



Special Educational Needs & Disabilities Policy

Chew Valley School

Chew Valley School Special Educational Needs Policy

Section 1:

The Governors' Curriculum & Pupils Committee has overall responsibility for the Special Educational Needs of students within the School:

Chair:	Brain Wibberly
Deputy Head teacher:	Kate Rowlands krowlands@chewvalleyschool.co.uk
SENCO:	David Kenny dkenny@chewvalleyschool.co.uk
Governor with responsibility for SEND:	Susan Parry

Rationale

Chew Valley School is committed to providing an inclusive school which provides effective learning opportunities for all students. Inclusion means to welcome and uphold the rights of all members (both existing and potential) of a particular group. This includes boys and girls, students with SEN, students with high prior attainment, students with disabilities, students from all social and cultural backgrounds, from different ethnic groups including travellers and asylum seekers, young carers, 'children in care', pregnant schoolgirls, teenage mothers and children from diverse linguistic backgrounds. The fundamental aspiration is for all students within the School to "learn, grow and achieve" and to do this the individual needs of students should be identified and matched with appropriate provision. This policy was developed with governors, staff, students and parents.

Section 2:

Aims:

- Identify and provide for students who have special educational needs or additional needs;
- Provide support and advice for all staff working with students with special educational needs;
- Work within the guidance of the SEND Code of Practice 2014;
- Provide a broad and balanced curriculum, and wider extra-curricular programme for all children which can be accessed by all children, including those with special educational needs or disabilities, with appropriate networks of support;
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy;
- Remove barriers for learning and participation;
- Provide a secure environment in which all our children can flourish and achieve;
- Work in partnership with parents/carers and students, taking account of their views;
- Actively challenge discrimination and disadvantage, and encourage diversity and difference.

Section 3 Identifying Special Educational Needs and Disabilities:

Definitions:

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

The SEN and Disability Act 2014 defines "Special Educational Needs" as follows:

1. Having a significantly greater difficulty in learning than majority of others of the same age;
2. Having a disability which either prevents or hinders the child or young person making use of the facilities of a kind generally provided for others of the same age in mainstream schools or post-sixteen institutions.

Broad areas of special educational need are defined: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/ or physical needs.

The Equality Act 2010: advice for schools DfE Feb 2013, defines disability as a physical or mental impairment which has a substantial, long term adverse effect on that person's ability to carry out normal day-to-day activities. This would also include, sensory impairments affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely

to become substantial. This also includes specified medical conditions such as asthma, diabetes, epilepsy, HIV, Multiple Sclerosis and cancer. Long term is also defined as at least 12 months.

Most children with special educational needs will not be disabled within the meaning of the act. However, a significant proportion of those who are disabled will have special educational needs. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and ADHD. Impairment does not of itself mean that a student is disabled. It is the effect on the student's ability to carry out normal day-to-day activities that has to be considered.

The Equalities Act 2010 also states that the School must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not substantially disadvantaged compared with their peers.

Another way that Special educational needs provision may be triggered within school is if the progress of a child is considered to be inadequate. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

KS2 data or prior attainment levels, teacher assessment and feedback from previous schools, and parental comments will provide initial indications of those students with SEND on entry. Baseline testing (CAT tests; reading and spelling tests as well a subject specific tests) will further identify those students with SEN.

For higher levels of need, more specialist assessments will be undertaken by the SENCO or the Educational Psychologist.

A student is placed on the Register of Additional Need in several ways. An existing coding is sent from a previous school, or a parent/carer or staff member raise a concern about progress/ attainment/ additional needs which leads to further assessments.

The SENCO will attend all KS2 Statement/ Education Health Care Plan review meetings from Year 5, where Chew Valley School is the identified school.

Section 4 Approaching SEND Support:

- All members of staff have the responsibility to know and understand the special educational needs of children and young people with whom they work, to encourage high standards of attainment and progress;
- Teaching staff are required to plan high quality teaching that is differentiated and personalised to meet the individual needs of all children and young people;
- When students' learning needs are such that they are failing to access the learning of their peers without additional intervention, staff will seek help and support from the SENCO, by email.
- Careful review of the quality of teaching is done for all students, including those at risk of underachievement, through performance management lesson observations, learning walks and faculty reviews. The faculty review process specifically reviews the progress of vulnerable students.
- The SENCO and other colleagues use twilight and INSERVICE time to increase staff's knowledge and understanding of more frequently encountered SEND types.

- When needs are identified, parents are initially informed and a more detailed assessment of the student's needs are undertaken. If needs are discovered, an IEP/ Student Profile is written in consultation with parents and students, the student is placed on the SEND Additional Needs register and paperwork is logged in the Learning Support area, SIMS and circulated to staff.
- Parents will be invited into school to formulate the first IEP/ Student Profile and will be invited to comment on revisions/ reviews of these documents, annually.
- The student will work on building their IEP/ Student Profile with their Learning Support Assistant, and will review these documents regularly.
- IEPs and Student Profiles are co-created by staff and students. These are generally documents that offer advice and guidance to staff about ways to support students with difficulties. They should be reviewed in line with parents' evening, at least annually. The SENCO maintains Provision Maps for groups and for more complex cases, this is held within the Learning Support area of the Staff Shared Area. The SENCO also maintains the whole school Intervention tracker which is used to monitor all interventions for students.
- The CAF process can be fitted clearly into this process as if, at any stage, the SENCO feels a broader multi-agency approach is needed then he will approach the Deputy Head Pastoral to seek advice on writing a CAF.
- An Educational, Health and Care plan would be sought in several different circumstances: if a student was becoming at risk of exclusion; parents and/ or staff raised further concerns about a young person's progress or health or welfare, or if high level interventions were having little or no impact.

Section 5 Criteria for Exiting the SEN Register:

If a student was repeatedly making expected progress within an academic year, low level or all interventions had ceased then in consultations with parents, withdrawal from the SEND Register of Additional Need would occur.

Section 6: Support Students and families:

- Bath and North East Somerset Local Offer can be found at www.bathnes.gov.uk/localoffer
- Chew Valley School's Local offer can be found at <http://www.chewvalleyschool.co.uk/Supportingspecialneeds>
- Support for parents/ carers with children with SEND can be found at The National Parent Partnership website <http://www.iasnetwork.org.uk/>
- The school works closely with the following agencies, organisations and support services:
 - B&NES local authority
 - Bristol City Council
 - School Health Nurses
 - North Somerset local authority
 - Fosse Way School ASD outreach
 - Speech & Language Therapy
 - Occupational Therapy
 - Physiotherapy
 - Educational Psychology Service
 - Sensory Support Services
 - Narrowing the Gap (EAL) Support
 - CAMHS
 - Mentoring Plus
 - Off The Record

- Admission arrangements are outlined in the School prospectus. Parents of children with SEND should ensure that they visit the school and discuss their child's specific needs and the provision the school can make for their child in order to ensure a successful transition.
- Access arrangements are fully identified within the school's Accessibility plan. Current access arrangements aim to improve the "physical environment" to increase the extent to which disabled students, staff and visitors can take advantage of the education and associated services. Currently the English and Library block, Humanities, Music and Art buildings have wheel-chair access to all levels and toilets for the disabled. All subjects on the curriculum are made accessible to those with mobility issues.
- SEND Provision in Chew Valley is extensive and the Faculty offers:
 - In class support
 - Foundation groups to promote the acquisition of literacy and numeracy skills
 - Study skills and homework clubs
 - Groups which develop social skills and self esteem
 - A range of extra-curricular activities to support vulnerable students during social times
 - Academic mentoring by key workers
 - One to one and small group tuition
 - Routine literacy screening of all students
 - Assessments for specific learning difficulties
 - Assessments for examination access arrangements
 - Paired reading for selected year 7 students
- A detailed Exam access arrangements process occurs with screening of all students, but with particular focus on Y9 students. All students who are then identified with SEND needs are assessed and a formal application process is then undertaken via the Exams officer. Staff are informed of the outcomes through SIMS marksheets, IEPs/ Student Profiles or the centralised list held by the SENCO.
- Key Stage 2/3 transition processes are closely matched to the needs of individual students and liaison takes place with our primary feeder schools and parents, this includes local SENCO network meetings. The SENCO attends year 5 and year 6 review meetings and Chew Valley staff visit vulnerable students in their primary setting. There are at least four taster sessions for vulnerable or concerned students, prior to the year 6 transition day. The most needy students will have a transition plan and some will have support from outside agencies. Transition across Key Stages 3 and 4, as well as Post 16 includes impartial careers advice and guidance, as well as individual options and advice from a senior member of staff. The most vulnerable students will have a transition plan and an individual Student Profile.
- Initially, complaints about the provision for children with SEND should be made through the SENCO who will liaise with staff about the matter. If parents/ carers are not satisfied with the response given then the formal complaints procedure outlined on the School website should be referred to and followed.

Section 7: Supporting the needs of Students with Medical Conditions at school:

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

Some students may also have special educational needs and may have a statement, or educational, Health and Care plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice 2014.

Section 8 Monitoring and Evaluation of SEND:

The School, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The SEND policy is reviewed and updated on an annual basis.

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Observation of teachings.
- Analysis of attainment and achievement in post-examination result sets.
- Progress data is reviewed at each monitoring point to evaluate the impact of existing interventions and plan further steps.
- Post 16 and Post 18 destinations.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate, and examination results.
- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Evidence of planning and targeted expenditure for SEND.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from departments, and outside agencies.
- Number of complaints received.
- In association with the Head teacher, the SENCO produces an annual report for Curriculum and Pupils committee of the Governing body.
- A Faculty Development Plan is implemented to create improvement actions.
- The SEND Governor in termly visits supports the review of these plans and documents.

Section 9 Training and Resources:

- SEND Provision is funded through a specified capitation budget. Additional requirements for specific projects are made with formal bids to the Head teacher of the School Society.
- The School INSTEP process is used to develop staff training needs, along with an annual SEND team questionnaire.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up post. This includes meeting with the SENCO who explains the systems and structures in place around the School's SEND provision and practice, and to discuss individual student needs.
- The School's SENCO regularly attends local and national SEND updates.
- The School holds NASEN membership.
- The SENCO organises primary cluster SENCO's meetings and attends BANES' termly SENCO meetings.

Section 10 Roles and Responsibilities:

Personnel:

SEN Governor: Susan Parry

Deputy Head teacher Pastoral: Kate Rowlands

SENCO: David Kenny, BA in Technology, BEd and AMBDA.

SEN team:

Teacher of SEND: Joy Cornthwaite,

SEND Teacher for SpLD and Exam Access: Charlie Vartuli,

SEND Teacher and 1:1 mentoring: Ruth Marmion.

7 Learning Support Assistants

Pastoral team:

Home School Welfare Manager, Hilary Taylor;
Pastoral Support Worker, Megan Harris;
Attendance Improvement Officer, Michael Gaynor;
Associate Assistant Headteacher, Phil Edwards.

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the School's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the School development plan, which includes provision for SEND.
- Monitoring the policy through the School's self-review procedures.
- All governors are informed of the School's provision, including funding, equipment and staffing.
- Reporting annually to parents on the School's policy through the website.
- The role of the SEN Governor is to attend termly monitoring meetings, support the review of provision and practice, and report back to Governors.

Deputy Headteacher Pastoral:

- Setting objectives and priorities in the School development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the School's overall financial resources.
- Informing the Governing body.
- Being the named Designated Safeguarding lead for the School, Attachment Awareness lead and also the member of staff responsible for managing the School's responsibility for meeting the medical needs of students.

SEN Coordinator:

- Disseminating information and raising awareness of SEND issues throughout the School. See Appendix 1
- Is responsible to the Headteacher for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of SEND Teachers and Learning Support Assistants, through training and INSTEP.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring of IEPs, Student Profiles, Statements and EHC Plans for those with SEND and others, as required.
- Monitoring delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Learning Support Assistants. Supporting teachers to use Learning Support Assistants effectively. See Appendix 2.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Finance Officer responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising of fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.

- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Headteacher forwards to the Governors Curriculum and Pupils.

Curriculum and Subject Leaders:

- Departmental Practice to include contributing to the writing of EHC plans according to the school's SEND Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from capitation.
- Raising awareness of faculty responsibilities towards SEND.

Other Staff:

"All teachers are teachers of special needs"

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support team.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Student Profiles are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Being fully aware of the School's procedures for SEND.
- Raising individual concerns to SENCO.
- Planning and liaising with Learning Support Assistants.

Learning Support Assistants

- Supporting students with SEND and the wider school population.
- Mentoring individual students.
- Planning and delivering individualised programmes, where appropriate.
- Monitoring progress against targets using Student Profiles.
- Assisting with drawing up individual plans for students and supporting information sheet development, as required.
- Contributing to the review process, either in person or with a written report.
- Working with small groups in or out of the classroom, under the direction of the class teacher.
- Supporting students on Educational Visits, as required.
- Jointly planning with teachers, where appropriate.
- Communicating SEND issues to and from school.
- Raising awareness of SEND issues at Faculty meetings.
- Keeping departmental documentation up to date.
- Attending meetings as required.

Section 11 Managing and Storing Information:

IEPs, Student Profiles, Statements and EHC plans along with data and assessment outcomes are stored within both the SIMS and in individual files within the Learning Support Department. These documents are kept for 5 years and should then be destroyed. Copies of these documents should be passed onto relevant Post 16 providers or new schools.

Conclusion

The consistent implementation of this policy will enable the School to ensure that students with SEN and disabilities will be consistently able to access the broad and balanced curriculum on offer at Chew Valley, attain well and make excellent progress.

Related documents and Policies

School's Local offer
Accessibility Plan
Equalities Policy
Behaviour and Bullying Policy

Committee:

Approved: December 2015

Review date: December 2016

Appendix 1

Definitions of Individual SEND needs and strategies for supporting:

Achievement: A process of striving towards a sense of personal success and achieving as highly as possible.

Additional needs: All children who are at risk of poor outcomes and require additional support, which may be a short-term intervention or a longer-term strategy.

Advocacy: Aims to secure the rights and facilities for an individual with SEND that are appropriate to the individual's needs. A nominated person speaks and acts on behalf of the represented person who is unable to have their own voice.

Alternative provision: Education in an institution other than a mainstream or special school. This should be based on the needs of the child and may be provided through a variety of routes, including pupil referral units (PRUs).

Annual review: The statutory yearly review of a statement of special educational needs or EHC plan. The local authority carries out such a review within 12 months of making a statement or within 12 months of any previous review.

Asperger Syndrome: Asperger Syndrome is viewed as the higher-ability aspect of the autistic continuum. People who are diagnosed will have difficulty communicating, difficulty in social relationships and lack of understanding of how people feel.

Assessment of a child: Generally, an assessment can be defined as any systematic process of assessing the needs, circumstances or progress of a child (or family) against defined norms, an established scale or standardised benchmarks, with the intention of understanding the child's needs (and the family's needs), circumstances or progress, in order to decide on appropriate further action (or to confirm that no additional help is required).

At risk: Since the Children Act, 1989, came into force, the term 'at risk' has been used to describe a child believed to be at risk of 'significant harm' and therefore in need of protection by the local authority. When a child is described by someone from social services as being 'at risk', this is still likely to be what they mean. However, the term is also used more widely, for example to describe children thought to be at risk of social exclusion. Depending on the context, 'at risk' may refer to children thought to be at risk of offending, social

exclusion or significant harm.

Attainment: The formal recognition of achievement evaluated against specified standards, generally in national examinations.

Attachment disorder: Also referred to as reactive attachment disorder. It is a mental and emotional condition brought on as a result of failure to form an appropriate bond with primary carers in early childhood. Children with attachment disorder often have trouble trusting others. It impacts on a person's mood, behaviour and social relationships, usually because of early experiences of neglect and abuse.

Attention Deficit Hyperactivity Disorder (ADHD): A medical diagnosis related to the child's behaviour and attention span, which can affect their ability to concentrate and learn.

Autism: Autism is a lifelong developmental disorder. It affects how a person communicates with and relates to the people around them. Autistic individuals have difficulty in making sense of the world's own activities. Over half of all autistic children experience severe or moderate learning difficulties.

Behaviour, Emotional and Social Difficulties (BESD): Describes all those pupils of any ability whose behaviour, social and emotional difficulties present a barrier to learning and participation.

Child and adolescent mental health: This can affect the way individuals think, feel and behave. It influences self-perception, life chances and relationships with others.

Child and Adolescent Mental Health Services (CAMHS): Provides high quality, multidisciplinary mental health services to all children and young people with mental health problems and disorders.

Children's Centres: Sure Start provisions that provide seamless, holistic, personalised, integrated wrap-around care, education, services and support for children under five, and their families.

Children in need: The child is defined by Children Act as being in need if he/she is unlikely to achieve or maintain, or have the opportunity of achieving, a reasonable standard of health or development without the provision for him/her of services, or if his/her health or development is likely to be significantly impaired, or further impaired without the provision for him/her of such services, or if he/she is disabled.

Code of Practice: The Special Educational Needs Code of Practice was introduced by the Department for Education and Skills in 2014. The code provides guidance on policies and procedures intended to enable pupils with SEN to reach their full potential, to be included in school communities and to make the transition to adult life successfully.

Common Assessment Framework (CAF): The CAF is a nationally standardised approach to help practitioners in any agency to assess and decide how to meet the unmet needs of a child. As part of a wider programme of work to provide more integrated services to families, the CAF will support earlier intervention, improve multi-agency working and reduce bureaucracy for families, reducing the number of inappropriate inter-agency referrals, separate assessments and different agencies working with the child. Where the child has urgent or complex needs, requiring specialist assessment and intervention, the common assessment information will feed into the specialist assessment process.

Developmental delay: An abnormal or slower rate of development in which a child demonstrates a functioning level below that observed in children of the same age.

Disabled: An individual who has a physical or mental impairment, which has substantial and long-term effect on his/her ability to carry out day-to-day activities. The definition also covers pupils with sensory or intellectual impairments, those with a learning disability, severe disfigurements or progressive conditions.

Dis-application: The removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, or any combination of these, including entire subjects or the entire National Curriculum.

Dyscalculia: A condition associated with specific learning difficulties in Maths. In its simplest terms this means that sufferers have problems with even simple arithmetic.

Dyslexia: A learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyspraxia: A disorder in which there is impaired or immature development of movement skills, understanding of language and thought processes. It affects a person's ability to plan and carry out physical tasks. It is sometimes called 'Clumsy Child' syndrome.

Education other than at school (EOTAS): For those pupils who are unable to attend school for a variety of reasons, including fixed-term or permanent exclusion, medical reasons such as accident or illness, those with psychiatric problems including school phobia and young teenager pregnant girls/young mothers.

Epilepsy: A condition in which the affected person tends to have recurrent seizures (fits) because of an altered state in the brain.

Foetal alcohol syndrome disorder (FASD): A condition caused by the mother consuming alcohol, resulting in abnormal brain development before birth.

Fragile X Syndrome: The commonest cause of learning difficulties after Down's Syndrome; it is an inherited condition associated with a fragile site at the end of the X chromosome.

Hearing Impairment (HI): Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf and can cover the whole ability range.

Higher Level Teaching Assistant (HLTA): An experienced teaching assistant who plans and delivers learning activities under the direction of a teacher, and assesses, records and reports on pupils' progress.

Inclusion: Inclusion is not a simple concept, restricted to issues of placement. Its definition has to encompass broad notions of educational access and recognise the importance of catering for diverse needs. Increasing mainstream access is an important goal. However, it will not develop spontaneously and needs to be actively planned for and promoted. Moreover, inclusive principles highlight the importance of meeting children's individual needs, of working in partnership with pupils and their parents/carers and of involving teachers and schools in the development of more inclusive approaches. Inclusion is a *process* not a state.

Individual Education Plan (IEP): Builds on the curriculum that a child with learning difficulties or disabilities is following. It is designed to set out the strategies being used to meet each child's identified needs.

Learning difficulties/disabilities: Characteristics of pupils who have difficulty in acquiring new skills or who learn at a different rate from their peers.

Learning mentors: Salaried staff who work with school and college students to help them address barriers to learning. This is designed to enable the students to engage more effectively in learning and achieve appropriately.

Looked After Child (LAC): Refers to any child who is in care of the local authority, or who is provided with accommodation by the local authority social services department for more than 24 hours.

Medical conditions: Medical conditions are diverse and include sickle cell disease, cystic fibrosis, diabetes, epilepsy, haemophilia, spina bifida, leukaemia and many more. Many of these conditions will result in absence due to prolonged periods in hospital.

Moderate Learning Difficulties (MLD): A child with MLD will have a general level of academic attainment that is significantly below that of his/her peers. There may be difficulty acquiring basic literacy and numeracy skills, speech and language difficulties and poorly developed personal and social skills. Emotional and behavioural difficulties may also be present.

Multi-agency working: This brings together practitioners from different sectors and professions to provide an integrated way of working to support children, young people and families.

Multi-sensory impairment (MSI): Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing.

Note-in-lieu: A document that describes a child's special educational needs, explains why a Statement is not required and which sets out what should be done to help your child.

Peer support: Peer support occurs when people provide knowledge, experience, emotional, social or practical help to each other. It commonly refers to an initiative consisting of trained supporters, and can take a number of forms such as peer mentoring, listening, or counselling.

Personalised learning: The tailoring of education to ensure every pupil reaches their potential. Enables teachers to match teaching with individual pupil's learning to meet their needs, interests and aptitudes, enabling them to reach their full potential.

Physical disability (PD): Physical disability refers to disabilities that limit mobility. Among the causes are congenital conditions, accidents or injury. Some pupils with PD may also have sensory impairments, neurological difficulties and learning difficulties.

Provision map: An 'at a glance' way of showing the range of provision a school makes for children with special and other additional needs, through additional staffing or peer support.

Pupil Premium: Additional funding for schools to spend as they choose to raise the achievement of disadvantaged pupils. The Pupil Premium for each school is calculated according to the number of pupils eligible for free school meals.

Pupil Referral Unit: This is any school established and maintained by a local authority that is specially organised to provide education for children who are excluded, sick or otherwise unable to attend mainstream school.

Profound and Multiple Learning Difficulties (PMLD): Pupils with PMLD have complex learning needs. Among pupils with PMLD are those functioning at a level comparable with the earliest levels of development and who have physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support both for their learning needs and also for their personal care.

Quality First Teaching: The daily routines of teaching strategies and techniques used by a teacher for all pupils in the mainstream classroom that ensure pupils' progression in learning.

Responsible person: Every school should have a responsible person (SEN Governor or Head Teacher) who ensures that all those children identified as having a special educational need have their individual needs met.

Safeguarding: The process of identifying children and young people who have suffered or who are likely to suffer significant harm, and then taking the appropriate steps to keep them safe.

School Support (SUP): The first level of the graduated response taken by school if they have concerns about a child's progress when the child's teacher or SENCO identify that he/she has special educational needs. The School may ask for help from outside specialists.

Special Educational Needs Co-ordinator (SENCO): The SENCO is the person responsible for co-ordinating the provision for all children with special educational needs within a school. It is a statutory requirement that every school must have a SENCO.

Speech, Language and Communication Needs (SLCN): Encompasses a wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say, and using language socially.

Speech and language therapy: A health care profession, the role and aim of which is to enable children with speech, language and communication difficulties to reach their maximum communication potential.

Education & Health Care Plan/Statement (EHC): A document produced by the local authority that outlines a child's needs and the support and additional provision necessary to meet those needs.

Transition plan: A plan that sets out the steps needed to move from school to adult life, usually drawn up after the Year 9 annual review of a Statement.

Vulnerable children: Those children at risk of social exclusion; those who are disadvantaged and whose life chances are likely to be jeopardised unless action is taken to meet their needs.

Appendix 2 - Guidelines for teachers for working effectively with Learning Support Assistants

Top Ten – Working with Teaching Assistants

The teacher needs to make sure that:

- They remain in overall control of pupils' welfare and learning
- All pupils know why TAs are working in their class and their names and roles
- Learning objectives are displayed, shared and understood
- Relevant information about the lesson is made available to the teaching assistant

1. All school staff are treated as integral members of the School team and as such are offered respect from other staff and students. The teacher could work with vulnerable students and the teaching assistant could work with capable students

2. Teachers and teaching assistants plan together – this will include discussion about learning outcomes, intervention or strategy to be used and resources that are relevant to the learning. The teacher has a clearly thought out strategy to promote learning for all students

3. There is a shared understanding of the purpose and aims of the lesson and how it fits into the curriculum

4. There is an understanding of the needs of the pupils and other relevant information and their learning targets (IEP)

5. Agree ground rules about who can do what and when, within a lesson

6. There is regular discussion between teacher and teaching assistant, especially about feedback in regard to pupil's learning and from observations and assessments

7. Teaching assistants aim to build a pupil's independence, not encourage dependence

8. Teaching assistants increase the opportunities to build a pupil's self-confidence by enabling them to succeed and give feedback and praise

9. Teaching assistants are skilled and informed in the lesson to be taught – know the overall objectives for the lesson and are clear about how they will support and help the pupil to achieve those learning outcomes

10. TAs have a role in promoting learning when the pupil/s they are supporting are absent