

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (INCLUDING TRACKING OF SEND PUPILS)

Issue 14

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Approved by:



Head Teacher
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Authorised by:



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Special Educational Needs and Disability Policy

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CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	January 1999	Original policy document.	W Davey
2	January 2001	Document reviewed and updated.	C Benbow
3	January 2003	Document reviewed and updated.	C Benbow
4	January 2005	Document reviewed and updated.	C Benbow
5	December 2009	Document reviewed and updated	T Walters
6	October 2013	Document reviewed and updated; changes highlighted in the left hand margin. The sections on "Allocation of Resources" and "Exceptionally Gifted or Able Children" have been removed.	M Telfer
7	November 2014	Document reviewed and updated in line with the new Code of Practice 2014	L Hargreave
8	September 2017	Document review – minimal updates	A Lynham, S Elliott
9	September 2018	Document review – minimal updates	L Hargreave
10	September 2019	Document review – minimal updates	L Hargreave
11	September 2020	Document review – minimal updates	L Hargreave
12	September 2021	Document reviewed – minimal updates	E Proffitt
13	September 2022	Document reviewed	E Proffitt
14	September 2023	Document reviewed	E Proffitt

SUMMARY

This policy should be read in conjunction with the Behaviour and Discipline Policy [Reference 1], Bullying Policy [Reference 2], Equal Opportunities Policy [Reference 3], Assessment Policy [Reference 4], Marking Policy [Reference 5] and all other school policies. If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

This policy will be reviewed every two years.

REFERENCE DOCUMENTS

- [1] Behaviour and Discipline Policy (P25)
- [2] Bullying Policy (P27)
- [3] Equality Policy (P58).
- [4] Assessment Policy (P22).
- [5] Marking Policy (P20)
- [6] SEND Code of Practice, 2014.

MAIN DOCUMENT

Special Educational Needs and Disability Policy

1 RATIONALE

Within the aims of the school it is implied that the curriculum is designed to meet the needs of individual children. In order to address those needs, it is the responsibility of the classroom teacher to differentiate the curriculum and resources appropriately. Nevertheless, we recognise that some pupils across the whole range of ability and attainment have additional needs for which some form of special provision needs to be made to enable these pupils to access the curriculum and to support their development educationally and socially.

2 DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

At the heart of this school and every class lies a cycle of assess, plan, do and review. These general arrangements in a school take account of the wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulty in doing so may have special educational needs.

This is further qualified in Paragraph XIV of the Code of Practice (2014) [Reference 6].

'Children have a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- (b) Have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

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.

Special educational provision means: 'for children of two or over, educational provision which is additional to, or different from, the educational provision made generally for other children of the same age in schools maintained by the Local Education Authority (LEA), other than special schools, in the area.'

3 OBJECTIVES OF THE POLICY

- To acknowledge that all children have the ability to 'aim high' given the right form of support.
- To adopt an open admissions policy.
- To provide access to a broad and balanced curriculum for all pupils including those with SEND.
- To ensure that pupils with SEND will, in the main, be supported within the classroom.
- To ensure that SEND is an integral part of whole school and classroom planning.
- To emphasise the need for partnership between teaching and support staff, parents and external agencies for the benefit of the child with SEND.
- To work, in particular, in close partnership with parents/carers of children with special educational needs and disability, incorporating their views and involving them in all decisions, providing information and support and acting on their concerns.
- To encourage and involve children in recognising their own achievements, and to take some responsibility for their own learning.
- To guide staff in identifying, assessing, monitoring and making appropriate necessary provision for any child with SEND.
- To implement the policy through a graduated response to special educational needs as set out in the SEND Code of Practice (2014) [Reference 6].

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- To maintain class and whole school registers of children with SEND.
- To ensure that the classroom teacher keeps appropriate records to track progress and to demonstrate strategies employed to address the child's needs, together with evaluations of their implementation.

4 PRINCIPLES

The way in which the school sets out to meet these objectives is guided by the following principles:

1. The governing body and staff of the school will have regard to the Code of Practice when carrying out their duties towards all pupils with SEND.
2. The school's admission policy is open and each child identified as having SEND should enjoy maximum inclusion within the peer group and access to the full curriculum where possible.
3. We believe that all pupils can make significant progress and we aim to instil that belief in all children, particularly those with SEND.
4. We believe that a child's progress is enhanced by heightened self-esteem and we will therefore offer maximum opportunities for each child, and in particular, those with SEND, to succeed and feel valued in their own right.
5. All teachers will use a variety of teaching approaches to address different learning styles in the delivery of the curriculum within their classroom.
6. All teachers use teacher assessment and identified whole school assessment methods to inform the planning of the curriculum for children with SEND.
7. Children in both key stages will be encouraged to take part in the decision-making processes regarding individual targets and provision to meet their special needs.
8. Where necessary, provision for SEND should utilise the skill and expertise of external and specialist agencies.
9. The school's entry and assessment programmes aim to identify pupils with special needs as early as possible on their arrival at Bailey's Court.
10. Provision for children with SEND is the responsibility of all class teachers/SENCO.
11. The SEN Co-ordinator will receive training through the use of appropriate courses and cluster support and will co-ordinate in-service training to keep all staff, teaching and non-teaching, appropriately informed.

5 ROLES AND RESPONSIBILITIES

5.1 Governing Body

The Governing body of the school will, in co-operation with the Head Teacher, decide the school's general policy and approach to meeting pupils' SEND for those with and without EHCPs. They will set up appropriate staffing and funding arrangements and oversee the school's work.

The Governing Body will:

- Be involved in developing and monitoring the school's SEND policy.
- Consider and report on the effectiveness of the school's work, on behalf of children with SEND, on at least an annual basis.
- Nominate a Governor to have specific oversight of the school's arrangements and provision for meeting SEND.

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- Ensure that the quality of SEND provision is continually monitored.

5.2 Head Teacher

The Head Teacher will:

- Be responsible for the day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Keep the governing body fully informed and work closely with the school's SEN co-ordinator.

5.3 SENCO

The SENCO will:

- Achieve a National Award for SEN Co-Ordination within 3 years of appointment.
- Oversee the day-to-day operation of the school's SEN policy.
- Co-ordinate provision for children with SEND, particularly through SEN Support.
- Liaise with and advise class teachers, who are initially responsible for the identification, assessment and provision of children with special educational needs.
- Manage SEN Teaching Assistants.
- Oversee the records of all children with SEND.
- Ensure that tracking systems from SEND provision are robust, providing accurate data on the progress and attainment of children with SEND.
- In conjunction with the class teacher liaise with parents/carers of children with special educational needs and disabilities.
- Contribute to the in-service training of staff in matters relating to SEND.
- Liaise with parents.
- Liaise with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Manage deployment of SEND resources.

5.4 Class Teachers

Class teachers will:

- Be involved in the development of the school's SEND policy.
- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND and initially be responsible for this within the classroom setting.
- Set realistic but challenging SMART targets which they will monitor and review.
- Identify and record any concerns regarding a pupil's progress. Inform the parent/carer of the concern before then implementing appropriate strategies or interventions to address the concern. Monitor and review the concern. On review the teacher will decide whether child's progress is still an area of concern or whether to move through the graduated response of SEN Support (as set out in the SEND Code of Practice 2014 [Reference 6]).
- Ensure that the SEND tracking is updated providing accurate data on the progress and attainment of children with SEND.

5.5 Teaching Assistants

Teaching Assistants will, under the guidance of the teacher:

- Be involved in the development of the school's SEND policy, where possible.
- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

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- Be fully aware of children with SEND and keep appropriate records in their SEN files so that they may carry out their role in enabling the child to work towards their targets.
- Understand the issues of confidentiality and keep SEND records in an appropriately secure place, decided upon in collaboration with the teacher.
- Attend appropriate training sessions with regards to SEND.

5.6 Lunchtime Assistants

Lunchtime assistants will:

- Be advised by the class teacher of appropriate information regarding the needs of individual children.
- Understand the issues of confidentiality.
- Be invited to attend appropriate training sessions with regards to SEND.
- Discuss any areas of concern with class teacher, SENCO, Deputy Head or Head teacher.

5.7 Other Teaching and Non-Teaching Staff

Other teaching and non-teaching staff such as parent helpers, supply teachers, students, etc will:

- Be advised by the class teacher of appropriate information regarding the needs of individual children.
- Be made aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Understand the issues of confidentiality.

5.8 Parents/Carers

Parents/Carers should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valuable role in their children's education.
- Have knowledge of their child's entitlement within the SEND framework and participate in decisions about support available to them in their local area.
- Make their views known about how their child is educated.
- Have an active role in planning and monitoring of SEND provision and, where possible, participate in decision-making processes including the setting of learning targets and contributing to children's Support Plans, to annual reviews and transition processes.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

5.9 Children with SEND

Pupils, who are capable of forming views, should be supported so as to be able and empowered to:

- Share their views about what sort of help that they would like to help them make the most of their education.
- Have an active role in planning and monitoring of SEND provision and, where possible, participate in decision-making processes including the setting of learning targets and contributing to children's Support Plans, to annual reviews and transition processes.
- Feel confident that they will be listened to.
- Take some responsibility for their own learning.

6 STRATEGIC MANAGEMENT AND TARGET SETTING

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- 6.1 The SENCO will liaise regularly with the Head Teacher and Deputy Head Teacher, class teachers and teaching assistants to ensure that:
- Planning throughout the school includes provision for SEND.
 - Target setting on Support Plans if appropriate.
 - Teaching strategy decisions, e.g. interventions, streaming, team teaching, etc. include the best interests of all children, particularly those with SEND.
 - Any issues arising regarding SEND are resolved quickly and effectively.
- 6.2 The SENCO will liaise regularly with support staff in the school, particularly Teaching Assistants, to involve, inform and update on SEND policy and promote good practice.
- 6.3 The SENCO will liaise with the Head and Deputy with respect to SEND trends in the school (e.g. ratio of boys to girls, learning style preferences, etc.) and to ensure that appropriate staff development takes place in respect of this information.

7 ADMISSION AND SPECIALISM

Bailey's Court School is a mainstream Local Education Authority funded Primary School, which has no special provision (e.g. a speech and language unit) for children with SEND. However, we believe that all teachers can be and are teachers of children with specific needs. The school adopts an open admissions policy, which is administered by the Local Authority and believes that every child has the right to be included and with the correct support can have access to the differentiated curriculum, therefore thriving in the mainstream school environment.

8 IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES

8.1 Identification of Special Educational Needs and Disability

To assist with the early identification of pupils with SEND the school will:

- Whenever possible, liaise with parents, pre-school groups and supporting agencies before pupils start school.
- Screen all Reception children by using a baseline assessment within the first half of the autumn term.
- Appropriately assess all children who arrive other than at the beginning of Reception year as soon as possible through a variety of in-house and/or standard assessments.
- Continue to assess pupils each term throughout their time at school.
- Ensure that information concerning a child's SEND is passed on to the new teacher at the end of each academic year, including the transfer of information to the pupil's next school when they leave Bailey's Court.
- Ensure that appropriate information concerning a child's SEND is available for Teaching Assistant, supply teachers or any other adult responsible for their care in school, whether it is academic, social, behavioural or medical.

8.2 Provision and Review of SEND

Teachers monitor the progress of each child in their day-to-day work in the classroom and where there is any cause for concern about achievements and progress of any child, there will be early intervention so as to maximise the potential for learning.

If the teacher, parent, carer or any other appropriate adult expresses concern that a child is showing signs of having special educational needs then the teacher will move through the following steps.

8.2.1 Graduated Response to SEND

8.2.1.1 Concern

- Through observing and assessing the progress of the child, the teacher may identify areas where the child is not making satisfactory progress, even though the teaching style

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has been differentiated. Using this evidence, together with the knowledge of the child's strengths and weaknesses, a teacher may feel that the strategies they are using with the child are not resulting in the child learning as effectively as possible.

- The teacher will review the strategies currently being used and the way in which these might be developed to better meet the needs of the individual child.
- As the concern becomes greater regarding a pupil's progress, the parent/carers will be informed before further strategies or interventions are implemented in order to address the concern.
- The teacher will monitor and review the pupil's progress and area of concern.
- The teacher will decide, in discussion with parents/carers, support staff and child, whether the child's progress is still an area of concern or whether the child requires additional help over and above that which is normally available through the differentiated curriculum. Consideration may be given to helping the child through SEN Support (as laid out in the SEND Code of Practice 2014).

8.2.1.2 SEN Support

When a class teacher or the SENCO identifies a child with SEND, the class teacher should make further assessments of SEND need whilst carrying out high quality interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies. The trigger for intervention through SEN Support can be found in Appendix A.

The SENCO and the child's class teacher, along with the child and parents/carers, will plan the action needed to help the child progress in the light of earlier assessment. Strategies employed will be recorded within a Support Plan. The Support Plan will only record that which is additional to and different from the differentiated curriculum. The Support Plan will be discussed and agreed with the child's parents/carers and the child.

8.2.1.3 SEN Support Plus External Services

At this stage the school will seek external specialist support (e.g. Inclusion Support, Speech and Language Therapists, Educational Psychologists, etc) to help develop the Support Plan for the child. They may also provide more specialist assessments to inform planning and give advice on the use of more specialist strategies. Again, this should be implemented by and large within the classroom setting with extra adult support and access to special needs resources where appropriate. The teacher will work closely with parents and SENCO to ensure further differentiation within the curriculum and that all targets are specific, achievable and measurable. The delivery of the interventions recorded on the Support Plan continues to be the responsibility of the classroom teacher.

8.2.1.4 School Request for an Education and Health Care Plan

The child's teacher will discuss with the SENCO and Head Teacher, as well as the child's parents/carers, whether to ask the LA to make an EHCP assessment. Staff will then, first, complete a Self-Assessment 0-25 form and this will be submitted to the LA to decide if an EHCP assessment is appropriate for the child's needs. This is a detailed examination to find out more precisely what the pupil's SEN are and the special help he or she may need. If the LA agrees with the school's assessment, an application for an EHCP assessment will be requested. Until such time, the child's needs must be met at SEN Support plus External Services, addressing targets set out on the child's Support Plan.

8.2.1.5 Education and Health Care Plan

The LA, having made a formal assessment in consultation with the pupil's parents/carers, professionals and the school, may decide to issue an Education and Health Care Plan. This is a formal document that sets out the pupil's needs and the special help he or she will require. At this stage the LA will offer extra financial assistance to the school to specifically support the child's needs within the school. The EHCP is reviewed annually with the involvement of the parents/carers, the child, school staff and external agencies involved.

All changes in the child's status on the SEND register will be discussed with parents. Teachers will keep appropriate records of curriculum planning, concern sheets, Support

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Plans, list of strategies tried and evaluations and other relevant documentation (e.g. external agency reports) designed to support the child in the classroom setting. These will be reviewed with the parents/carers and the child at least once a term.

9 CURRICULUM

The school endeavours to follow a policy of inclusion for pupils with special educational needs and disability, recognising the importance this can have on a child's self-esteem and level of achievement. Whole class sessions are an important aspect of social inclusion. Differentiation through the use of appropriate language, questioning and support will ensure that children benefit during these sessions. However, it is also necessary at times to differentiate by task rather than outcome, during which times children will be working with others at a similar level, either in small groups or in streamed classes. It may also be appropriate to withdraw individual children with SEND at times to work on a specific need in a 1:1 situation. The class teacher will work closely with the Teaching Assistant to ensure that any child with a particular need benefits from a variety of teaching approaches and enjoys whole class, group and, where appropriate, individual support to best meet their needs in accessing the whole of the National Curriculum.

10 INCLUSION STRATEGIES

The school operates an open admissions policy and will not refuse entry to any child with a learning, emotional, medical or physical difficulty so long as the structures put in place by the relevant authorities to support the child are deemed to be adequate to reasonably guarantee the safety and well being of the individual concerned and other pupils. Once a pupil is admitted, the school will make full use of its own and external resources to ensure that the physical, social and academic needs of the pupil are being met as fully as possible within the normal class setting.

11 PARTNERSHIP WITH PARENTS/CARERS

It is acknowledged that the relationship between parents and school has a particularly significant bearing on the educational progress of children with SEND and the effectiveness of the school's actions. Children are best helped when parents and school are working closely in partnership and when parents know that teaching staff will value their views and knowledge. At Bailey's Court, parents are acknowledged as a key resource in the educational process. As a result, the following commitments are made:

- (a) Efforts will be made to ensure that parents/carers of all pupils are aware of our SEND policy and that they understand the procedure for seeking advice and information at any time should they wish to express concerns about their child's educational progress.
- (b) Particular emphasis will be placed on informing parents/carers of all new intake pupils about the services for SEND.
- (c) Parents/carers will be kept fully informed either if their child is placed on the SEND register or changes status on the register. The school will also report back to parents regularly about the pupil's progress and allow for parental response.
- (d) The emphasis will be on collaboration with parents/carers at all times. Consideration will be given as to how the school can support parents who become discouraged by their child's difficulties.
- (e) Parents/Carers of children with SEND will be encouraged to contact the child's class teacher, SENCO or Head Teacher to whom they can refer any concerns which arise including any problems which occur within the home environment. Confidentiality in all such matters is paramount to maintain the trust between home and school.
- (f) The school will consider how best to liaise and collaborate with parents for whom English is a second language or who have other communication difficulties.
- (g) Efforts will be made to deal sensitively with parents/carers and to provide a comfortable environment for meetings so that they can feel relaxed and confident about their role.

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- (h) A summary statement of the school's SEND policy will be available to all parents.
- (i) The School Offer of SEND and links to the Local Authority's Local Offer will be on the school website.

12 COMPLAINTS PROCEDURE

In keeping with the policy of a home-school partnership, Bailey's Court Primary School encourages open dialogue between teaching staff and parents/carers with respect to their child's education and well being at school. Parents who feel they need to make a complaint with respect to provision of support for a child who has special needs should consult the Concerns and Complaints Policy in the policies file. A copy is available for viewing on the school website.

13 INSET AND STAFF DEVELOPMENT

- (a) In order to help all staff to work effectively with pupils with SEND, the School's Development Plan will incorporate SEND in-service training as appropriate when and where appropriate. This will include development opportunities for support staff including Teaching Assistants. These professional development needs may arise as a result of legislation and/or policy changes, or be identified as part of the review of the SEND policy.
- (b) In addition, all staff will regularly consider SEND and appropriate ways of meeting such needs through school management meetings, planning meetings, staff meetings, etc. as well as whole school approaches through associated school policies.
- (c) There will be an induction programme on SEND for new staff, teaching and non-teaching.
- (d) The school will also consider the development and training needs of the Governors in light of their own skills and the School's Development Plan.

14 EXTERNAL SUPPORT

There are several organisations, which the school can call upon for advice or support for a particular child's needs. These are listed in the Appendix B to this document.

15 EXTERNAL RELATIONS

Transition: When children transfer to another school, children's academic records, including information on any special needs a child may have, are forwarded as soon as possible to enable the new school to offer any necessary support immediately.

16 CRITICAL SUCCESS FACTORS

The SEND policy will be successful if:

- (a) The culture, practice, management and deployment of resources in school are designed to ensure all children's needs are met.
- (b) The school, together with the LA, work together to ensure that any child's special need is identified early.
- (c) Those responsible for special educational provision take into account the wishes of the child, in the light of their age and understanding.
- (d) Special Education Needs and Disability professionals and parents/carers work in partnership.
- (e) Interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents.
- (f) There is close co-operation between all agencies concerned and a multi-disciplinary approach to the resolution of issues.

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- (g) EHCPs are reviewed annually.

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APPENDIX A TRIGGERS FOR SEN SUPPORT AND INVOLVING EXTERNAL SERVICES

A 1 Triggers for SEN Support

The triggers for intervention through SEN Support could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Fails to close the attainment gap between the child and their peers (e.g. Is significantly below expected attainment.)
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent social or emotional difficulties which are not improved by the behaviour management strategies usually employed in the school.
- Has sensory or physical needs, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

A 2 Triggers for SEN Support Plus Involving External Services

The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy or mathematics skills.
- Has social or emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has physical or sensory needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

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APPENDIX B EXTERNAL AGENCIES

Note: Some agencies appear in more than one category.

B 1 Education

- Educational Psychologist
- Education Welfare Officer
- Ethnic Minority Achievement Service
- Hospital/Home Teaching Service
- Inclusion Support Team
- Behaviour Support Team
- Speech and Language Therapy Team
- Traveller Support
- Non-LA services such as NASEN, Bristol Dyslexia Centre, etc.

B 2 Medical

- Child Psychiatry Service
- Clinical Psychology Team
- Community Children's Health Partnership
- Child Adolescent Mental Health Service
- Consultant Paediatrician
- Co-ordination Clinic
- Occupational Therapy Service
- Physiotherapy Service
- School Nurse
- Speech and Language Therapy Service

B 3 Social and Emotional

- Educational Welfare Officer
- Social Services (including Child Protection Services)
- Supportive Parents
- FYPS
- CAMHS
- School Counsellor

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APPENDIX C GLOSSARY OF TERMINOLOGY USED IN THE POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

SEND Code of Practice 2014	Government document published in 2014, outlining guidance for procedures for supporting children with Special Educational Needs.
DfE	Department for Education
Differentiate / Differentiated	Planning and delivery of a lesson enabling children of different abilities to participate at their own level.
Education and Health Care Plan (EHCP)	An outcome focused plan which favours a person centred approach to planning and reviewing additional provision for children and young people with more complex and severe special educational needs and disabilities, aged 0-25.
External Agencies	Agencies (usually funded by the Local Education Authority or Health Trust) offering specialist support, advice and assessment for children with SEN.
Support Plan	Any child with an identified special educational need will have a Support Plan to help identify targets to achieve over the coming term, set by the class teacher, in discussion with parents/carers and child.
INSET	In-Service training for school staff, either by another member of staff or by an external agency.
LA	Local Authority
TA	Teaching Assistant employed to support children with Special Needs under the guidance of the class teacher.
SEN Support	A school based category which adopts a graduated approach to meeting the needs of those children and young people identified with SEND, without an EHC Plan.
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team (within the school).

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APPENDIX D PROCESS OF IDENTIFYING A CHILD WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

