



St Michael's Church of England  
Primary School

Special Educational Needs and Disability  
Policy

Agreed September 2015

Revised November 2017

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- Special Educational Needs and Disability Code of Practice 0-25 (2014)
- Part 3 of the Children and Families Act 2014
- School's SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk))
- Statutory Guidance on Supporting pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

This policy was created by the school's SENCo in liaison with the SEND Governor and the Senior Leadership Team (SLT) and in consultation with all staff and parents of pupils with special educational needs and disabilities (SEND).

This policy was agreed by Governors on 15<sup>th</sup> September 2015 and revised on 27<sup>th</sup> November, 2017.

The SENCo is Mrs Anna Graham, who is a member of the SLT. Her contact details are as follows:

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## **Mission**

St Michael's Church of England Primary School is an inclusive, mainstream faith school. We actively seek to remove barriers to learning and participation that can hinder or exclude pupils or groups of pupils. Every teacher at this school is a teacher of every child, including those with SEND.

### **EACH CHILD IS IMPORTANT**

The Christian life underpins our work and life together.

Childhood is valued for its own sake.

The children are encouraged to develop a deep, life-time love of learning.

We strive for excellence as we learn together.

Achievements in every aspect of life are celebrated.

We serve and support the children, their families and the whole school community.

## **Aims**

The aims of our special educational needs and disability policy and practice in this school are:

- To work within the guidance provided in the SEND Code of Practice (2014).
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement. <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required; that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- To request, monitor and respond to parents'/carers' and pupils' view in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted professional development.
- To support pupils with medical conditions and to take reasonable steps to achieve full inclusion in all school activities by consulting with health and social care professionals.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Identifying Special Educational Needs and or a Disability**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014)

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

*A child of compulsory school age 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 facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions’ [COP - p 15 – 16 xiii, xiv]*

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind’. [COP - p16 xv]*

*‘A child under compulsory school age has SEND if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory schools age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)’. [COP - p16 xvi]*

### **SEN**

The main areas of special educational need are defined by the Code of Practice (2014) as follows:

(COP Sections 6.28 – 6.35)

#### **Communication and Interaction**

*Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.*

*Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*

## **Cognition and Learning**

*Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*

*Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

## **Social, Emotional and Mental Health difficulties**

*Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

*Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.*

## **Sensory and / or Physical needs**

*Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.*

## **Disability**

*Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’.*

*This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.*

*This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. [COP - p16 xviii]*

*The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:*

- *They must not directly or indirectly discriminate against, harass or victimise disabled children and young people*
- *They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage’ [COP - p16 – 17 xix]*

## **Graduated Approach to the Identification of SEND**

*‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ [COP 2014: 6.36]*

This includes where pupils access support from teaching assistants and/or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Our school regularly reviews the quality of teaching for all pupils, including those at risk from underachievement. This includes reviewing, and where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEND most frequently encountered.

The observations, experience and expertise of the class teacher are an important part in the process of identifying children with special educational needs. Identification, assessment and review occurs throughout the school to ensure that any difficulties children have are spotted quickly. We also recognise that identifying a child’s need may be made by a number of people – including parents.

Central to the work of every class is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the children.

Pupil progress is monitored at least termly, and those children who are not making expected progress or reaching expected outcomes are highlighted and the reasons for this are considered. In addition, high quality and accurate formative assessment is used to inform judgements using effective tools, such as Essex Provision Guidance Toolkit and standardised assessment. At this point, a child may become part of a focus/target group to see if their progress or attainment can be improved. The majority of children will learn and progress within these arrangements. However, for children with SEND, there may be a need to provide an increased level of provision that supports and enhances their learning abilities and progression. This will be carried out in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years: 2014 using the system of Assess, Plan, Do and Review. Parents and pupils are at the heart of this process and their contribution to the system is valued and encouraged.

In deciding whether to make special educational provision for a child at our school, the SENCo and class teacher consider all the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. Children will only be placed on the SEND register if it is felt they have a definable SEN or disability and not simply because they fail to make progress or are at the lower end of the ability range. For higher levels of need, information from specialised assessments conducted by the SENCo or outside agencies and professionals can be drawn upon.

## **Managing Pupils' Needs on the SEND Register**

As a school, we have adopted a graduated response to meeting SEND that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a child is experiencing.

When a child is identified as having SEND, the school will intervene as described below:

- Under the Special Educational Needs and Disability Code of Practice: 0 to 25 years: 2014, children will be classed using a single definition of **SEN Support**.
- Interventions required will be identified using Assess (the child's needs), Plan (interventions for the child to address the needs), Do (carry out the interventions) and Review (evaluate the effectiveness of the interventions).
- The cycle will be carried out in conjunction with the child and parents/carers with termly reviews.
- These reviews will be called One Plan and/or Person Centred Review Meetings.

## **SEN Support**

SEN can mean that a child has the involvement of external services such as special needs advisory teachers, Educational Psychologists, Speech and Language Therapists etc. It may also mean the school wishes to put in place some 'in house' intervention for children.

The triggers for SEN Support could be that, despite being in a focus / target group, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum outcomes substantially below that expected of children of a similar age, according to the Essex Provision Guidance Toolkit
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties that substantially and regularly interfere with their own learning or that of the class group.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the child or advice to the staff, by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If a child is placed on SEN support, they will be supported through a range of tools, which might include:

- Individualised learning targets
- Individual provision map
- One page profile
- Consistent management plan
- One Plan/Person Centred Review meetings

The SENCo has oversight of each pupil on the SEND register and where appropriate actively contributes to the planning and provision for pupils identified with SEND. Whilst the responsibility for maintaining and updating the plans for individual pupils is a joint endeavour, the class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

The level of provision provided for each child is made in collaboration with the Head Teacher.

### **School request for statutory Educational, Health and Care Plan (EHCP)**

Most children will have their needs met through the schools SEND support. For a few children the help given by schools through SEN Support may not be sufficient. In these cases, the SENCo, in consultation with the child, parents/carers, teachers and any external agencies already involved, will consider whether to ask the Local Authority (LA) to initiate a statutory assessment.

### **Annual Review of a Statement of SEND**

All statements and EHC plans will be reviewed at least annually with the parents/carers, the child, the LA and the school to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the statement or EHCP. Reviews will focus on:

- The long term aspirations of the child and family
- The long term outcomes that will be needed to aspire to their aspirations
- The small step targets that need to be put in place in order that the longer term outcome can also be achieved.

### **Supporting Pupils and Families**

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. Our school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Parents/carers will always be fully involved and consulted and will be encouraged to participate in their child's education and when any specialist measures are requested. Parents/carers also have a responsibility to communicate effectively with professionals; communicating regularly with school and alerting them to any concerns. Parents/carers can seek further guidance and information on support and provision with regard to SEND via the Local Offer [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk) and from the school's SEND Information Report [www.stmichaelsbraintree.co.uk](http://www.stmichaelsbraintree.co.uk)

Parents/carers of children with SEND may contact the SENCo directly or contact may come via the school office, and in some cases the Head Teacher. The annual review for a child with a Statement or EHCP is normally attended by one of the parents/carers and their views are always sought prior to an annual review.

Parents/carers are encouraged to offer their views on SEND provision during the year at the termly SEND review meetings or parent consultation evenings.

Views are actively sought and encouraged from pupils with SEND. Where they are able to take an active role in the review process, pupils are invited to attend review meetings and share their views around what is working, not working in relation to the support they receive. There are opportunities to discuss how well they think they are doing, as well as contributing to the target setting process where appropriate. Pupils are also encouraged to contribute to the one page profile and suggest amendments where necessary.

For those pupils who have communication difficulties, with the support of key staff, these children are encouraged to share their views via communication books consisting of photographs relating to things they enjoy/do not enjoy, with commentary provided by their supporting adult.

Each year pupil views of children with SEND are canvassed through a questionnaire and the responses analysed in order to form part of the evaluation of the successes of the whole school policy for SEND and inform future planning.

### **Supporting Children with Social and Emotional Wellbeing**

Our school takes its responsibility for providing support for all pupils' social and emotional wellbeing through the PSHE curriculum and assemblies.

We have a range of policies in place to ensure the safety and wellbeing of all pupils. These include: Safeguarding Policy, Bullying Policy, Behaviour Policy and Supporting Pupils at School with Medical Conditions. These are available on the school's website.

Where there is a specific identified need, our school's Wellbeing Mentor is able to provide support for pupils on an individual or small group basis to address areas of concern highlighted by parents/carers and/or staff.

## **Liaison with Outside Agencies**

Time for the Educational Psychologist (EP) to support our school is allocated by the LA. The school clearly identifies which pupils with high needs will need a One Plan supported by the EP and will invite the EP to attend a review meeting accordingly. Any further work needing to be undertaken by the EP will be identified as an outcome of the meeting. The number of EP hours allocated to the school may alter year on year, and is dependent upon the needs of the school.

The LA Specialist teachers (SENCAN) visit to provide specific information, share resources and provide in-service training. The specialist teachers may work directly with children where this is indicated on a Statement / Education Health and Care Plan and attend and contribute to SEND reviews where appropriate.

The specialist teachers also respond to requests from the school for advice for specific children and to provide support to inform further teachers' planning.

Members of staff within our school liaise frequently with a number of other outside agencies, for example:

- Social Care
- Welfare Officer
- School Nurse
- Community Pediatrician
- Speech Therapy
- Occupational Therapy
- Physiotherapy
- Emotional Wellbeing and Mental Health Service (EWMHS)

Parents and carers are informed if any outside agency is involved.

## **Admission Arrangements**

Children and young people with SEND have different needs, but the general presumption is that all children with SEND, but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school's admission policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an EHCP or statement, parents have the right to request a particular school and the LA must comply with that preference and name the school in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in the child's EHCP, the LA will send the Governing Body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

## **Transition Arrangements**

Staff from our school will liaise with nurseries to ensure smooth transition for all children with SEND. Additional visits and meetings with parents/carers prior to the children starting at primary school may be arranged.

Staff from our feeder secondary schools will meet with Year 6 staff. SENCOs from the secondary schools are invited to attend Year 6 Annual Reviews or one of the termly review meetings. Extra visits to the receiving secondary schools for some children are organised in liaison with staff from each school.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENCO will telephone to discuss further the child's needs. Children transferring from our school to another school will have all the SEND paperwork sent to their new school. The SENCO will discuss these children with other schools on request.

Occasionally a child will transfer to or from a special school or other placement following a period of integration. Every opportunity is taken to ensure that regular and planned visits take place and the transition is a happy and successful one for all concerned.

## **Supporting Pupils at School with Medical Conditions**

Our school recognises that pupils with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case we will comply with our duties under the Equality Act (2010).

Some pupils may also have SEND and be in receipt of a statement or EHCP which brings together health and social care needs, as well as their special educational provision. In this instance, the SEND Code of Practice (2014) is followed.

Pupils with certain medical conditions which require a medical protocol and/or Health Care Plan are compiled in partnership with the school nurse, parents/carers, and if appropriate, the pupil, which is kept on file in the general office and in the class file. This protocol contains details of the child's medical condition, daily care arrangements, as well as procedures to be followed in a medical emergency. Contact details of parents/carers are also included.

Staff who volunteer to administer and supervise medications/procedures will complete formal training and be verified by the school nurse/community nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2014.

## **Monitoring and Evaluation of SEND**

Our school regularly monitors and evaluates the quality of provision for all pupils, including those with SEND. This promotes an active and continual process of review and improvement of provision for all pupils.

This is done through lesson observations by members of the SLT or subject co-ordinators, sampling of parent/carer and pupil views, work scrutiny, regular audits, and for pupils with SEND, quality assurance of intervention and support. The SENCo provides termly updates and a full report to the Governing Body on an annual basis of the successes of the provision for pupils with SEND.

## Training

In the last three years, school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all teaching staff on:

- Dyslexia
- Autism Spectrum Disorder
- Irlen Syndrome

Enhanced training has been provided to Learning Support Assistants and the SENCO through:

- Numicon Intervention
- Termly SENCo updates
- One Planning
- Early Talk Boost/Talk Boost
- Elklan Speech and Language Programme
- Behaviour management techniques
- Delivery of the PAT, Catch Up Literacy spelling and reading programmes, Units of Sound and the Five Minute Box/Five Minute Box 2
- Speech and language therapist assessment and support for targeted pupils. The programmes are then delivered by LSAs

Specialist training has been provided to the SENCo through:

- Level 7 Post Graduate Diploma in Teaching and Assessing Learners with Specific Learning Difficulties (dyslexia)
- On-going continuous professional development as part of the award of AMBDA and Essex Super SENCo status, and current assessment practising certificate requirements
- Membership of the Professional Association of Teacher of Students with Specific Learning Difficulties (PATOSS)

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to take up training and development. All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

## **Resources**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that include:

- The Age Weighted Pupil Unit - a proportion of the funds allocated per pupil to the school to provide for their educational needs
- The notional SEND budget - a fund devolved to the school to support meeting the needs of pupils with SEND
- Pupil Premium funding - additional funding for pupils who are claiming free school meals, who are in the care of the LA or whose parents are in the Armed Forces
- LA High Needs SEND Funding – an allocation for pupils with the most complex needs. This funding is then used to provide equipment and facilities to support pupils with SEND.

## **Roles and Responsibilities**

The SEND Governor at our school is Jenny Keable. She has governor responsibility for overseeing SEND in the school.

Our school employs a number of highly skilled Learning Support Assistants who work with groups or individual pupils under the direction of the class teacher and/or SENCo.

The Designated Teacher with specific Safeguarding responsibility is Mandy Short alongside three members of the SLT, who have also received appropriate training.

The member of staff responsible for managing Pupil Premium and Looked After Children funding is Janice Marsh.

The members of staff responsible for managing the school's responsibility for meeting the medical needs of pupils are Susan Stafford and Anna Graham

## **Storing and Managing Information**

Documents are stored in line with our school's policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what and where they should be kept etc.) and our Confidentiality Policy.

## **Reviewing the Policy**

Our SEND Policy is subject to review annually.

## **Accessibility**

In recent years our school has undergone a number of adaptations to the school environment. These include three disabled toilets, one of which is equipped with a changing bench and hoist, a disabled lift and ramps to the outside areas.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information, and is available on the school website.

## **Dealing with Complaints**

At all times we emphasise the importance of partnership and the role that parents and carers play in this partnership. We hope that where problems are identified by parents and carers they will be dealt with speedily by informal means. The first point of contact is always the class teacher. The school has a clear policy for dealing with more serious complaints, and is available on request or via the school website.

## **Bullying**

At St Michael's Church of England Primary School all pupils and staff have the right to feel happy, safe and included. Pupils and staff have the right to work in an environment without harassment, intimidation or fear. All bullying of any sort, is therefore unacceptable. We have a whole school anti-bullying policy, which clearly sets out how bullying is dealt with. This is available on the school website.

Additionally, for vulnerable pupils such as those with SEND, we aim to promote resilience through access to one to one mentoring and bubble groups where appropriate.

## **Invitation to respond to the SEND policy**

For those parents with an interest in the legislation regarding Special Educational Needs and/or Disabilities, we have worked hard to build a SEND policy in line with this legislation. We would be very pleased to receive any contributions and suggestions that would improve the policy in line with the Children and Families Act 2014, so as to work in partnership with children and families. This will help us to support our children more effectively.

Please email your comments to:

Anna Graham SENCo: [agraham@stmichaelscofe.com](mailto:agraham@stmichaelscofe.com)

## Glossary of Terms

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

**Care Plan:** A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent/carer or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

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

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

**Educational Psychologist (EP):** An educational psychologist is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties.

**Emotional Wellbeing and Mental Health Service (EWMHS):** This service assesses and treats children and young people with emotional, behavioural or mental health difficulties. This support ranges from basic pastoral care, such as identifying mental health problems to specialist 'Tier 4', which provides in-patient care for those who have severe difficulties.

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

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

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

**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) form its professional arm.

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

**Parent Partnership Services:** Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

**Personal Budget:** A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHCP where the parent or young person is involved in securing that provision. The funds can be held directly by the parent/carer or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHCP.

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

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

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

**Special school:** A school which is specifically organised to make special educational provision for pupils with SEND. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

**Specialist Teacher:** A qualified teacher with a specialist qualification relating to one of the four broad areas of SEND, who is employed by the LA to provide support and guidance to schools and parents of children with SEND.

**Speech and language therapy:** Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults 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.

**Wellbeing Mentor:** A trained adult who is able to provide support and guidance for those pupils who are experiencing difficulties with social and/or emotional wellbeing.