

Bridgewater Primary School
Bridgewater Street
Little Hulton
Salford
M38 9WD

Special Educational Needs & Inclusion Policy

Reviewed May 2023

To be reviewed: May 2024



BRIDGEWATER
PRIMARY SCHOOL

SENDCO – Mrs Rebecca Cope

The staff and governors of Bridgewater Primary School are committed to providing an appropriate, high quality education to all children. Rebecca Cope is our school SENCO and any queries regarding SEN should be direct to her via Rebecca.cope@salford.gov.uk.

We believe that each child has an entitlement to:

- A broad, balanced, relevant curriculum
- A choice of extra curricular activity
- Well trained staff
- Respect for their learning styles and needs
- Non discriminatory teaching

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for (both academic and emotional) and the achievement of, different groups of learners:

- Girls and boys
- Free School Meals
- Minority ethnic and faith groups, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL / ESLE)
- Learners with special educational needs – mild, moderate, dyslexia, autism, medical
- Learners who are disabled
- Learners who are more able
- Learners who are looked after by the local authority
- Others such as those who are sick; those who are young carers; vulnerable families under stress
- Any learners who are at risk of disaffection and exclusion

All the teachers at Bridgewater Primary School are teachers of children with Special Educational Needs. All staff members are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Special educational provision is underpinned first by high quality teaching and is compromised by anything less.

Through effective monitoring, children identified as 'in need' will be supported by a wide range of staff including teaching assistants, the Learning Mentor, the SENDCO and teachers. In this way we provide teaching and learning contexts that will enable every child to achieve his or her full potential.

Objectives

- To ensure the SEN and Disability Act and the new SEND Codes of Practice 2015 and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENDCO, and support staff as appropriate.
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.

- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs and recognise that they are part of a team in providing support for their child.
- To involve the children, as age and maturity allows, in planning and in any decision making that affects them.

Arrangements for Leading SEND Provision

- Class teachers and members of the senior leadership team review the progress of all the pupils every term with a focus on attainment, achievement and those pupils who have not made expected progress. Children with additional needs are identified and strategies planned to meet their needs, this can include intervention plans and individual IEPs.
- The SENDCO will monitor children's progress every term and will present data to staff, senior leadership team and governors annually showing the children's progress.
- The SENDCO reviews the SEN register with all teachers. Staff review and write new IEPs and Play Plans which are shared with parents and pupils by the class teacher. Parents are invited to make a written contribution to the form
- The SENDCO keeps a record of all interventions being delivered within the school with the use of a provision map.
- The SENDCO supports staff responsible for delivering teaching programmes by recommending resources and strategies.
- The SENDCO monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TA's). This is funded from the school's annual budget. The support timetable is reviewed termly, by the SENDCO, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.
- SENDCO works alongside outside agencies as required.
- The SENDCO undertakes, on behalf of the headteacher reviews for children who have an EHCP for SEND.

Specialised Provision

There are no special educational needs classes at Bridgewater Primary School.

Identification and Assessment Arrangements, Monitoring and Review Procedures

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Pupil Progress Data for Reading, Writing and Maths
- Baseline assessment results
- National Curriculum descriptors for the end of a Key Stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP of SEND
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Differentiated Curriculum Provision

At Bridgewater Primary School high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

The support a child will be provided with consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

School Request for a Statutory Assessment

- For a child who is not making adequate progress, despite a period of support, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to refer and apply for an Educational Health Care Plan (EHCP).
- The school is required to submit evidence to the LA's Special Needs Panel which makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the LA's current Criteria for making a statutory assessment.
- Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

EHCP of Special Educational Needs

- A child who has an ECHP will continue to have additional support that is provided using the funds made available through the ECHP.
- There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement/ECHP or to the funding arrangements for the child.

The School's Arrangements for SEND and Inclusion In-Service Training

- The SENDCO attends regular meetings to update and revise developments in Special Needs Education and Inclusion.
- The leadership team ensures that training in specialist areas is made available to all staff as and when required.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

Work with Partners

- The Educational Psychologist visits the school regularly for planning meetings with the SENCO and provides bespoke support and assessment of targeted children who have been identified as having SEND.
- The Learning Support Service can provide specific information, share resources and provide in service training for staff within school. They offer advice and support school to implement strategies and interventions to further support children.
- The SENCO liaises frequently with a number of other outside agencies, for example:
 - Children's Services SEN
 - School Nurse
 - Community Paediatrician
 - Speech Therapy / Physiotherapy / Occupational Therapy / CAMHS
 - Brief Intervention Team
 - Learning support Service including the ACE team
 - PIT team
 - Educational Psychologist
 - The Locality Team
 - Parents/carers are informed if any outside agency is involved and permission is sought.

Partnership with Parents/Carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process
- Review Meetings
 - At review meetings the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how pupils can be supported at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
 - Parents/carers are always invited to contribute their views to the review process.
 - All IEP targets are given to parents/carers after meetings.
 - Ideas and materials for supporting learning at home will be discussed and distributed on request.
- Parents evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, set out the steps in making a complaint in more detail.

Links with Other Schools/Transfer Arrangements

- Early Years staff will meet with staff from other forms of provision prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENDCO will telephone to request further information.
- SENDCO will pass on information to new schools, when pupils leave Bridgewater with parental consent.

- The Bridgewater SENDCO links with High School SENDCO at points of transfer.

Access to the Environment (see also School Access Plan)

- Bridgewater Primary School is a single site school. The school is built on two levels with stairs between Key Stage 2 leading to Early Years. This also leads to access to Key Stage 1 in an additional building still within the site. A stairlift has been fitted on the stairs to ensure access for all adults and children between phases. Entrance to the building is through the main lobby, which is level and, therefore, suitable for wheelchair access. KS2 Classrooms are accessed by corridors from which there is also wheelchair access. Accessible toilets are located in both key stages.
- There is good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils.
- An access audit of the school has been carried out on identifying accessibility issues. The repairs and maintenance and accessibility budgets enable us to work systematically through the recommendations of the audit.

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be effectively differentiated and the teaching styles will be diverse. Staff should use accelerated learning.com to establish dominant styles. Visual timetables are available in every classroom.
- Schemes of work and policies for each area of the curriculum are reviewed annually and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Resources are readily available within classrooms enabling children to be as independent in their work as possible.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that all extra curricular activities are barrier free and do not exclude any pupils.

Access to Information

- Printed materials may be adapted so that children with literacy difficulties can access them, or ensure access by pairing children with peer support or extra adult support.
- Alternatives to paper and pencil recording may be provided, e.g. adult scribing and resources such as different coloured paper.
- A range of assessment procedures are used within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

- The schools local offer and SEND policy is available on the schools website.

Access to Assessment

- For information on assessment procedures see school Assessment Policy.

Admission Arrangements

- Children with additional needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Salford's guidance clearly states places can not be refused because of a child having Special Educational Needs. In certain circumstances when a child has a Statement of Special Educational Needs this can state that the child should attend a particular school as a result of their SEN.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating Diversity into the Curriculum and Wider School

- Resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising all equality issues.
- Bridgewater encourages the inclusion of all children in the School Council and other consultation groups.
- All pupils have access to a range of staff in whom they can confide. The school places great emphasis on listening to children. A Learning Mentor is employed by the school on a full time basis to work with specifically identified children.

Working with Disabled Parents/Carers

- Bridgewater recognises that there may be a number of disabled parents/carers of children within the school, and in such circumstances we work to try to ensure they are fully included in parents/carers activities.

Disability equality and trips or out of school activities

- All school activities are accessible to all children. Lledr Hall OEC visited in Y5 and 6 is a barrier free centre.

Evaluating the success of the School's SEN and Inclusion Policy

- The SENDCO will provide reports to the Governing Body.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be developed through school improvement planning.
- The policy will be reviewed annually by the SENDCO.

Dealing with Complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Glossary of 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 | <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: Inattentive, hyperactive, and impulsive (the most common form)</p> <ul style="list-style-type: none"> • 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.</p> <p>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 |

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| | | 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. |
| C up L | Catch up Literacy | Pupils with a reading age below 9 years 6 months attend extra literacy sessions to boost their reading scores and improve their access to the curriculum and their ability to be successful in GCSE exams. |
| | Clinical Psychologist | Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment. |
| | Code of Practice | The SEN Code of Practice (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. |
| | 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. |
| | Dysarthria | Dysarthria is a motor speech disorder. The muscles of the mouth, face and respiratory system may become weak, move slowly or not move at all following a stroke or other brain injury. Dysarthria can also be caused by cerebral palsy and muscular dystrophy. It can cause slurred speech, speaking softly or barely able to whisper, slow rate of speech, rapid rate of speech, drooling or poor control of saliva, chewing and swallowing difficulty. |
| | 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 |

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| | | 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. |
| ELKLAN | Speech and Language intervention | An intervention used with children with communication difficulties. It helps to develop and encourage pupil's interaction and communication |
| 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 Special Arrangements | Special arrangements can be made for pupils who are disadvantaged during exams because of certain |

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| | | 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. |
| | Exam Special Concessions | Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc. |
| | 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 | 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 and college students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise. |
| LEA | Local Education Authority | Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all |

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| | | state schools in our area. In Salford, the LEA 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 LEAs. |
| LSU | Learning Support Unit | A room where small numbers of pupils with severe emotional and behavioural difficulties can work together, with support, to achieve at least 5 A*-C grades (including maths and English) at GCSE level. |
| 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. |
| | Nurture Room | Room where vulnerable pupils can work in small groups, with support, in a nurturing atmosphere to achieve at least 5 A*-C grades at GCSE level. |
| PPO | Parent Partnership Officer | Provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education. |
| | 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 | There is a wide range of physical disabilities and pupils cover the whole ability range. Some children |

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| | | <p>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. 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> |
| | 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. |
| | Pyramid Club | Club set up in liaison with the Schools' Psychology Service. This is an after school club for very quiet, vulnerable Year 7/8 pupils who need support to grow in confidence, make friends and build trusting relationships with nurturing staff who can support them in school and help them to become more independent. |
| | 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. |

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| 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. |
| EHCP | 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. |
| | 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. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs. |
| | 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 |

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| | | the new setting to ensure it is successful. |
| | Transition Plan | <p>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 9 (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.</p> <p>If your child has an EHCP, the Transition Plan is replaced by a 'Preparing for adulthood' review (see above).</p> |
| VI | Visual Impairment | <p>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.</p> |