



# Hursthead Junior School

## SEND Policy and School Information Report

(Approval by the Board of Trustees)

Revised and adopted by Governing Board:	Summer 2021
Review Date:	Summer 2022
Changes to document:	Summer 2021 - new policy written combining SEND policy and School Information Report Summer 2022- changes in red plus addition of acronym-buster Summer 2023- changes to Hursthead SEND data, inclusion of identification flowchart (appendix 1) and alteration of wider professionals list.
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<b>Safeguarding Duty</b>	<p>Keeping Children Safe in Education Jan 2021:          “Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.”          “Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: • protecting children from maltreatment; • preventing impairment of children’s mental and physical health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.”          “Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who: • is disabled and has specific additional needs; • has special educational needs (whether or not they have a statutory Education, Health and Care Plan)”</p>
<b>UN Convention on the Rights of the Child</b> 	<p>Article 3- Best interests of the child          Article 12- respect for views of the child          Article 16 – Right to privacy          Article 23- Rights of a child with disability          Article 24- health and health services- every child has the right to the best possible health.          Article 28- right to education          Article 29- goals of education          Article 31- right to leisure, play and culture</p>

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## 1. Aims

At Hursthead Juniors, we promote high aspirations for all children as individuals; this includes our focus on positive outcomes in the wider areas of personal and social development. As an inclusive community, we are deeply committed to providing quality first teaching and removing the barriers to learning and participation that can hinder or exclude individual children, or groups of children. We strive to develop responsible, enthusiastic, aspirational leaders.

We will achieve this by :

- Enabling all children including those with special needs to have the opportunity to gain maximum benefit from our curriculum and make the greatest progress possible.
- Identifying children who have special needs as early as possible in their school career.
- **Having open door policy for parents to raise and discuss concerns with class teachers, senior leaders and the SENDCO.**
- **Working co-productively with parents and carers, ensuring all views are taken into account when identifying any areas of SEND and planning support.**
- **Ensuring that bespoke support is provided to effectively support each child individually.**
- Ensuring that progress of all children is monitored consistently and that strategies undertaken within the school to meet their needs are recorded and evaluated systematically.
- Liaising with outside support agencies and other schools when appropriate.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of **the Children and Families Act 2014**, which sets out schools' responsibilities for children with SEN and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

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

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is **additional to**, or **different from**, that made generally for other children or young people of the same age by mainstream schools.

Many children and young people who have SEND 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.

## 4. Roles and responsibilities

### 4.1 The SENDCO

The SENDCO is Ms. Hollie Taylor who can be contacted via a dedicated email address: [SEND@hursthead-jun.stockport.sch.uk](mailto:SEND@hursthead-jun.stockport.sch.uk)

The SENDCO will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet a child's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with High Schools to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaise with the Infant School and any other feeder schools to ensure that the needs of any child who has been identified as needing extra support are discussed and any additional transition visits are organised
- Ensure the school keeps the records of all children with SEND up to date

### 4.2 The SEND governor

The SEND governor is Mrs Avril Dennet and she will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### 4.3 The Headteacher

The Headteacher is Mrs Tracy Kendrick and she will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class
- **Ensuring effective support strategies are utilised in the class.**
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each child's progress and development and decide on any changes to provision
- Working with the parents/carers to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- **Attending staff training to learn more about different areas of Special Educational Needs and Disabilities**

## 5. SEN information report

### 5.1 The types of Special Educational Needs and Disabilities that are provided for

There are four broad areas of need within SEND.

At Hursthead we do not aim to fit children into one particular category, but rather provide support based on their particular area/s of need.

#### Cognition and learning difficulties

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) and 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

- ◆ Specific Learning Difficulties (SpLD)  
e.g. Dyslexia, Dyscalculia
- ◆ Moderate Learning Difficulties (MLD)
- ◆ Severe Learning Difficulties (SLD)
- ◆ Profound and Multiple Learning Difficulties (PMLD)

#### Social, Emotional and/or Mental Health Needs

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.

- ◆ Depression
- ◆ Attention Deficit Disorder (ADD)
- ◆ Attention Deficit Hyperactivity Disorder (ADHD)
- ◆ Anxiety Disorder
- ◆ Eating Disorders
- ◆ Social Disorders
- ◆ Attachment Disorder
- ◆ Mental Health Issues

#### Communication and interaction needs

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. Children and young people with 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.

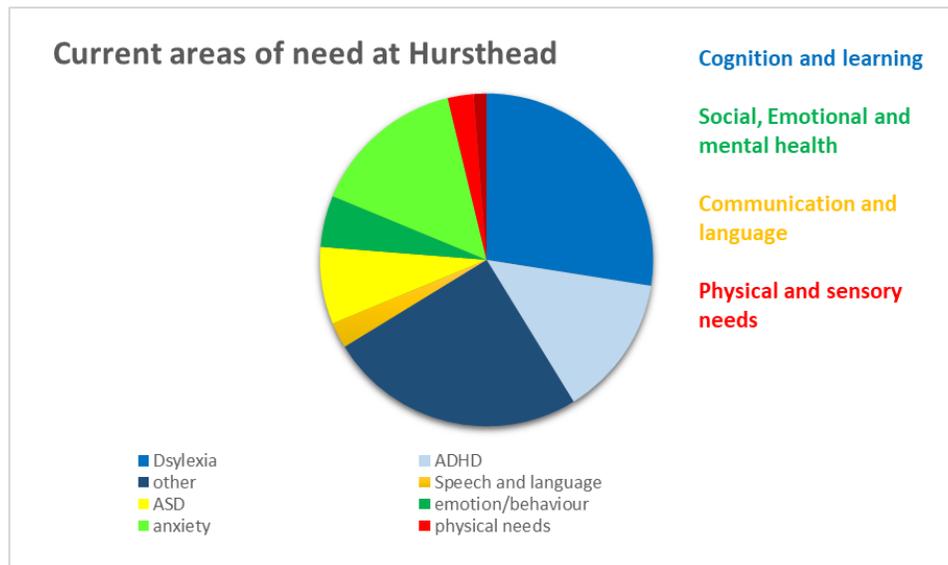
- ◆ Speech, Language and Communication Needs (SLCN)
- ◆ Autistic Spectrum Disorder (ASD)

#### 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 sensory and/or physical needs may require specialist support and/or equipment to access their learning.

- ◆ Visual Impairment (VI)
- ◆ Hearing Impairment (HI)
- ◆ Multi-Sensory Impairment (MSI)
- ◆ Physical Disability (PD)

Percentage SEND areas of need currently supported at Hursthead Junior School  
( Summer, 2023)



## 5.2 Identifying pupils with SEND and assessing their needs

A teacher, parent or other professional such as health or social services worker may express concern that a child is showing signs of having a special educational need. The vast majority of Hursthead Junior School children come from the Infant School and the two schools liaise closely. All information to help a child succeed will be passed on from the Infant School. Children who have already been identified as needing extra support come with their own 'passport' to help us understand and meet their needs. These children are invited to make additional visits to the Junior School to ease and aid their transition. ([See Appendix 1](#))

It may be that the need for extra support is identified by the class teacher at a later stage if a child is not making progress in line with their peers. This might be identified through their attitude to, and enjoyment of, learning; their inability to work independently; or they may have particular areas for development identified through class work or assessments.

We would always communicate with parents if we felt a child needed extra support and we would invite parents to do the same. Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At Hursthead Junior School, we are adaptive to the child's needs and we currently have four levels of SEND support:

- **Adaptation Plan**- At this level children will be able to access the curriculum in line with their peers with reasonable adjustments and high quality teaching. An **adaptation** plan will be created listing all the adjustments/ equipment needed to enable them to fully access the curriculum. This will be shared with parents during parent consultations with the class teacher.
- **Increasing Needs** - At this level the child might require additional support in order to access the curriculum in line with their peers. **Children will be given a personalised SEND support plan which will be reviewed three times a year with the class teacher.** Within this they will work towards three targets which are different to the targets of their year group set by the teacher, child themselves and the parents or carers. They may require additional support by means of equipment, adapted resources, small group work, targeted intervention or some 1:1 instruction.
- **Significant Needs**- At this level the child will continue with a personalised SEND support plan as with increasing needs, **though their reviews will take place with the class teacher and SENDco.** This level of support may require higher levels and the involvement of external agencies such as the Learning Support Service, Behavioural support service, Resilience Coach or Educational Psychologist.
- **Educational Health and Care Plan**- At this level your child will have gone through the formal Educational, Health and Care plan process. They will have an EHCP provided from the local authority in addition to **a school SEND plan as described above.**

All levels of need are responsive to the needs of the child at the time. A child's level of SEND support can move up and down the levels. Both the child and parents will be fully informed and consulted about the level of SEND support they receive before any changes are made.

### 5.3 Consulting and involving pupils and parents

In line with the SEND Code of Practice, we will use a 4-part cycle (Assess, Plan, Do, Review) to support children with Special Educational Needs and Disabilities

- Each individual child's program is evaluated and reviewed termly to see if the objectives set have been met. The teacher will discuss a variety of work done by the child, which provides evidence of his/her achievements.

- Children will be involved in the process by the teacher so they are given some personal responsibility for their own progress and a voice to share how they can be best supported.
- Children set their own child target each term. Involving them can contribute to an improved self-image and greater self-confidence.
- Parents are fully involved in the Assess, Plan, Do, Review cycle including creating their own parental target for their child that term

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

Teachers are responsible and accountable for the progress and development of all the children in their class. We follow the graduated approach and the 4-part cycle (Assess, Plan, Do, Review).

The class teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and knowledge of the child
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant, including termly assessments completed by all children as part of the school's assessment procedures.
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the child is moving to. We will agree with parents and child which information will be shared as part of this.

When transferring to High School, staff are invited to review meetings and to meet with the child in school. We can arrange additional visits to High Schools with staff that know the children well. We start to prepare the child and ask for maps of the school, timetables, uniform and anything that will help the children become comfortable with the change. Where appropriate, we will make recommendations to High Schools about friendship groups.

Behaviour Support Services run a transition group in the summer term for selected children in Year 6, in order to help them with the move to High School. Each year, teachers share with the receiving High School information which will best support your child.

**We also work closely with the Autism team to provide further transition support for any children with an ASD diagnosis**

## 5.6 Our approach to teaching pupils with SEND

We follow the Stockport graduated response to SEND support. Inclusive High-quality teaching is our first step in responding to children who have SEND and this will be differentiated for individual children.



We strongly believe that children with SEND should be fully included and enabled to engage in all activities available to children in the school. Teachers will adapt the learning and the curriculum in order to make it accessible for all children.

## 5.7 Adaptations to the curriculum and learning environment

At Hursthead Junior School, we pride ourselves on creating a fully inclusive classroom environment. Learning opportunities are fully differentiated/scaffolded to enable access by all. Each child is treated as an individual and ways to support their learning are highly personalised.

A few examples of the adaptations we make to ensure a child's needs are met are:

- Differentiating/scaffolding our curriculum to ensure all children are able to access the learning
- Resources or task adapted or modified to introduce, reinforce or extend learning
- Adapting the outcome
- Changing the method of recording
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Grouping children
- Classroom organisation
- Extra adult support in the classroom where appropriate
- Personalised provision through time limited programmes
- Personalised provision through adapted resources and interventions
- Adapted success criteria that is appropriate to their level of understanding.

Use of the Stockport SEND tracker within Maths and Literacy enables small steps to be identified to ensure the most progress is made. Work in Maths and English is clearly differentiated/scaffolded where appropriate. Children who need extra support have access to word banks and writing frames to help scaffold their learning in other areas of the curriculum.

## 5.8 Additional support for learning

All of our teaching assistants are trained to deliver interventions such as Rapid Read, Phonics groups, Social skills groups, Maths booster groups, Literacy booster groups, Motor skills United, Friendship groups and self-esteem groups.

Both the class teachers and teaching assistants will support children on a 1:1 basis when they require significant differentiated support in order to explore and understand learning concepts. Teaching assistants and teachers will also support children in small groups when their learning needs are similar and a targeted approach is required. We also have several in house specialists to further support children's needs.

These include:

- 2 x Forest schools leaders
- Emotional literacy support assistant (ELSA)
- Elklan- Speech and language assistant
- Dyslexia assessor
- Play therapist
- Pupil premium champion
- Recovery champion

We work with a selection of agencies to provide support for children with SEND. A variety of outside agencies provide either direct teaching/programs for school to implement, assessment and/or advice. These may include:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- Educational Psychology (EP)
- Nick Dux, Resilience Training Consultancy
- Sensory Support Service (SSS)
- Physiotherapy
- Parents and Carers Stockport (PACT)
- Social Services
- School Aged Plus Worker
- School nurse
- Healthy Young Minds (HYMS)/ Children and Adolescent Mental Health Service (CAMHS)
- Autistic Spectrum Disorder Partnership (ASD)
- The Independent Advice and Support Services (IAAS)
- Stockport Families

## 5.9 Expertise and training of staff

All staff in school are committed to improving their ability to provide quality first teaching to all children, including those with SEND. There is regular whole staff training on a range of SEND issues. The SENDCO attends appropriate courses, including termly SENDCO network meetings, in order to keep updated with new developments and initiatives in the leadership of SEND. The school is also a member of NASEN so that all staff can benefit from keeping updated on new initiatives.

All TAs attend relevant courses and as well as in house regular training sessions to support children in high quality group interventions e.g. Restorative Approaches Training for the playground and classroom, Dyslexia friendly classroom strategies run by LSS, Empathic Training and Emotional Resilience Training run by Resilience Coach, Nick Dux.

The SENDCO has the opportunity to observe children in different classes to help advise on future courses of action to support children in accessing the curriculum.

Interventions delivered by TAs may focus on improving Maths, Reading and Writing, for children who are not progressing at the expected rate. Interventions also focus on developing children's social and emotional literacy. Other interventions put emphasis on developing children's motor skills, including developing a comfortable, legible handwriting style.

Regular planning meetings are held with our Educational Psychologist Inclusion and LSS Coordinator to plan for children with different needs. When needed, meetings are also held with our SEND Education Officer concerning new paperwork regarding EHCPs.

Our SENDCO is allocated an average of one and a half days per week to manage SEND provision. We currently have a team of 12 teaching assistants, some of whom are employed on fixed term contracts to meet the current needs of the children in school.

## 5.10 Securing equipment and facilities

The school provides the resources required to support your child's learning. Additional support is funded within the school's budget. We ensure that all children who have additional needs have their needs met to the best of the school's ability with the funds available.

The budget is allocated on a needs basis. Children who have the most complex needs are given the most support, often involving TAs. This support may be given individually or within small groups. Wherever possible, we aim to support children within the classroom.

If a child has an Education Health and Care Plan this can include a budget to fund individual support/specialised equipment etc.

The single-story building and playground is fully accessible. We have two disabled toilets including one with a ceiling hoist and adjustable height worktops in the multi-purpose room. There is wheelchair friendly access to the building and playground.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing an individual progress towards their goals each term
- Discussion of children with SEND in weekly/bi-weekly meetings between the Head teacher and SENDCO
- Discussion of children with SEND during Pupil Progress meetings
- Reviewing the impact of interventions each half term via observation, assessment for learning and formative assessment
- Using the Stockport SEND trackers to monitor small steps of progress
- Using pupil voice questionnaires about support and progress.
- Monitoring of SEND provision by the SENDCO, through pupil voice, learning walks and book looks
- Holding annual reviews for children with EHC plans
- Holding termly SEND reviews as part of the Plan, Do, Review cycle.
- Annual survey for parents of children with SEND
- Regular pupil voice

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

At Hursthead Junior School, children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful including residential trips to PGL and Castleton, or day trips to Sale Water Park.

A full risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. The visit leader will consider all adaptations and modifications necessary to ensure that all children can access every part of the residential or day trip. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided for the whole class.

All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. No child is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having a high self-esteem is crucial to a child's well-being. We have a caring, nurturing and understanding team working with your children.

Interventions do not only focus on your child's academic needs but are designed to help children develop their social interaction skills, communication skills and address their wider needs to ensure they are happy. After all, if a child is happy, they are better placed to learn and succeed.

Our midday assistants are also teaching assistants and they soon build up positive relationships with the children both in and out of the classroom. In this way, they are able to identify any changes in behaviour, playground concerns or issues and will liaise immediately with class teachers to address these.

All children benefit from a curriculum that helps develop their life skills through a detailed PSHE program (personal, social and health education) which includes the statutory Relationships, Sex and Health Education curriculum. Trips, residential visits and the Forest Schools program currently running in Year 5 help children to develop resilience, perseverance, teamwork and other skills that help them to become strong and effective learners, and, ultimately, valued citizens. [We also have groups to support well-being and understanding of specific neurodiversity such as Dyslexia club.](#)

Additionally, we engage support from Mrs Cresswell, a parent practitioner, who works with the school. She delivers group workshops for parents but can also work with individual families, as appropriate. Nick Dux, resilience coach and consultant, also works with the school and with families to support the emotional needs of individual children.

### **5.14 Working with other agencies**

As listed in 5.8, we work closely with a wide variety of external agencies.

We also liaise with charities and voluntary organisations as appropriate to an individual child's needs or their family unit. Access to all these services can be facilitated by school, in liaison with parents or carers. If these agencies recommend specialised equipment or facilities to support children, resources will be purchased using the school's SEND funding or a specific child's top up funding if appropriate.

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to Mrs Tracy Kendrick in the first instance. They will then be referred to the school's complaints policy.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.16 Contact details of support services for parents of children with SEND

SENDIASS- Send information and advice service- together trust:

Phone 0161 240 6168

Email: [stockportsendiass@togethertrust.org.uk](mailto:stockportsendiass@togethertrust.org.uk)

Website : [Together Trust: SENDIASS](#)

Parents and Carers of Stockport together (PACT)

Phone : 07786 101 072

Email: [info@pactstockport.co.uk](mailto:info@pactstockport.co.uk)

Website: <https://pactstockport.co.uk/>

## 5.17 Contact details for raising concerns

Mrs Tracy Kendrick

[headteacher@hursthead-jun.stockport.sch.uk](mailto:headteacher@hursthead-jun.stockport.sch.uk)

0161 439 6961

## 5.18 The local authority local offer

Our local authority's local offer is published here:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page?localofferchannel=0>

# 6. Monitoring arrangements

This policy and information report will be reviewed annually by:

SENDCO: Ms. Hollie Taylor

Head teacher: Mrs Tracy Kendrick

SEND governor : Mrs Avril Dennet

It will also be updated if any changes to the information are made during the year.

It will be discussed by the [Local Governing Board](#) and approved by the Board of Trustees.

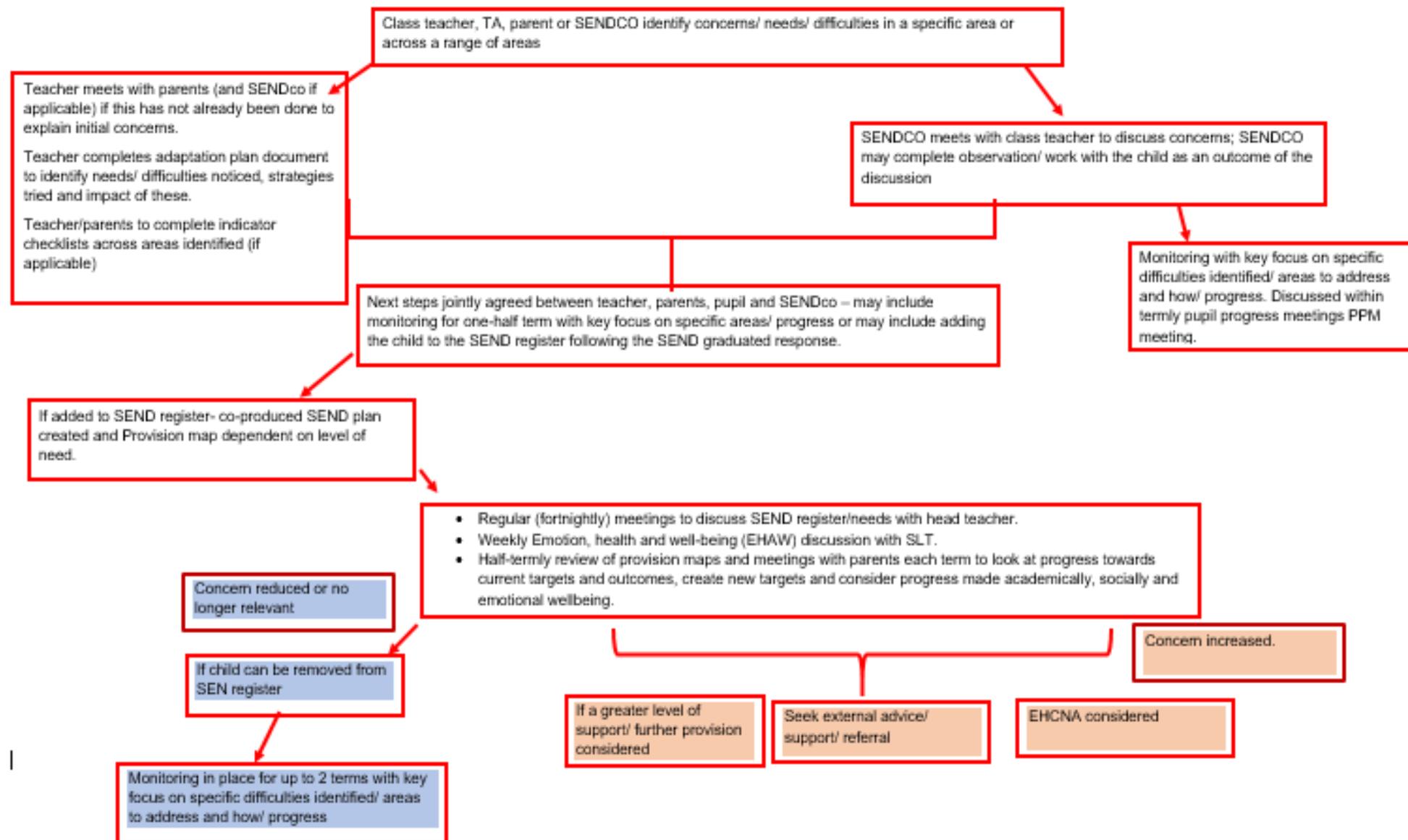
## 7. Links with other policies and documents

This policy links to:

- Accessibility Plan
- Behaviour Policy
- Equality policy and objectives
- Supporting childrens with medical conditions
- Safeguarding and Child Protection
- Looked After Children Policy
- Inclusion Policy
- Personal and Intimate Care Policy
- Care and Control Policy



Flowchart of actions following identification of SEND/ possible need





## SEND acronym busting

### A

#### ASD – AUTISM SPECTRUM DISORDER

A special education need which impacts on social communication, social interaction, interests and behaviour.

#### ADD – ATTENTION DEFICIT DISORDER

A special education need which affects concentration and the ability to focus.

#### ADHD – ATTENTION DEFICIT HYPERACTIVITY DISORDER

A behavioural disorder which includes symptoms such as inattentiveness, hyperactivity and impulsiveness.

#### ARP – ADDITIONAL RESOURCE PROVISION

An umbrella term for a wide range of provision where the Local Authority contracts resources in addition to those provided by the school

### B

#### BSL – BRITISH SIGN LANGUAGE

The most common sign language used by deaf people in the UK

#### BSP – BEHAVIOUR SUPPORT PLAN

A school document which is created to help a pupil with behavioural difficulties

### C

#### CAMHS – CHILD AND ADOLESCENT MENTAL HEALTH SERVICE

The term for all services working with children and young people who have difficulties with their emotional or behavioural wellbeing

#### CAF – COMMON ASSESSMENT FRAMEWORK

Professionals complete this form as the first step to assess the needs a child or young person may have

#### CFA – CHILDREN AND FAMILIES ACT (2014)

The law which introduced the current system of supporting children and young people with special educational needs and disabilities

#### COP – CODE OF PRACTICE

A government document that schools, EYFS settings and local authorities follow when identifying children with SEN and meeting their needs

## D

### DFE – DEPARTMENT FOR EDUCATION

The national government department overseeing schools and education

### DDA -DISABILITY DISCRIMINATION ACT

Lays out the duty on employers and service providers to make reasonable adjustments for people with disabilities

### DLA – DISABILITY LIVING ALLOWANCE

A benefit which can be claimed by the family of a child with special needs

### DSA – Disabled Students Allowance

A monetary allowance for disabled students to cover some of the extra costs incurred because of their disability

## E

### EB(S)D – EMOTIONAL, BEHAVIOURAL (AND SOCIAL) DIFFICULTIES

A condition in which behaviour or emotional responses of a child adversely affect their performance at school

### EHC(P) – EDUCATION, HEALTH AND CARE (PLAN)

This plan outline educational needs a child has and the provision that the local authority must put in place to help them

## F

### FE – FURTHER EDUCATION

Education below degree level for people above school age, such as Sixth Form

### FMS – FINE MOTOR SKILLS

The co-ordination of small muscles and the eyes, such as buttoning clothes

## G

### GMS – GROSS MOTOR SKILLS

Larger movements made with the arms, legs, feet, or entire body, such as running or jumping

## H

### HI – HEARING IMPAIRMENT

Partial or total inability to hear

## I

### IASS – INFORMATION, ADVICE, AND SUPPORT SERVICE

A provider of independent and impartial advice to parts of children and young people with special educational needs and disabilities

## L

### LA – LOCAL AUTHORITY

The body responsible for public services such as libraries, schools, parks, and child protection

### LD – LEARNING DIFFICULTIES

Difficulties in acquiring knowledge and skills to the normal level expected of those of the same age, especially because of a mental disability or cognitive disorder

### LO – LOCAL OFFER

The SEND local offer is provided by the Local Authority and gives information for parents in a single place

### LSA – LEARNING SUPPORT ASSISTANT

A member of staff in a school provided to support teachers and pupils in the classroom

### LAC – LOOKED AFTER CHILD

The term for a child who is looked after by a local authority

## M

### MLD – MODERATE LEARNING DIFFICULTIES

The umbrella term used to describe children who have cognitive ability and attainment levels significantly lower than that of their peers

### MSI – MULTI-SENSORY IMPAIRMENT

Pupils with MSI have a combination of visual and hearing difficulties

## N

### NEET – NOT IN EDUCATION, EMPLOYMENT OR TRAINING

This term is used to describe young people (18-24) who are not in education, employment, or training

## O

### OCD – OBSESSIVE COMPULSIVE DISORDER

OCD is an anxiety disorder characterised by unwanted thoughts and repetitive activities

### ODD – OPPOSITIONAL DEFIANT DISORDER

A disorder that is defined by a pattern of hostile, disobedient, and defiant behaviours

### OT – OCCUPATIONAL THERAPIST

A therapist who provides support to people whose health prevents them from doing particular activities

## OFSTED – OFFICE FOR STANDARDS IN EDUCATION

A non-ministerial department of the government which is responsible for inspecting a range of educational institutions

## P

### PECS – PICTURE EXCHANGE COMMUNICATION SYSTEM

An approach to developing communication skills using pictures

### PCP – PERSON-CENTRED PLANNING

A way of planning that sees people using health and social services as equal partners in the development and monitoring of their care to ensure it meets their needs

### PD – PHYSICAL DISABILITY

A limitation on a person's physical functioning, mobility, dexterity or stamina

### PDA – PATHOLOGICAL DEMAND AVOIDANCE

A condition characterised by an overwhelming need to avoid or resist demands

### PMLD – PROFOUND AND MULTIPLE LEARNING DISABILITIES

Children with PMLD have complex learning needs and may also have other significant difficulties such as physical disabilities or sensory impairment

### PFA – PREPARATION FOR ADULTHOOD

A section in the Code of Practice which lays out the need for local authorities and their partners to work together with young people to help them achieve successful outcomes in the long term

### PRU – PUPIL REFERRAL UNIT

A type of school which caters for children who aren't able to attend a mainstream school because they require greater care and support than their school can provide

### PSP – PASTORAL SUPPORT PLAN

A school-based programme which is designed to help a child improve their social, emotional, and behavioural skills

## S

### S(A)LT – SPEECH AND LANGUAGE THERAPIST

A member of support staff who provides treatment for children who have difficulties with communication

### SEND – SPECIAL EDUCATION NEEDS AND DISABILITY

The umbrella term for children who have a learning difficulty and/or a disability that means they need special health and education support

**SEN(D)CO – SPECIAL EDUCATION NEEDS (AND DISABILITY) CO-ORDINATOR**

The teacher who is responsible for special education needs and disability provision in a school

**SLD – SEVERE LEARNING DISABILITIES**

A very significant intellectual or cognitive impairment that impacts a person's ability to live independently

**SLCN – SPEECH, LANGUAGE AND COMMUNICATION NEEDS**

Children with SLCN may have a single specific language impairment or experience secondary communication needs resulting from another condition

V

**VI – VISUAL IMPAIRMENT**

Decreased or total inability to see

Y

**YP – YOUNG PERSON**

A person generally from 14 to 18 years of age