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**SEND Policy**

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|  | Name | | Signature | | Date |
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**THEDWASTRE EDUCATION TRUST**

**WOOLPIT PRIMARY ACADEMY**

**POLICY FOR ASSESSMENT OF AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

This policy adheres to the Department for Education’s Code of Practice (2014). All Thedwastre Education Trust schools are committed to giving all pupils the opportunity to achieve high standards.

The policy is in keeping with the school's aims, its teaching and learning policy, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs or disabilities (SEND). The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The Governing Body believes that all children, regardless of ability and behaviour, should be valued equally. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum. We recognise that education is a partnership. We therefore aim to involve staff, parents, children and governors in the creation of a happy and secure environment, where there is a shared sense of purpose, supported by mutual trust and respect.

**1.1. Policy principles and objectives**

* To ensure that quality first teaching, that is differentiated for, and takes into account individual needs, is embedded in every class and that teachers are held accountable for the progress and attainment of all pupils in their class whether or not they have additional needs.
* To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum.
* To ensure early identification, assessment and provision for any child who may have special educational needs or disabilities.
* To help every child realise his or her full potential and optimise his or her self-esteem.
* To encourage all pupils, including those with SEND, to become independent and take positions of responsibility within the school.
* To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
* To encourage the whole school community to demonstrate a positive attitude towards SEND.
* To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
* To encourage and support children to participate, at an age- appropriate level, in all decision-making processes that occur in their education, seeking their views and taking them into account.

# Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child. The governing body uses the published admissions criteria. Please see School Admissions Policy for information.

# Specialist Provisions

The school does not have a special unit.

# Special Facilities

The school welcomes applications for admission from parents of pupils with mobility difficulties and has complete wheelchair access. There are two disabled access toilets.

The governors would make every effort to accommodate a pupil’s particular needs.

**1.2. Definition of SEND**

A child has a special education need if he or she has a learning difficulty or disability that means he or she:

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

Special educational provision will be matched to the child’s identified SEND. Children’s SEND is generally thought of in the following four broad areas of need:

* communication and interaction
* cognition and learning
* social, emotional and mental health
* sensory and/or physical needs

# The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

* Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

In this school, a pupil has SEND where their learning difficulty or disability calls for special educational provision; namely provision different from, or additional to, that normally available to pupils of the same age.

High quality teaching for the whole class reduces the number of pupils who require such support.

This 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. We will consider 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.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

The school will take a graduated approach: the majority of children with SEN or disabilities will have their needs met within the school. Some children may require an Educational Health and Care needs assessment (previously a statement) in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make specific and/or additional provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The school will maintain a record of those pupils who are currently receiving SEND support or who have previously received support.

**1.3. Working with parents**

This school is committed to working with parents in the best interests of the child. Parents will be involved in the identification of SEND and informed when the school makes special education provision for the child. Thereafter, parents will be involved in any reviews of provision and the school will ensure that parents are kept regularly informed about their child's progress.

In line with the Code of Practice 2014, the school has produced a local offer that summarises the provision that it will make reasonable endeavours to offer to any pupil with SEND. It can be read on the school's website or parents can contact the school for further details.

**2. ROLES AND RESPONSIBILITIES**

* Parents and Carers: the school recognises the role of the parents and carers as the primary educator and carer of the child. Parents play a vital role in supporting the education of the child and have a responsibility to engage with the school when it consults with them on decisions affecting the child and to inform the school of any changes in circumstance that may affect the child.
* Class teacher: in the first instance, the class teacher will be responsible for delivering high quality teaching differentiated for individual pupils, identifying any possible SEN concerns and liaising with the parents and Special Educational Needs Coordinator.

All teachers are teachers of special educational needs. We recognise that it is the teacher’s responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil’s identified area of weakness, and then the pupil may be identified as having special educational needs.

* Special Educational Needs Coordinator (SENCo): The SENCo in our school is Miss Hannah Bridge. She is a qualified teacher and has responsibility for co-ordinating SEND provision. She has also just completed her SEND national qualification award.

Miss Bridge can be contacted on Wednesdays and Thursdays, or before or after school hours. Her responsibilities include:

* + Co-ordinating provision for pupils with special educational needs
  + Liaising with and advising fellow teachers
  + Liaising with parents of pupils with special educational needs
  + Liaising with the upper school SENCo, Educational Psychologists, school nurse, speech and language therapists and other health and special educational outreach services.

The SENCo meets regularly with SENCo’s at other schools within the trust and further afield, which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Head Teacher: the Head Teacher has overall responsibility for the strategic development of SEND policy and provision and the management and deployment of staff and resources.

# Governing Body

SEN Governor: TBC – This is currently being overseen and monitored by the trust CEO.

The school governors have specific responsibility to:

* + Do their best to ensure that the necessary provision is made for any pupil who has special educational needs
  + Ensure that pupil’s needs are made known to all who are likely to teach them
  + Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
  + Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
  + Ensure that parents are notified of a decision by the school that SEN provision is being made for their child

In doing so Governors will have regard to the Special Educational Needs Code of Practice 2014 and the Disability Rights Code of practice for schools.

* Safeguarding, Pupil Premium and Looked after Children: The member of staff with responsibility for child protection is Mrs Sarah Clayton (Head Teacher). The alternate member of staff is Mrs Sarah Brown (Designated Safeguarding lead and Front Office) and the governor with responsibility for child protection is Mrs Audrey Finch. The Head Teacher is responsible for making decisions about the use of pupil premium and the member of staff responsible for Looked After Children is Mrs Sarah Clayton.
* The local authority: The local authority must consult parents of children with SEND in the development of its policies. Where a child requires an EHC needs assessment, it must ensure that the child's parents are fully included in the process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

A list of contact details is included in Appendix 1.

1. **PROCESSES  
   3.1. Admissions**

This school and the Thedwastre Education Trust follows the Suffolk County Council Co-ordinated Admissions process. Pupils with SEN are admitted to the school on the same basis as any other child. The governing body uses the school’s published admissions criteria.

Places will be offered to those children with an EHC Needs Assessment that names the school as the appropriate school for the child, even if it is not the catchment school. In making the decision to name a school, parents’ views will be considered carefully by local authority staff.

Parents who wish to see if this school is suitable for their child can find details of our local offer for pupils with SEND on our website or ask for a copy from the school office. The best way to find out if this school will meet your child's needs is to visit the school. Please contact us to arrange an appointment. Parents will be responsible for transporting their child to the school if they do not qualify for free or discretionary transport under the Suffolk County Council home to school transport policy. Please contact Suffolk County Council for further information: 0845 606 6173.

# Specialist Provisions

The school does not have a special unit. The school has an internal Nurture group provision. This provision is led by the Behaviour support practitioner and is monitored and overseen by the SENCo. Some children may have significant SEMH needs that require bespoke and targeted support, in order to be able to access learning in their class. We use the Boxall assessment tool to identify children who may need significant support with areas such as; self-esteem, anxiety, building relationships and accommodating to others. These targets and assessments will be shared with you and discussions held around accessing the Nurture group provision. Access to this provision will be on a needs basis and will be individual to your child’s specific needs. The aim is to ensure that children are able to return to their mainstream classes on a full-time basis, and can access learning alongside their peers.

# Special Facilities

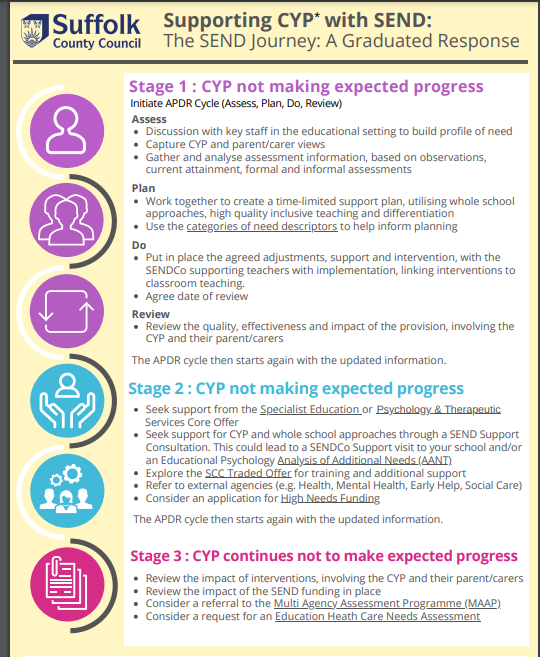
The school welcomes applications for admission from parents of pupils with mobility difficulties and has complete wheelchair access. There are two disabled access toilets.

The governors would, however, make every effort to accommodate a pupil’s particular needs.

**3.2. Identification, Assessment and Review**

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support intervention programmes.

We follow **Suffolk’s Graduated response** to ensure that children with SEND receive the right provision and support at the right time. We recognise how children and young people need carefully co-ordinated support to access and enjoy learning and to thrive in their local school and in the community. We equally recognise the need to ensure that support and intervention for a child, young person, and their family, is triggered as early as possible following identification of need.



* Identification: We work on the principle that early identification of additional need is essential. As a school we carry out regular cognitive assessments. Some examples include: Foundation Stage baseline assessments, the phonics screening check in Year 1, progress tests in reading, grammar punctuation and spelling and maths (PIRA. GAPS and PUMA), termly in Years 2-6 and in the last term of Year 1, Progress in English and Progress in Maths assessments in Y5 and Y6 and statutory assessments at the end of year 6. In addition, informal assessment takes place through teacher observation, discussion with teaching assistants, discussion with the child and parents and marking and evaluation of work. Progress and attainment of all pupils is tracked regularly and any additional targeted work is planned as a result of ongoing assessment and will be appropriate to the individual.
* Further assessments: If it is identified by the class teacher that a child may be working significantly below expected levels after whole class assessments, then further SEND assessments may be discussed with you and carried out to identify specific areas of need or particular barriers to learning. SEND assessments that we have access to in school are;

Communication and Interaction Assessments;

- **BPVS -British Picture Vocabulary scale**- used to assess language development and understanding of vocabulary. May be used with children who display expressive language impairments, pupils with autism and other related communication difficulties, as well as those with English as an Additional Language (EAL)

- **The Test of Abstract Language Comprehension (TALC)-** is an assessment that looks at children's understanding of abstract language through verbal reasoning. This assessment provides competency at blanks levels 1-4, which is then able to be shared with the class teacher to support relevant language interventions at the appropriate blanks level.

Cognition and learning Assessments;

* **Pearson Dyslexia Screener -** Identify children in infant / junior school who are at risk of dyslexia
* **PHAB2** - **identifies children who have significant phonological difficulties and need additional help to process sounds in spoken language.**
* **YARC- York Assessment of Reading Comprehension-** This assessment allows **close observations of a pupil’s reading behaviours, strengths and areas for development. When using YARC, the component skills of reading are broken down to allow you to find precise areas to target to bring about rapid progress**
* **Sandwell Math’s** – a one to one assessment that enables teachers to assess children’s ability with numbers. From this assessment a standardized score and age equivalent is given, and gaps in children’s mathematical skills are identified.
* **Salford Reading test**- gives a standardised score for reading as well as a reading age. Includes an optional measure if reading comprehension skills and ability.

Social, emotional and mental health Assessments

**-Boxall profile and strength and difficulties questionnaire**- assessment of children and young people's social, emotional and behavioral development.

The two-part checklist, which is completed by staff who know the child and young person best, is quick — and, very importantly, identifies the levels of skills the children and young people possess to access learning.

Sensory and Physical

* We have access to a range of sensory and physical screening tools and work closely with specialist teachers from the Special educational services team (SES) to support learners with sensory and/or physical needs.
* Sensory screening tool provided by the SEMH outreach service.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils’ needs are met:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* 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.

Consulting and involving pupils and parents

The school will always tell parents when their child is receiving help for their SEND. Partnership with parents plays a key role in enabling pupils with SEN 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 pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupils’ education.

The school actively involves parents in their child’s learning and achievement, particularly for children with special education needs. This is achieved within a ‘SEND specific parents evening’ which enables parents to share their concerns and queries and for everyone to gain a clear understanding and agreement of clear targets and how they will be achieved. This follows the Assess, plan, do, review cycle.

SEND parent’s evenings take place in the autumn term, spring term and summer term, when children are making their transitions into a new class and in preparation for transition into a new class or new school. The views of each child are gained and shared at these meetings. Outcomes from these meetings are recorded and shared with all relevant staff. A copy is given to the parents and another kept in each child’s support file.

In addition to this, parents also attend the two parents’ evenings offered by the school to all parents.

These sessions are designed to enable parents to feel more confident in the provision that has been put in place to support their child’s needs and to feel supported with ways in which they can contribute to their child’s learning.

Each child’s class teacher will work closely with parents at all stages in his/ her education and **should be the first port of call in case of difficulty. If parents have concerns they should first talk to the class teacher.**

# Pupil participation

Pupils with SEN often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in some of the decision-making processes, contributing to their targets and views on Assess, plan, do, review target sheets. Pupil’s views will be recorded at each term and will participate in pupil perception activities on a regular basis.

All pupils identified with SEN complete a one-page profile which enables staff to understand how each child feels about their additional needs, things they are good at and how best they like to be supported. Pupil voice is important to all staff at Woolpit, and we use this information to ensure that we support and nurture the needs and feelings of each child in order that they achieve their best.

1. How Extra support is allocated: Provision and funding

Support is allocated on a needs basis and depending on children’s progress, which is discussed at SEND Pupil Progress Meetings. Resources, including staff are reviewed and deployed as appropriate. The SEND budget is used to deploy staff, fund staff training for intervention/ support programmes and buy appropriate resources.

Suffolk County Council assessments are completed, evidence of children’s needs collected and additional Higher Tariff Funding is applied for following Suffolk County Council criteria.

* Universal: High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
* Targeted: Additional programmes of support, in groups or one-to-one, will be provided to pupils according to their needs.
* Specialist: External advice and / or support from other professionals will be sought for pupils who need further intensive provision.

The school will provide resources to support children with SEND as appropriate within the schools delegated budget. Children who have particularly complex needs may qualify for high tariff funding in order to provide specific support for their needs. The Head Teacher, in consultation with the SENCo, manages the allocation of funding and resources.

All staff are teachers of children with SEND. A number of staff have received specialist training in specific SEND provision and the SENCo and Head Teacher will deploy staff appropriately. As part of ongoing professional development, the SENCo and Head Teacher will arrange training for staff to enable them to meet the needs of pupils with SEND in the school.

Subject leaders should take into account the needs of all abilities when providing resources for their particular subject areas and the SENCo works closely with the Head Teacher to manage the budget for SEND resources.

**Diagnosis and private assessments;**

At Woolpit, we aim to meet the identified needs of children and young people, irrespective of their diagnosis.

**It is important to understand that just because a child has a diagnosis, this does not mean that a child has to be on the SEND register if they are making progress in school through our universal offer or ordinarily available provision.**

If you are concerned that your child may have neurodevelopmental challenges, you may wish to discuss getting them diagnosed with the school. We can access support through the NDD Pathway. More information about this can be found by visiting,

<https://www.barnardos.org.uk/what-we-do/services/suffolk-neurodevelopment-pathway>

Barnados act as the gateway for this service.

We also acknowledge that some families choose not to have their child diagnosed and wish to emphasise that provision at Woolpit school is needs led rather than diagnosis based.

**Private Assessments:**

We recognise that the wait to be seen by medical professionals when seeking a diagnosis can be significant.

Some families may choose to have their children assessed privately. **We would strongly encourage you to speak to school staff before pursuing this route.**

Various private companies will probably wish to speak to the school regarding the child’s needs and usually request various pieces of paperwork be completed including questionnaires. We will endeavor to do this within a reasonable time frame, however please be aware that this may not be within the time-frames given by these companies particularly at busy periods of the academic year.

If a diagnosis is given, there is no reason why a diagnosis should be ignored simply because it was obtained privately. You are more than welcome to share a copy of the report and diagnosis with the school should you choose to.

**It is important to understand that some of the recommendations suggested by private professionals are not always reasonable and within our remit to provide as a ~~local authority-maintained~~ school but we can discuss the content of the report with families and plan next steps, ~~forward~~ in line with this policy and our graduated response.**

If seeking a private assessment, please ensure that processes and diagnoses meet the same standards as those expected of the NHS.

If an assessment completed by a privately funded provider or practitioner complies with National Institute of Clinical Excellence (NICE) guidelines, then it should be considered equivalent to an NHS assessment and should be treated as such. NICE guidelines can be found here:

**Autism Spectrum Condition Diagnosis in under 19s**

<https://www.nice.org.uk/guidance/cg128>

**Attention Deficit Hyperactivity Diagnosis in under 19s**

<https://www.nice.org.uk/guidance/ng87>

It is important to note that not all assessments carried out privately meet the suggested criteria. Please check before proceeding with any private assessment that it will meet the necessary standards:

* Autism assessments must be conducted by a multidisciplinary team of appropriately trained and qualified clinicians. In practice, this means that at least two clinicians from different professional backgrounds must be directly involved in the assessment. This may be a Practitioner Psychologist (Clinical or Educational), Paediatrician, Psychiatrist, Speech and Language Therapist, or Occupational Therapist.
* Whilst it is often beneficial for ADHD assessments to be conducted by a multidisciplinary team, this is not essential as one appropriately trained and qualified clinician is considered sufficient for the diagnosis of ADHD.
* The clinician(s) involved in an Autism or ADHD assessment must be registered with an appropriate professional body [e.g. Health and Care Professions Council (HCPC) or General Medical Council (GMC)].
* All Autism and ADHD assessments must gather a comprehensive history of general development. This must have included gathering information about biological, social, environmental and psychological factors that might have impacted the young person’s development.
* All Autism and ADHD assessments must have gathered information from multiple sources about a young person’s possible areas of difference across their lifespan. This should involve in-depth discussions with the young person if they are able to engage in these conversations, in addition to their parent/ carer and others who know the young person well (e.g. teachers, practitioners from other settings, other key people in the young person’s life).
* All Autism and ADHD assessments must have involved at least some interactional and/or observational assessment with the young person directly. Whilst this can in some circumstances be via online video assessment, information from other sources must be sufficient to compensate for this.
* Any appropriate alternative or additional explanations for a young person’s experiences or areas of difference have been adequately considered and assessed. This might include considering whether a young person’s needs are better understood in terms of other diagnoses including a Learning Disability Developmental Language Disorder, or Fetal Alcohol Spectrum Disorder.
* It might also include considering whether a young person’s experiences may be better understood as a response to difficult or traumatic life events, a mental health concern, relational or attachment-based concerns, or developmental trauma. It is important to remember that young people with needs relating to these areas can appear similar to those who are Autistic or have ADHD.

Please be aware that the school is unable to recommend private companies for you to use.

**3.4. EHC Plans**

A referral for an Educational Health and Care needs assessment may be requested by the child's parents, the SENCo or Head Teacher, someone acting on behalf of the school or anyone else acting in the interests of the child. A referral from the school will be made when a child continues to give cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without success. This should ideally be done with the knowledge and agreement of the parent. The referral will be as laid down in the Code of Practice 2014 and will be subject to an Annual Review. After the referral is made, the local authority will send parents information on the process. The school will follow the Code of Practice 2014 in cooperating with the development of the plan and its implementation.

**3.5. Curriculum Access**

We ensure that the curriculum is fully inclusive and that a child’s medical and/ or educational needs are fully met. Our extracurricular activities, including school clubs and school trips are fully inclusive. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips in Year 5/6. All pupils are encouraged and supported to take part in whole school events such as sports day/school plays/enrichment days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All pupils have access to a broad and balanced curriculum at our school. We set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment data to set targets that are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to follow the full national curriculum.

**3.6. Transition and transfer**

When a child moves school at the normal age of transition, we will engage in thorough liaison with the receiving school to share information and familiarise the pupil with the new environment and provide opportunities for them to meet key members of staff at the new school. Depending on the receiving school and the needs of the child, this will include visits to the school by special needs staff, visits to the receiving school by the pupil, meetings between staff and parents and the sharing of information between the schools. Where transition takes place at other times, we will use our best endeavours to engage in the same way.

**3.7. Liaison with external agencies**

The school will work in partnership with other agencies with a role in provision for pupils with SEND. This may include:

* Educational Psychology Service
* Speech and Language Therapists
* Special Schools Outreach Service
* Occupational and Physiotherapists
* Paediatricians
* County Inclusive Support Service
* School Medical Services-School Doctor/Nurse/GP
* Child and Family Consultation Service
* Support for Hearing or Visually Impaired children
* Child and Adolescent Mental Health Services (CAMHS)
* I-thrive mental health support – internal referral to support mental health and well-being.
* Others as appropriate

**3.8. Links to other policies**

This SEND policy should be read alongside the school's policies on behaviour, marking, homework, teaching and learning, curriculum and safeguarding of children.

**3.9. Complaints Procedures**

In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENCo. If they wish to pursue a complaint they should contact the Head Teacher and follow the school's complaints procedure. If the complainant remains concerned after following the complaints procedure, he or she could ask the Department for Education’s School Complaints Unit to take up the matter.

*The governing body* will ensure that anyone who wishes to make a complaint in relation to a child with SEND (whether they have an EHC plan or not) is: treated fairly; given the chance to state their case; provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure.

This policy will be reviewed annually.

Next review date: Autumn 2024

**APPENDIX 1: CONTACTS**  
Special Educational Needs Coordinator: Miss H Bridge (c/o Woolpit Primary Academy. Tel: 01359 240625. Email: admin@woolpitprimary.net)

Head Teacher: Mrs Sarah Clayton (c/o Woolpit Primary Academy. Tel: 01359 240625. Email: admin@woolpitprimary.net)

Governor with responsibility for SEN: TBC

Chair of Governors: TBC

Local Authority: Suffolk County Council, Endeavour House, 8 Russell Road, Ipswich, IP1 2BX

**APPENDIX 2: GLOSSARY OF TERMS**

**Annual review:** the review of an EHC plan which the local authority must make as a minimum every 12 months.

**Child and Adolescent Mental Health Services (CAMHS):** These services assess and treat children and young people with emotional, behavioral or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist ‘Tier 4’ CAMHS, which provide in-patient care for those who are severely mentally ill.

**Early Years Foundation Stage (EYFS):** The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

**Education, Health and Care plan (EHC plan):** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

**Graduated Response:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

**Local Offer:** Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

**National curriculum:** This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

**Parent:** Under section 576 of the Education Act 1996, the term ‘parent’ includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

**Special Educational Needs (SEN):** 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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**Special Educational Needs Co-ordinator (SENDCO):** A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

**Special educational provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.