



COCKERNHOE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

July 2017

Introduction

This document has been reviewed during the academic year 2016 – 2017 by the Special Needs and Disabilities coordinator (SENDCo)/ Headteacher and the governor responsible for Special Needs and Disabilities (SEND), in consultation with the teaching staff and governors.

Philosophy

- We believe that every child admitted to this school has the right to the best possible education to enable him/her to meet his/her potential, in accordance with the Local Authority's admissions policy and has the right to feel safe and happy within the school environment.
- We believe that the school's values embrace inclusion, and that its practice promotes it. We are a school in which the teaching and learning, achievements, attitudes and well being of every young person matter.
- We believe that every child has the capability of learning and making progress, and that every child is entitled to experience success.
- Children will enter school with different needs, at different levels of ability, and with different pre-school experiences. We aim to ensure that the opportunities for learning offered in this school take these differences into account, and acknowledge equal opportunities for all children regardless of gender, race, creed and class. Under the **Special educational needs and disability code of practice:0-25 years**
- We acknowledge the importance of high levels of self-esteem in the children, and high expectations of staff in all areas of the curriculum, in behaviour, in work and in attitudes. All children should experience the positive aspects of learning, of social and emotional development, of moral and spiritual growth.
- We believe that all pupils should always strive to be independent learners, able to organise and evaluate their own learning and manage their time effectively.

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The **Special educational**

needs and disability code of practice: 0-25 years describes a learning difficulty as someone that 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 in mainstream schools’

Definition of Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

For children of two or over, educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in this school which is maintained by the Local Authority (LA).

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

The school will use its best endeavours to ensure that teachers in the school:-

- are able to identify and provide for those pupils who have special educational needs and disabilities
- allow pupils with special educational needs and disabilities to join in the activities of the school together with pupils who do not have special educational needs or disabilities, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the **Special educational needs and disability code of practice:0-25 years** when carrying out its duties toward all pupils with special educational needs and disabilities and ensure that parents are notified of a decision by the school that special educational needs provision is being made for their child.

Working with Parents

Partnership with parents plays a key role in enabling children and young people with special educational needs and disabilities to achieve their potential. The school recognises 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 of

children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education. In the event of any disagreement between parents and the school, the complaint will be referred to the governing body that has an established complaints procedure.

Involvement of Pupils

Children with SEND have a right to be involved in making decisions and exercising choices. The degree of participation should reflect a child's evolving maturity, but all children should be given the opportunity to make choices and understand that their views matter.

Pupils should:

- play an active part in assessing and developing agreed targets
- understand the aims of intervention and their contribution to it
- be consulted about any individual support provided
- have their views sought and recorded in all reviews
- become progressively more involved in setting and evaluating targets.

Identification, Assessment and Provision

Class teachers, supported by the senior leadership team will make regular assessments, though half termly pupil progress meetings, of progress for **all** pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

Slow progress and low attainment does not automatically mean that a child has SEN. The first response to children where this is the case should be high quality teaching targeted at the areas of weakness. Where progress continues to be less than expected the class teacher and SENCo should assess whether the child has SEN. Evidence will be gathered, including the views of the child and parent, and extra teaching and suitable interventions will be designed to secure better progress.

In the same way, persistent disruptive or withdrawn behaviours do not automatically mean that a child has SEN. Where there are concerns, the school will assess any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

There are four areas of SEN outlined in the **Special educational needs and disability code of practice:0-25 years (Appendix 1)**:

- Communication and Interaction
- Cognition and Learning
- Behaviour, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not fit children into a category. The school will seek to make a detailed assessment of all needs, not simply the primary need. As the Code of Practice states; *'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility, requiring a whole-school response.'* In response to this the school

will make provision to address all needs using well evidenced interventions and where necessary specialist equipment or software.

Assess, Plan, Do, Review

The work of the school is a continuous cycle of assessing, planning, teaching and reviewing.

Assessment will involve:

- Clear analysis of the pupils' needs, including strengths and barriers to learning
- All children will be plotted on a class provision map (Appendix 1) and individual targets/outcomes will be set where necessary
- Views and experience of parents are gathered
- Pupils' own views are gathered
- Outside agencies support is used (where relevant)
- Regular reviews of the assessment and any interventions put in place

Planning will involve:

- Where it is decided to provide a pupil with SEN support the parent will be formally notified, although parents should have already been involved in forming the assessment of needs during the assessment stage
- An individual provision map will be created with targets
- Pupil adjustments, interventions and support is agreed and outlined on the provision map
- Expected impact and progress will be discussed, targets will be set
- A clear date of review is agreed
- All staff that work with the child will be notified of their need, agreed outcomes and support that is to be provided

Teaching will involve:

- The class teacher remains responsible for any interventions that take place involving small groups or 1:1 support outside of the classroom
- Teaching Assistants and Class teachers will regularly plan, and assess the impact of the intervention and how they link to classroom teaching
- The SENCo will support in further assessment of strengths and difficulties and advising on the effective implementation of support

Reviewing will involve:

- The interventions put in place will be reviewed in line with the agreed date
- The impact will be evaluated along with the views of the pupil and parent

- Changes will be made as necessary based upon the class teacher, SENCO, Parent and child's discussion
- Where a child continues to make less than expected progress, despite evidence based support and interventions the school will consider involving specialists

Where specialist involvement becomes necessary, what is discussed and agreed is shared with parents and teaching staff. The types of services that may become involved with children with SEN/D can be found in the Local Authorities Local Offer.

Provision

All children that are working below age related expectations, including those with SEN/D will appear on the class provision map. Children that are identified as having SEN/D will have an Education Support Plan that will highlight their personal targets based on their individual needs.

The Education Support Plan will be shared with parents regularly and will outline clear outcomes, the responsibility of the school, parent and child, the review date and progress made towards achieving the targets/outcomes. Wherever possible targets will be set and discussed with the child. Targets will be shared with parents and adapted as necessary alongside the teacher and in some cases the SENCo.

Reviews of the provision will be carried out a minimum of three times a year and will be led by the class teacher, supported by the SENCo. These meetings allow time for parents to express any concerns they may have as well as include the views of the child.

Early Identification

The school understands that early identification of need, involving understanding the barriers to learning and having high aspirations for every child is key. On entry to Nursery each child is assessed through observations of play using the Hertfordshire Early Years Outcomes. These are used alongside parent and carer views shared during discussions at home visits and further communication throughout the year. These will be used in order to ensure that they build upon the pattern of learning and experience that is individual to them. If the child already has an identified special educational need, the school will work with any agencies involved and make suitable transition arrangements where necessary.

Children with English as an Additional Language (EAL)

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used, or arise from special educational needs. We will incorporate advice from external agencies, as required.

In order to help children who have special educational needs and disabilities, the school adopts a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to advise on the difficulties that a child

may be experiencing. The school records the steps taken to meet the needs of individual children. The SENCo will have responsibility for ensuring that provision maps, targets and a record of the SEN/D of children across the school are available to those who require them and that they are kept in a secure place. If the school requests an Education, Health and Care needs assessment (EHC) the Local Authority (LA) will be provided with a record of work carried out with the child, including the arrangements the school has already made to meet their needs.

Transition

The school recognises the importance of transition to those children with SEN/D. Planning and preparation for the transitions between phases of education as well as transitions throughout the day and from class to class are implemented in order to prepare them for adult life from the earliest point. Social skills groups, children's passports and regular updates amongst staff ensure that children are encouraged to develop independence and life skills.

Monitoring Children's Progress

The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. This will take into consideration evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers will make regular assessments of progress for all pupils. Termly pupil progress meetings will be used 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
- includes 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.

When a child is identified as making less than expected progress, and there are concerns by the school and or parent that the child has SEN/D the SEN/DCo will hold a meeting to discuss the strengths and barriers to learning that have been identified, A written record of the meeting will be given to the parent along with the SEN/D support that will has been discussed. The child will then be added to the schools inclusion register as having SEN Support (Noted with the initial K on school systems).

SEN Support : Individual Targets/Provision Mapping

SEN support will take the form of the four-part cycle, mentioned above. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child. At Cockernhoe School the strategies employed to enable the child to progress will be recorded on a provision map. In some cases children will also have Individual targets (Appendix 2). These will seek to identify;

- strengths
- the short term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the targets are reviewed).

The provision map and individual targets will only record that which is additional to, or different from, the *differentiated curriculum* and will focus upon individual targets that match the child's needs and have been discussed with the child and the parents alongside the class teacher. Individual targets will be reviewed as necessary (a minimum of three times a year) and parents' views on their child's progress will be sought. The child will be central to the review process and be involved in setting the targets.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may contact them if the parents agree. The SENCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The Class teacher will also take responsibility for planning and informing TAs. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

A child being added to the SEN Support register will do so after discussion between the child (where appropriate), parent, class teacher, SENCo and other professionals involved with the support. This will replace early Years/School Action and Early Years/School Action +.

Parent/School request for an Education, Health and Care (EHC) needs assessment

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an EHC needs assessment. To inform its decision about whether an EHC needs assessment is necessary, the local authority will expect to see evidence of the action taken by the school as part of SEN support.

This information may include:

- Information about the nature, extent and context of the child or young person's SEN
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided views of the parents and of the child
- Evidence of the action already being taken by the school to meet the child or young person's SEN
- Individual provision maps/targets for the pupil
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and support over and above that which is usually provided
- Records of regular reviews and their outcomes
- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- The pupil's health including the child's medical history where relevant
- National Curriculum attainment in English and Mathematics
- Educational and other assessments for example from advisory specialist support services or an Educational Psychologist
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, involvement of other professionals such as health, social services or education welfare service

The LA will contact the school if the process is to continue or not. If it decides that an assessment will not take place they will inform the parents about their right to appeal and the time limit for doing so, of the requirement for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services.

The EHC replaces Statements and a programme of conversion will take place from September 2014-April 2018.

The role of the SENCo

The SENCo must be a qualified teacher working at the school. A newly appointed SENCo must be a qualified teacher and, where they have not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

The key responsibilities of the SENCo may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN

- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Policy Review

This policy will be reviewed as part of the school's policy cycle or when there is a change of Subject Leadership or following an agreed change to practice. This will be done by the Special Educational Needs Co-Ordinator in consultation with the Head Teacher, staff, governors and parents.

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 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

Glossary for Terms

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| | Annual Review | All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that 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 | 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. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) <ul style="list-style-type: none"> • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention. |
| | Assessment | 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. 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. |
| | 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 | Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': 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. |
| | Code of Practice | The SEND Code of Practice 0-25 (often referred to as 'The Code') 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. The Code can be accessed: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 |

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| | Differentiation | 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. |
| | Differentiated Curriculum | A curriculum that is specially adapted to meet the special educational needs of individual children. |
| | Dyscalculia | 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. |
| | Dysgraphia | 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). |
| | Dyslexia | 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 |
| | 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. Existing statements will be converted to EHCPs over the next three years. 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. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer. |
| 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. |
| | Exam/Assessment Special Arrangements | Special arrangements can be made for pupils who are disadvantaged during exams/assessments because of certain difficulties such as dyslexic tendencies. 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. |
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| | 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 |

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| | | 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 | 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. |
| IEP | Individual Education Plan | An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN |
| 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. In Salford, the LA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LAs. |
| 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. |

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| | Phonological Difficulties | A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech. |
| PD | Physical Difficulty | There is a wide range of physical disabilities and pupils cover the whole ability range. 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. 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. 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. |
| | 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. |
| SENCO | Special Educational Needs Co-Ordinator | A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO 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. Approximately one fifth of all children may have an SEN at some point in their school career. |
| | Special Educational Needs (SEN) Code of Practice | See 'Code of Practice' above. |
| | Statement of Special Educational Needs | The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 st 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced. All Statements will be transferred into EHC plans over the coming months. |

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| | 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. |
| | Transition Plan | If your child has a statement of SEN that has not yet been converted in to an Education, Health and Care Plan (EHCP), the annual review in year 6 (and any subsequent annual reviews until the young person leaves school) must include the drawing up and subsequent review of a Transition Plan. The Transition Plan should draw together information from a range of professionals within and beyond the school in order to plan for the young person's transition to adult life. If your child has an EHCP, the Transition Plan is replaced by a 'Preparing for adulthood' review (see above). |
| 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. |