



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

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1. Introduction

This document sets out how Winnersh Primary School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education that is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations. It is in accordance with the guidelines and policies of the Special Educational Needs and Disabilities (SEND) Code of Practice (2014) and the Local Authority.

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children will be experiencing difficulties with learning. At Winnersh Primary School, we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us, and our governing body, to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEND.
- identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation.
- publish the SEND Policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly.
- publish information on SEND funding and provision and monitor expenditure.
- appoint a SEND governor and Special Educational Needs Coordinator (SENDCO) (see SEN Regulations 2014).
- maintain a current record of number of pupils with SEND.
- ensure SEND provision is integrated into the school development plan.
- monitor progress of SEND pupils and ensure provisions specified in EHC Plans are in place.
- ensure all policies take SEND into account through the Equality Impact assessments.
- keep under constant review the arrangements for pupils present and future with a disability.
- admit all pupils who meet admissions criteria, whether or not they have SEND.

2. Aims

The aims of this policy are:

- to create an environment that meets the special educational needs (SEND) of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs.
- to make clear the expectations of all partners in the process.
- to ensure support for pupils with medical conditions for inclusion in all school activities by ensuring consultations with health and social care professionals.
- to describe engagement and cooperation with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable children.

3. The Definition of Special Educational Needs and Disabilities

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi:

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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age, or would do if special educational provision was not made for them.

4. Inclusive Practice

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. We employ a small-steps approach in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Most children on the special needs register have a support plan/IEP with individual targets. **For those children who do not have a support plan or IEP, systems are in place to evidence the 'assess, plan, do, review' cycle and parents are informed about progress made.**

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. We ensure that all our pupils, but particularly those with SEND, are fully included in the activities available, accepting that sometimes this will mean making additional arrangements to allow them to take part.

5. The Special Educational Needs and Disabilities Coordinator (SENDCo)

The legislation requires that:

- the SENDCo must be a qualified teacher working at the school.
- any newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.
- a National Award must be a postgraduate course accredited by a recognised higher education provider.

Our SENDCo has responsibility in school as follows:

- with the headteacher and governing body, determining the strategic development of SEND Policy and provision in the school.
- day-to-day responsibility for the operation of the SEND Policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans.
- providing professional guidance to colleagues and working closely with staff, parents and other agencies.

- being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- overseeing the day-to-day operation of the school's SEND Policy.
- coordinating provision for children with SEND.
- liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- advising on the graduated approach to providing SEND support.
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- liaising with parents of children with SEND.
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned.
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEND up to date.

In order to carry out these duties effectively, as a school we ensure that the SENDCo has a non-class based role and the resources to carry out these functions. This includes providing the SENDCo with sufficient administrative support and time to fulfil her responsibilities and legal requirements.

6. Identification and Assessment

The school will assess each child's levels of attainment on entry in order to ensure that we are able to build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information is usually transferred from other partners in the Early Years setting and the class teacher and SENDCo will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class.
- use the assessment processes to identify any learning difficulties.
- ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English, or arise from special educational needs.

Where a child arrives in school mid-year, the SENDCo will carry out immediate assessments on the child for early identification of need and to ensure that appropriate support and intervention is in place early on.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Slow progress and low attainment will not automatically mean a child or young person is identified as having a special educational need.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress is identified as that which:

- corresponds with national data and national expectations.
- prevents the attainment gap between the child and his peers from widening.
- closes the attainment gap between the child and his peers.
- better the child's previous rate of progress.
- ensures access to the full curriculum.
- demonstrates an improvement in self-help, social or personal skills.
- demonstrates improvements in the child's behaviour.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. The class teacher, after discussion with the SENDCo, will then provide interventions that are additional to those provided as part of the school's differentiated curriculum, and the child will be given individual learning targets which will be applied within the classroom. The school will record the steps taken to meet the needs of individual children through the use of a SEND Support Plan/IEP. These targets will be monitored by the class teacher and teaching assistants within the class, and reviewed formally with the parents and teacher.

In order to help children with special educational needs, Winnersh Primary School will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The SENDCo will have the responsibility for ensuring that all records are kept securely and made available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

Reasons for a child being added to the SEND register may include the fact that he/she:

- makes little progress, even when teaching approaches are targeted particularly to a child's identified area of weakness.
- shows signs of difficulty in developing English or Mathematical skills which result in poor attainment in other curriculum areas.
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, 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.

7. Partnership with Parents

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and encouraged to play an active and valued role in their child's education.

The school will publish information on SEND on its website in accordance with the legal requirement and specific duty on it and our governing body to do so.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. Parents have regular meetings each term to share the progress of their children's needs with their teachers. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Each year, there is a formal annual review for pupils with an EHCP.

Parents have access to the SENDCo through a school email address and parents have access to the school's website which has a dedicated section to Special Educational Needs.

8. The Child and Young Person's Voice

At Winnersh Primary School, we support pupils sharing their views by:

- Encouraging and supporting pupils to help them make their views known. Strategies we use may include written comments, pupil surveys, talking to a preferred adult, friend or mentor, drawing etc.
- Any interventions or strategies will be shared and explained with pupils.
- All pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment.
- Reviews of progress are 'person centred', i.e a pupil's aspirations and needs are at the centre of the review.
- Social and emotional development is promoted via the Personal, Social, Health and Emotional Development curriculum, Growth Mindset, Therapeutic Thinking and Nurture Assistants.

9. Provision of Special Educational Needs Support

Schools have the responsibility to ensure that they plan on the basis that, at all time, some individuals and groups of children or young people will be experiencing difficulties with learning or behaviour. This is delivered via a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'.

At Winnersh Primary School, the graduated response (cycle of assess, plan, do, review) means:

- The class teacher providing quality first teaching, differentiated **and adapted** to meet the learning needs of all pupils.
- The class teacher identifying concerns and seeking guidance from the SENDCo.
- Analysis of need(s) including review of progress and attainment and approaches to learning.
- Individualising provision with the intention to remove any barriers to learning e.g using evidence-based approaches.
- Differentiation of the curriculum, e.g. by grouping, 1:1 work, teaching style, content of the lesson etc.
- Differentiating **and adapting** our teaching, e.g. giving longer processing times, pre-teaching topic vocabulary, reading instructions aloud etc.
- Adaptation of our resources, e.g. using recommended aids such as coloured overlays, visual timetables, larger fonts etc.
- Staff development and training to introduce more effective strategies.
- Where behaviour is an area of concern, it could signal unmet needs but does not necessarily mean that the pupil has a special educational need. Where behaviour is seen as a concern, **a Therapeutic Plan is developed in line with the deputy head (mental health lead) with clear strategies for support.** This is in accordance with Winnersh Behaviour Policy and our Therapeutic Thinking approach.

- Regular review of progress and development determines any changes to the graduated response. This may include teacher assessment and experience of the pupil, pupil progress, attainment and behaviour, SENDCo assessment and pupil's development in comparison to their peers and national data.
- Where progress is limited, advice is sought from external specialists/practitioners.
- Referrals are made when assessment indicates that specialist services are required.
- Evaluation of provision, most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used, these will be evidence based and progress tracked carefully to verify that the interventions are effective.

10. The Social and Emotional Development of our Pupils

We will endeavour to use everyday classroom practices to help children to become aware of how they are feeling and how their choices impact on the emotional wellbeing of others.

For children who need some extra support, we will explicitly model and teach social skills such as turn-taking and sharing. We will follow expert guidance to support the social development of children with autism and social communication difficulties.

We will provide pastoral support through Nurture Programmes which are delivered by our Nurture Support Assistants. Through these programmes, the school will promote skills such as resilience and build self-esteem and confidence. We will guide children in their relationships with others and promote the need for mutual respect. We will respond promptly and effectively to issues of bullying. (See Anti-Bullying Policy)

We will follow the principles from Therapeutic Thinking to support children with developing a therapeutic approach to behaviour.

There may be some children who need a more individualised approach when dealing with their behaviour. For these children, a targeted 'therapeutic plan' will be drawn up in consultation with both the parent and the child. Strategies will be specific to the needs of the child and may include alternative provision during unstructured times, an individualised or life skills style curriculum and/or further additional protective consequences. (see Behaviour Policy).

11. The Use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the SEND Support Plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum levels which are substantially below that expected of children of a similar age.
- continues to have difficulty in developing English and Mathematical skills.
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.

- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- despite having received intervention, the child continues to fall behind the level of his or her peers.

12. School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the Local Authority if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- previous individual support plans and targets for the child.
- records of regular reviews and their outcomes.
- records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in English and Mathematics.
- Education assessments and other assessments, for example, from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations.

Wokingham's Local Offer can be accessed on <http://info.wokingham.gov.uk/kb5/wokingham/info/home.page>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment.

13. Transition

Transition points in a child's or young person's education (movement through key stages or new educational institutions) are very important and need careful management and support.

At Winnersh Primary School, this means:

- Transition is an annual focus in our planning for pupils' provision. We seek to holistically develop the skills pupils will need in order to access the next part of their learning.
- Liaising with pre-schools and Nurseries.
- Planning transition programmes, including additional visits for some children.
- SENDCo organising and supporting any pupils requiring additional visits.
- SENDCo holding internal transition meetings for specific children towards the end of the Summer Term. These will involve the parents/carers, the child's current class teacher and their receiving teacher. TA's may sometimes also attend these meetings if applicable.
- Nurture Assistants running additional transition sessions for identified pupils.
- Creating visual transition booklets for identified pupils.

- Vulnerable transition days are organised in partnership with secondary schools.
- SEND running records and Support Plans are shared in advance with the new teacher.

14. Disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’.

In this context, ‘long term’ means over a year and ‘substantial’ means ‘more than minor or trivial’. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments.

Many children and young people and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments. This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education.

If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources ‘ordinarily available’ to their educational setting, there will not be a need for them to be protected by an Education and Health Care Plan (EHCP). Some of these children and young people with long term health conditions should have a Health Plan which addressed their safety, health and wellbeing whilst in the early years, school or college setting.

15. Accessibility

Every school will publish their arrangements for the admission of disabled children known as an Accessibility Plan. This includes the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time. (See Accessibility Plan).

16. Arrangements for Handling Complaints about SEND Provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made, initially they should contact the child’s teacher, and at the earliest opportunity.

If parents are not happy that the concerns are being managed and feel that their child is still not making progress, they should contact the SENDCo.

If this does not resolve the situation, parents can speak to the Headteacher and then the SEND Governor.

17. Funding

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding allows us to meet the needs of a wide range of pupils who have special educational needs. However, those with the most exceptional needs may require additional funding. This funding stream is called ‘top up’ and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding may provide resources to an Education Health and Care Plan.

The Headteacher and SENDCo are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care Plans.

18. Policy Review

The policy for SEND will be reviewed and evaluated annually. The responsibility for ensuring this review takes place rests with the governing body.

19. Equalities Statement

We note that we are required to have due regard to the public sector equality duty under section 149(1) Equality Act 2010 when exercising our function. We do not consider any issues which arise from this policy would have any negative impacts on equality and we have considered appropriately the need to advance equality and foster good relations.

APPENDIX

Special education uses a number of terms and abbreviations that can be confusing to parents and others who are unused to them. This appendix tries to list the most commonly used terms, and to describe their place in the special education system.

Annual Review: The review of a statement of special educational needs which an LEA must make within 12 months of making the statement or, as the case may be, of the previous review. (Also: "A meeting of parents and professionals at school to evaluate a child's progress and make sure the statement still meets the child's needs.")

Autistic Spectrum Disorder (ASD) This includes the milder form of ASD, Aspergers Syndrome through to full blown Autism.

Baseline Assessment: An assessment of your child's skills and abilities usually made by a teacher within the first seven weeks of starting primary school. It shows teachers what your child can do when starting school and helps them to plan lessons and measure progress. Areas covered include language and literacy, maths and personal and social development.

Behavioural Difficulty: A pattern of unacceptable or inappropriate behaviour, usually occurring in particular situations, which disrupts the education of the child and/or other pupils.

Behaviour Support Plan: A Statement which sets out local arrangements for schools and other service providers for the education of children with behavioural difficulties.

Carer: A carer is a person named by a local authority to care for a child for whom the social services department has parental responsibility, i.e. a child who is the subject of a care order and who has been placed in a residential or foster placement. The carer may qualify as a parent for the purposes of the Education Acts because they have care of the child. If so, they will have a role to play in the consideration of a child's special educational needs.

Case Conference: A formal meeting of professional staff and parents to discuss a particular child.

Child and Adolescent Mental Health Service (CAMHS)

CAMHS promote the mental health and psychological wellbeing of children and young people, and provide high quality, multidisciplinary mental health services to children and young people with mental health problems and disorders to ensure effective assessment, treatment and support, for them and their families.

Child Protection Register: In each area covered by a social services department, a central register must be maintained which lists all the children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for which there is a child protection plan. This is not a register of children who have been abused but of children for whom there are currently unresolved child protection issues. Children 'in need': a child is deemed to be 'in need' if: they are unlikely to achieve and maintain, or do not have the opportunity to achieve or maintain a reasonable standard of health or development without provision made by the local authority; or their health and development are likely to be significantly impaired, or further impaired, without provision made by the local authority; or they are disabled. (Section 17(10) Children's Act 1989)

Children 'in Need': A child is deemed to be 'in need':

- if he or she is unlikely, or does not have the opportunity, to achieve or maintain a reasonable standard of health or development without provision made by the local authority; or
- if his or her health and development are likely to be significantly impaired, or further impaired, without the provision of services by the local authority; or
- if he or she is disabled. (Section 17(10), Children Act 1989).

Code of Practice for Special Educational Needs: A guide for schools and LEAs on the practical help they should offer children with SEN. The code must be considered when making any decisions about a child's education.

Definition of SEND: A child is defined as having special educational needs (SEND) if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it means a child has a disability which needs different educational facilities from those that schools generally provide for children of the same age in the area. The children who need special educational education are not only those with obvious learning difficulties, such as those who are physically disabled, deaf or blind. They include those whose learning difficulties are less apparent, such as slow learners and emotionally vulnerable children. It is estimated that up to 20% of school children may need special educational help at some stage in their school careers.

Department for Education (DfE): The Government Department responsible for all matters to do with education.

Developmental Curriculum: A programme for children who need to learn everyday skills, self-care, dressing, etc, and who may spend most of their education working towards the first level of the core school subjects in the national curriculum.

Differentiated Curriculum: A curriculum that is specially adapted to meet the special educational needs of individual children.

Disagreement Arrangements: All LEAs must provide arrangements to help prevent or resolve disagreements between parents, whose children have special educational needs, and the LEA or a school. They must include an independent element. They are designed to bring together the different parties in an informal way to seek to resolve the disagreement through discussion. Using these arrangements is voluntary and does not in any way affect a parents right to appeal to the SEN Tribunal.

Disapplication: 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 through relevant regulations. (See also Modification, below.)

Dyscalculia: Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyslexia: Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words

Dyspraxia: Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

Early Education Practitioners: All the adults who work with children in early education settings, whatever their qualifications.

Early Education Settings: Providers in receipt of government funding to deliver early education including – maintained mainstream and special schools, maintained nursery schools, independent schools, non-maintained special schools, local authority daycare providers such as day nurseries and family centres, other registered daycare providers such as pre-schools, playgroups and private day nurseries, local authority Portage schemes and accredited childminders working as part of an approved National Childminding Association network.

Early Learning Goals: Expectations in each of the six areas of learning for most children to reach by the end of the foundation stage.

Early Years Development and Childcare Partnerships: Every LAA is required to establish an Early Years Development Partnership to work with them in reviewing the sufficiency of nursery education and preparing early years development plans.

Educational Psychologist (EP): Educational psychologists offer help and guidance to staff and parents who work with children with significant learning, communication, social, emotional, behavioural, physical or sensory difficulties.

Educational Psychology Service

The educational psychology service visit schools regularly and contribute to the statutory assessment of pupils. They provide psychological advice in the form of a report based on observations and tests. Educational psychologists (EPs) are trained and have worked as teachers. They should not be confused with psychiatrists who are doctors concerned with mental illness.

Education Welfare Officer: Person employed by an LEA to help parents and LEAs meet their respective statutory obligations in relation to school attendance.

Education, Health and Care Plan (EHCP): An EHC plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs.

Foundation Stage: 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.

Graduated Approach: A model of action and intervention in schools and early education settings to help children 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 may be experiencing.

Inclusion: Inclusion encompasses broad notions of educational access than the term ‘integration’ and recognises the importance of catering for diverse needs. Inclusive principles highlight the importance of meeting children’s individual needs, of working in partnership with pupils/carers and of involving teachers and schools in the development of more inclusive approaches. Inclusion assumes that the school will adapt to the child as much as the child will adapt to the school (see also **integration**). Inclusive education means that mainstream schools should be structured and resourced to enable them to welcome and accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other abilities and needs.

Integration: Educating children with special educational needs together with children without special educational needs in mainstream schools wherever possible, and ensuring that children with special educational needs engage in the activities of the school together with children who do not have special educational needs (see also **inclusion**).

Learning Support Assistant (LSA): A widely used job title for an assistant providing in-school support for pupils with special educational needs and/or disabilities. An LSA will normally work with a particular pupil or pupils providing close support to the individual pupil and assistance to those responsible for teaching him/her. Some assistants specialising in SEN may also be known by titles other than LSA as these matters are decided locally. LSAs are one of a group of assistants coming within the broader DfES classification of “teaching assistant”.

Local Authority (LA): The LA is responsible for educational provision in its area.

Maintained School: For the purposes of this Code, schools maintained by a local education authority – any community, foundation, voluntary schools, community special and foundation special schools, sometimes called a ‘State school’.

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.

Non-Maintained Special School: schools in England approved by the Secretary of State under section 342 of the Education Act 1996 as special schools which are not maintained by the state but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts.

Note in Lieu: A note issued to the child's parents and school when, following a statutory assessment, the LEA decide not to make a statement. The note should describe the child's special educational needs, explain why the LEA will not make a statement and make recommendations about appropriate provision for the child. All the advice received during the assessment should be attached to the note sent to the parents and, with their consent, should also be sent to the child's school.

Occupational Therapy (OT): Occupational therapy is the use of purposeful activity and play to help a child attain maximum levels of functional performance, thus gaining self-esteem and independence. Motor, sensory, perceptual, social, emotional and self-care skills are assessed. Working with the child, parents and teachers, occupational therapists use therapeutic techniques (advising on equipment and environment adaptations where appropriate) to improve a child's ability to access the physical and learning curriculum.

Occupational Therapist (OT) Provides programmes to develop the management of everyday tasks. They can also advise about aids and adaptations. Occupational therapists usually work for the local health authority.

OFSTED – Office for Standards in Education: A non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) forms their professional arm.

Paediatricians: Doctors who specialise in children's needs and can refer a child to other health specialists, if necessary.

Physiotherapy: physiotherapy is a health care profession that emphasises the use of physical approaches in the promotion, maintenance and restoration of an individual's physical, psychological and social well-being. Following assessment, a treatment plan is developed in partnership with the client/carers; this plan is constantly evaluated to ensure that it is effective and relevant to the individual's changing circumstances and health status.

Physiotherapists Trained to assess movement and physical development such as balance, co-ordination, ability to sit, stand and walk. They advise on how to help a child develop movement.

Placement: A school, unit or other facility, which the LEA thinks best meets the specific needs of a child.

PMLD - Profound and multiple learning difficulties.

Pupil Referral Unit: Any school established and maintained by a local education authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for pupils who would not otherwise receive suitable education because of illness, exclusion or any other reason. Further details are given in DfE Circular 11/99 Chapter 6.

Responsible Person: The head teacher or the appropriate governor, that is the chairman of the governing body unless the governing body have designated another governor for the purpose. In the case of a nursery school, the responsible person is the head teacher. The LEA must inform the responsible person when they conclude that a pupil at a school has SEN. The responsible person must then ensure that all those who will teach the child know about the child's SEN.

SEND Coordinator (SENDCO): member of staff of a school or early education setting who has responsibility for coordinating SEN provision within that school. In a small school the head teacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.

SEND Support Plan: The SEND support plan is a planning, teaching and reviewing tool. It is a working document for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class.

Sensory Consortium: A Berkshire-wide provision for children with significant hearing or vision loss.

SLCN - Speech, language and communication needs

Special Educational Needs (SEN): (see **Definition of SEN**).

Special Educational Needs Code of Practice: Guidance issued by the Government to which all LEAs and maintained schools must pay regard. It sets out models of good practice and describes appropriate ways for schools and others working with children with special educational needs to identify, assess and provide for SEN.

Special School: A school which is specially organised to make special educational provision for pupils with special educational needs.

Speech and Language Therapy (SALT): Speech and language therapy is a health care profession, the role and aim of which is to enable adults and children with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Speech and Language Therapist (SLT) Helps children who have difficulty talking or communicating. They work in schools, health centres and other community centres.

Statutory Assessment

A detailed examination to determine your child's special educational needs and calculate the special help needed. This may or may not lead to an Education, Health and Care Plan (EHCP).

Transition Plan

A document drawn up at the annual review from national curriculum year 9 onwards, to help plan for a pupil's ongoing education after they leave school.

Policy Last Reviewed:	July 2023
Review Period:	Annually
Approval Minuted:	
Date of Next Review:	July 2024
Reviewing Governor Committee:	T, L & A

HISTORY OF AMENDMENTS FROM NOVEMBER 2015 – SCHOOL/WBC OWNED POLICY - STATUTORY
Sept 15 - Page 5 “Provision map” amended to reflect the new Tracking system used.
Nov 16 – SENCo crossed referenced with model policy – no change
Oct 2018 – No amendments necessary
July 2018 – No amendments necessary
July 2019 – Added Equalities Statement. Change from SENCo to SENDCo throughout.
July 2020 – Under ‘Funding’ section, removal of Winnersh attending ENF meetings as these no longer occur.
July 2021- P7, Section 13 (Funding) – removal of ‘top up’ funding being accessed at ENF meetings/forums as these are now obsolete
July 2021 – Removal of Statement of Special Educational Needs from the Appendix section
<p>July 2022 – (all changes have been underlined for clarity)</p> <ul style="list-style-type: none"> • Under ‘Identification and Assessment’ on p4, addition of a statement about slow progress and low attainment. Removal of sentence about records being kept on a SEND Support Register and Tracking document. • Under ‘Partnership with Parents’ on p5 – addition of a statement about EHCP annual reviews. • ‘The Nature of Intervention’ subheading changed to ‘Provision of special educational needs support’. This section has been removed and a more detailed explanation about SEND provision has been included. • Inclusion of an additional section after ‘Partnership with Parents to include a paragraph for ‘Child and Young Person’s Voice’ • Under the section ‘Social and Emotional Development of our Pupils’, a paragraph has been added to clearly state that some children may need a more specialised and individualised approach to supporting their behaviour needs. • Additional section included to detail how the school supports Transition. • Two additional subheadings added to include Disability and Accessibility. • In Appendices – removal of IEP and changed to SEND support plans. Also removal of SLD (Severe Learning Difficulties). Removal of Group Education Plan. Removal of Education Social Workers.
<p>July 2023 (all changes have been underlined for clarity)</p> <ul style="list-style-type: none"> • Under Section 4, ‘Inclusive Practice’ – ‘All children’ changed to ‘Most children’ • Under Section 6 – inclusion of a statement about children arriving mid-year. • Under Section 8, removal of ‘Jigsaw’ and addition of ‘Therapeutic Thinking’ • Under Section 9 – inclusion of ‘Our Therapeutic Thinking approach’ • Under Section 11 – addition of ‘or her’
<p>July 2024 (all changes have been highlighted for clarity)</p> <ul style="list-style-type: none"> • Under section 4 – ‘Inclusive Practice’, sentence added re: monitoring of APDR cycle • Under section 9 – added ‘and adapted’. Also, added ‘development of Therapeutic Plans’ • Under section 12 – removal of sentence about what Wokingham LA expects from SEN support on their local offer page.