as to whether training is needed, are made in consultation with appraisers, the headteacher and SENDCo.

INSET is provided on SEND for staff where appropriate, and this is usually decided during SLT meetings when formulating the School Development Plan and staff meetings for the year ahead. Whole school training needs may depend on current needs of children with SEN and the training made available to us by the services that we use.

The SENDCo regularly attends the Local Authority's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Section 9: Roles and Responsibilities

The head teacher, is the Designated Senior Person (DSP) for Child Protection.

The deputy head teacher, is responsible for managing pupil premium and looked after children funding.

The SENDCo is responsible for ensuring that the school meets the medical needs of pupils.

The **head teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND.
- keeping the governing body informed of SEND issues.
- working closely with the SEND personnel within the school.
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.
- promote ongoing professional development for all staff in the area of SEND.

The **governing body** will ensure that:

- all pupils needs are met and that no minority needs are overlooked.
- SEND provision is an integral part of the school improvement/development plan.
- the necessary provision is made for any pupils with SEND.
- all staff are aware of the need to identify and provide for pupils with SEND.
- pupils with SEND will have the opportunity to join in school activities including extended services and that reasonable adjustments will be made in order to ensure inclusion.
- they report to parents on the implementation of the school's SEND policy
- parents are actively encouraged to be involved in the special educational provision for their child.

- they are fully informed about SEND issues, so that they can play a major part in school self – review.
- they oversee the staffing and funding arrangements, and the school’s work for pupils with SEND.
- the quality of SEND provision is regularly monitored.
- they, and the school as a whole, are involved in the development and monitoring of this policy.
- all policies are consistent with the aims of the special educational needs and disabilities policy.
- a governor is appointed specifically for the area of SEND.

The role of the **SEND Governor** is to:

- keep informed about developments in the area of special educational needs.
- develop and maintain an awareness of special educational provision in the school on behalf of the governing body
- understand how the responsibilities for SEND provision are shared within the school
- be familiar with the SEND policy and involved in its review and development
- meet the SENDCo on a termly basis to gain information about the provision for pupils with special educational needs and the implementation of the SEND policy
- report regularly to the full governing body on the implementation of the school’s SEN policy and issues pertaining to SEND

The **Special Educational Needs and Disability Co-ordinator** (SENDCo) is responsible for:

- determining the strategic development of SEND policy and provision in the school, with the headteacher and governing body.
- overseeing the day-to-day operation of this policy.
- ensuring that an agreed, consistent approach is adopted.
- liaising with and advising other staff.
- helping staff to identify pupils with SEND.
- carrying out detailed assessments and observations of pupils with specific learning needs.
- co-ordinating the provision for pupils with SEND.
- supporting class teachers in devising strategies, drawing up SEND Support Plans and Provision Maps, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom.
- in conjunction with the class teacher, liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- maintaining the school’s SEND register and records.
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information in order to recognise when intervention is required.
- managing and guiding learning support staff and teaching assistants in relation to their specific role with specific children or groups.
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils.
- ensuring that professional development needs of staff are met.
- liaising with the SENDCo in receiving schools/ and or other primary schools to help provide a smooth transition from one school to the other.
- taking part in SEND moderation as appropriate.
- informing the head teacher of any specific issues relating to SEND within the school.

Class teachers are responsible for:

- day-to-day identification of children with SEND.
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.

- with the support of the SENDCo, devising SEND Support Plans to meet pupils specific needs and review their effectiveness.
- liaise with the SENDCo as appropriate.
- keeping informed of the school's policy and procedures for identification, monitoring and supporting pupils with SEND.
- maintaining a dialogue with parents to ensure partnership in developing provision for pupils with SEND.
- ensuring their own ongoing professional development in areas of SEND.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- be involved in the procedures for SEND within the school.
- be involved in meetings for individual children to address their specific needs as appropriate.
- use the school's procedures for giving feedback to teachers about pupils responses to tasks and strategies in relation to their specific needs.
- ensure ongoing professional development in areas of SEND.

Section 10: Storing and Managing Information

Documents and information regarding children with SEND are kept securely in separate SEND pupil files as paper copies. In addition, they are also kept electronically within SEND pupil files on Kimpton Primary School's secure computer storage system. Information and documents related to the SEND of children are shared with relevant staff only. When a pupil with SEND in Year 6 moves school, their paper file is transferred to their new school. The school that the child transfers to is then responsible for the pupil's records.

Section 11: Reviewing the policy

This SEND policy will be reviewed annually in line with the SEND Code of Practice (2014).

Section 12: Dealing with complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied, should ask to speak to the SENDCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy which is available on request.

Section 13: Bullying

The school's Anti-Bullying policy below highlights the steps taken to minimise the risk of bullying and how we deal with bullying when it happens.

<http://www.kimpton.herts.sch.uk/parents/policies>

The document below highlights legal duties and guidance related to learners with SEN and disabilities.

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability/local-offer-and-bullying>

APPENDIX 1

Broad areas of need as outlined in **Special educational needs and disability code of practice: 0-25 years**

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 (in the Special educational needs and disability code of practice:0-25) for a link.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These

difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

Appendix 2

Useful terms relating to SEND

	Annual Review	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
ADHD/ ADD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	<p>ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.</p> <p>Children with ADD/ADHD may be:</p> <ul style="list-style-type: none"> • Inattentive, hyperactive, and impulsive (the most common form) • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
	Assessment	<p>This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.</p> <p>A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.</p>
	Asperger Syndrome	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.

ASD	Autistic Spectrum Disorder	<p>Autistic spectrum disorders are characterised by difficulties interacting and communicating.</p> <p>The characteristics of autism can be described as the 'triad of impairment':</p> <p>Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change. The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
	Code of Practice	<p>The SEND Code of Practice 0-25 gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.</p> <p>The Code can be accessed: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p>
	Differentiation	<p>Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.</p>
	Differentiated Curriculum	<p>A curriculum that is specially adapted to meet the special educational needs of individual children.</p>
	Dyscalculia	<p>Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.</p>
	Dysgraphia	<p>Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).</p>
	Dyslexia	<p>Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below</p>

	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25.

EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
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	Exam/Assessment Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams/assessments. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.
HI	Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
	Inclusion/INCO	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability or are vulnerable in some way. This may include children being in receipt of Pupil Premium funding, children looked after, services children or those that are experiencing difficulties in some way. An INCO refers to the inclusion coordinator within the school. The INCO helps to identify, support, collate and disseminate information about these vulnerable groups and tracks their progress so that they do not fall behind their peers academically.

LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	Learning Mentors	Learning Mentors work with school pupils to help them address barriers to learning and improve achievement.
LA	Local Authority	Each council has an LA. The LA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	National Curriculum Inclusion Statement	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
	Personalised Learning	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability.
	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.

PD	Physical Difficulty	<p>There is a wide range of physical disabilities. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs.</p> <p>There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy.</p> <p>Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.</p>
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	Physiotherapists	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	Responsible Person	The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
SENDCO	Special Educational Needs and Disabilities Co-Ordinator	A Special Educational Needs and Disabilities Co-ordinator or SENDCO is a teacher who has the responsibility for overseeing the day-to-day SEND provision within his or her school. The SENDCO and your child's teacher/s should work together to plan how his/her needs should be met.
SEN	Special Educational Needs	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
SEN	Special Educational Needs	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age.

	Special Educational Needs (SEN) Code of Practice	See 'Code of Practice' above.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.

TAs	Teaching Assistants	Almost all schools now employ Teaching Assistants to support whole classes, small groups or individual pupils. TAs are placed to meet the learning needs of the children.
	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
VI	Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.