**Crofton Junior School SEND information report**

**September 2022- September 2023**

*The SEND report is written to meet the legislative requirements for SEN information reports as set out in section 69 of the Children and Families Act 2014, which includes: paragraph 3 of schedule 10 to the Equality Act 2010, regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014, schedule 1 of the Special Educational Needs and Disability Regulations 2014, and section 6 of the ‘Special educational needs and disability code of practice: 0 to 25 years’.*

Crofton Junior School believes that all children should be respected and valued according to the school’s aims and ethos statement **‘Nurture Respect Inspire.’**

We work hard to ensure that all pupils:

Have a broad and balanced curriculum which is differentiated to meet individual needs and learning preferences.

* Have access to a purposeful learning environment that enables them to make progress according to their individual developmental trends.
* Are assessed appropriately using assessment tools and guidelines.
* Have equal access to resources, provision and intervention as needed.

Special Educational Needs provision is educational provision that is **additional to or different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements provided as part of quality first teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or/and support services.

Our school has a SENCO who is responsible for the management of provision and or support for identified pupils with SEN.

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As a result, the attendance of pupils who have SEN and/or disabilities has improved greatly, reflecting above average attendance.

Teachers’ high expectations and clear guidance ensures that pupils are independent and very supportive when cooperating and sharing ideas with one another. Another area for development was to ensure that pupils have opportunities to develop their mathematics skills. Pupils of all abilities now have ample opportunities to apply their skills when grappling with real-life problems.

You are committed to ensuring that you provide a wide range of opportunities to support pupils’ enjoyment and interests.

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You, your staff and governors have ensured that safeguarding arrangements are fit for purpose. You have created a vigilant culture throughout the school. All members of staff receive regular training and updates to ensure that they recognise and respond to signs of concern when they arise.

Pupils say they feel safe in school. Responses from parents and carers also indicated that they are confident that their children are kept safe.

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| **Teaching and Learning** |
| ***What additional support can be provided in the classroom?*** |
| * A Teaching Assistant (TA) is an additional member of support staff who works under the direction of the class teacher, with support from SENCO. At Crofton Junior TAs work with small groups and on a 1:1 basis within the classroom and when appropriate in other areas of school to help the pupils access adapted activities. * TAs are also trained to deliver intervention programmes that support children in developing their literacy, numeracy or social skills. * If additional funding has been allocated for a child through an Education, Care and Health Plan we will use the funding to provide recommendations of provision outlined within the plan. * If we think your child needs additional support from a TA on a regular basis we will inform you. * We have a team of 14 Support Staff (5 of which are HLTA and 1 PE coach) that work across the school. * We have a learning mentor (Mrs Charles) who works throughout school. She supports by working with small groups on focused activities or 1:1 work inline with the specific needs of the child; also, reactive work when situations arise. * Classroom displays are specifically aimed to support children’s current learning and the use of a literacy and numeracy working wall provides appropriate prompts for the children. * Activities and tasks are appropriately adapted to specifically target the needs of the learner within a specific area of the curriculum. Adaptation may be through a variety of means for example; support, apparatus used, accessibility tools, writing prompts and scaffolded writing frames. * Support provided in classrooms is used to assist children with overcoming their barriers to learning and to further develop their independence. |
| ***What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)*** |
| * All of our teachers plan and deliver lessons around the year group and subject objective where input and tasks are made accessible for all children. This information may be taken from the Wakefield Progression Steps (WPS), which gives the Key Stage 1 national curriculum broken down into smaller steps. * Teachers achieve this by using the WPS assessment information to identify each individual pupil’s starting points and their subsequent next steps. If a pupil has difficulties in certain areas these are taken into account by the teacher and they will make plans to overcome this. If further support is needed they may discuss a child’s needs with the SENCO. * The SENCO may carry out additional assessments to find out more about the child’s areas of need within learning so that the curriculum and teaching can be tailored to ensure the child makes progress. * If needed the SENCO may refer to outside agencies for advice from specialists in a particular area such as the Educational Psychologist (EPS), Community Paediatrician, Speech and Language Therapist (SALT) , Occupational Therapy (OT) or **- Wakefield Inclusion and Special Educational Needs / Disabilities Support Service (WISENDSS).** The advice provided from the specialists is used to inform planning and any intervention provision needed. * The SENCO meets with the Educational Psychologist and WISENDSS termly to support Crofton Junior with strategies for children and reports where they are required. * WISENDSS also conduct termly drop ins for teachers where they request support around provision and additional resources for classrooms. * You child will not be named with a professional unless permission has been granted by their guardian. * Some pupils need specific pieces of equipment to help them work and learn more independently. At Crofton Junior we can provide: Ipads, Clicker 6, dyslexic resources, a range of different types of pens, pencils and grips to help with handwriting, wobble cushions are used to support children when sitting, weighted belts for children with attention and attachment difficulties and fiddle toys for children who need something in their hand to aid concentration. Some of these provisions and resources are provided under professional advice. * Please also refer to Provision Map. |
| ***Staff specialisms/expertise around SEN or disability*** |
| * 3 years experienced SENCO who is currently undergoing SENCO national award. * 1 member of staff has undertaken Dyslexia Training. * Teacher Assistants and necessary teaching staff are trained in Little Wandle Phonics programme. * 5 Members of staff trained in Team Teach * Some TAs are trained in Socially Speaking Intervention E.g. Lego Therapy, barrier games * Some TAs are trained in Fit to Learn program. * Some TAs and teaching staff are trained to implement the Rainbow words programme. * All staff are trained in implementing Lexia * 1 Learning mentor with expertise in nurture environments * 1 learning mentor able to deliver intervention * Some TAs and the learning mentor are trained in ELSA * All staff are trained in Emotion Coaching * Some staff are Trauma Informed * Some staff are trained by physiotherapy services when necessary * All staff will participate in Autism Education Trust training deliver by the Local Authority (Spring Term) |
| ***What ongoing support and development is in place for staff regards supporting children and young people with SEN?*** |
| * Staff development needs are identified through performance management and appraisals. * The SENCO identifies training required according to pupil need. |
| ***What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?*** |
| * The Senior Leadership team, teachers and SENCO oversee access arrangements – which includes readers, scribes, additional time, small classroom/areas. * Coloured overlays for pupils with dyslexia diagnosis * Differentiated activities and resources/tests for SEN pupils. * Teachers informed of all pupils having special needs. * Learner Profiles, Support Me to Learn Plans, My Support Plans and Education Health Care Plans are created and implemented by class teachers, with the support of the SENCO. These are shared with all staff who have direct teaching/support contact with a pupil. * Guidance for Readers and Scribes before exams. * Large scripts for children with visual impairments. |
| ***What external teaching and learning do you offer?*** |
| * If a pupil requires additional support from the WISENDSS they may conduct 1:1 teaching sessions to target the specific needs. * If needed we may refer pupils for other physical therapy – occupational therapy. * Speech and language intervention can take place in school. We will respond to reports provided by professionals and act accordingly. * The educational psychologist and the advisory teacher (WISENDSS) offer teaching and observations in order to support teaching and learning where required. |
| ***How does Crofton Junior know if pupils need extra help?*** |
| Children may be identified as having SEN through a variety of ways:   * Liaison with any previous school or setting. * Child performing below age expected levels. * Concerns raised by parent. * Through termly Pupil Progress Meetings held between the Teachers/SENCO and Head Teacher. * Concerns raised by a teacher for example if self-esteem is affecting performance. * Liaison with external agencies. * Health diagnosis through pediatrician/doctor.   As a school we measure children’s progress in learning against national curriculum and age related expectations.  The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children’s progress from their entry in Year 3 with end of Key Stage 1 results to Year 6 with end of Key Stage 2 results using a variety of NFER assessments which give clear indication of children’s attainment and progress. In Year 6, the past national statutory end of key stage 2 assessment papers are used half termly. For those children working with Wakefield Progression Steps (Key Stage 1) the most appropriate NFER year group paper will be used to inform teacher assessment.  The class teacher and SENCO have termly meetings to discuss progress, interventions and next steps.  Children who are not making expected progress are identified through our termly Pupil Progress Review meetings with the class teacher, SENCO and Head/Assistant Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.  It would be from these discussions that the Wakefield Graduated Approach would begin. Children who require additional to and different from will be placed on the SEN register. Parents will be informed and the children will be involved in developing a Learner Profile. If the child requires additional targets for specific areas different to their peer group, they will have a Support Me to Learn plan. If a child requires additional support from outside agencies, a My Support Plan may be drawn up which incorporates the child, parent, school and professional’s advice. If school feels that the child’s needs would be further met with additional provision they would apply for statutory assessment – an Education Health Care Plan. At all points, all documentation is shared with children, parents and appropriate staff. |
| ***What should I do if I think my child may have special educational needs?*** |
| * In the first instance contact your child’s class teacher. If you require more information contact the SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us. |
| ***What support will there be for my child’s overall wellbeing?*** |
| We have a Mental Health Lead: Mrs Fran Henwood.  At Crofton Junior School, we are committed to supporting the emotional health and wellbeing of all our pupils. We know that everyone experiences life challenges that can make us vulnerable, and at times anyone may need additional emotional support. We believe that positive mental health is everybody’s business and that we all have a role to play.  At our school, we:   * Teach children to understand their emotions and feelings better. * Help children feel comfortable sharing any concerns or worries. * Teach children how to form and maintain relationships. * Promote self-esteem and ensure children know that they count. * Encourage children to be confident and ‘dare to be different’. * Teach children about managing setbacks in order to develop their resilience. * Support children who are experiencing difficulties through planned work with learning mentors and outside agencies.   We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self- esteem in order to achieve positive well- being. Here at Crofton Junior School we commit to our own aims and ethos statement and ensure pupils are able to develop in a caring, fair and understanding environment.   * The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore this would be the parents’ first point of contact. * Our Learning Mentor is supportive of the Pastoral Care of our pupils’. She is highly trained and are responsible for time to talk and counseling children. * If further support is needed the class teacher can liaise with the Mental Health Lead/SENCO/Learning Mentor. This may involve working alongside outside agencies such as Health and Social Services. |
| Reviews |
| ***What arrangements are in place for review meetings for children with Education, Health and Care (EHCP) Plans?*** |
| * All parties involved will be invited to attend the meeting with at least 4 weeks notice this may include: The SENCO, Head Teacher/Assistant Head Teacher, Class teacher, Learning Mentor, Educational Psychologist, Speech and Language, Occupational Therapist, WISENDSS, Community Paediatrician, CAMHS, Parent Partnership and other schools (phase transition). * Parents will receive documentation prior to the review and will be asked for their views so that they can actively contribute to the plans going forward. * Review meetings will be held at school. * All staff involved with the pupil will be consulted and a summary document completed. * Pupils with an EHC plan will be consulted about their views on their SEN and provision in school the evidence gathered may be in the form of writing, photographs, pictures, mind maps or also recorded on a recordable device. * In the documentation sent prior to the meeting parents will also be made aware of the parent partnership support service. * Pupils who are transitioning at a key point for example Key Stage One (Infant School) to Key Stage Two and Key Stage Two to Key Stage Three (Secondary School) have additional arrangements. The other school’s SENCOs, new class teachers and the SENCO, along with any necessary professionals will meet to discuss the needs of all SEN pupils making the transition. Social Stories and transition books will be started at the start of the second summer half term for those children who require it. Pupils will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it. * The SENCO works closely with the SENCO from the local feeder secondary and infant schools and liaises regarding pupils transitioning from KS1 to KS2 to KS3. Should a child with an EHC plan be moving to secondary school the secondary SENCO will also be invited to the annual review. |
| **What arrangements are in place for children with other SEN support needs?** |
| * Parents of pupils at SEN support level meet with the class teacher at least twice annually at parents evening to discuss the child’s progress, review their targets and discuss new targets. A record of the conversation is kept and passed on to the SENCO. * Children with a My Support Plan may meet termly with class teacher and SENCO. * Parents will also receive one annual school report each year. * The parents can also meet with the SENCO by appointment anytime throughout the school year. |
| ***How do you share educational progress and outcomes with parents?*** |
| * Parents meeting twice annually (at least) where progress and LPs and SMLPs are reviewed/discussed. * SEN Parent’s Evening * Annual School report * Meetings with parents as the need arises for SEND pupils. * Review of EHCPs * LPs and SMLPs are sent home 3 times a year following discussion with parents and child to set new targets |
| ***How will my child be able to contribute their views?*** |
| * We value and celebrate each child being able to express their views on all aspects of school life. Children who have LPs discuss and set their targets with their class teacher. We actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. If your child has EHC Plan or an annual review of their EHC Plan then their views will be obtained before any meetings. Where appropriate, the child will attend the meeting. |
| **Keeping Children Safe** |
| ***What are the school arrangements for undertaking risk assessments?*** |
| * Risk assessments are undertaken when children are taken off site to take part in an activity. Risk assessments may also be used when a pupils needs may pose a risk to themselves, the adults responsible for them or the children in the immediate vicinity. * An outcome of a risk assessment for a pupil with special educational needs may be for a child to have increased support at key points in the school day/ in off-site activities, for activities to be adapted if they are unsuitable for a pupils needs. If necessary these would be shared with parents at either an annual review or regular parents meeting with the class teacher. * Crofton Junior school follows LA guidance on risk assessments and the Evolve reporting system is used for all off-site trips. |
| ***What support is offered during breaks and lunchtimes?*** |
| * School council and the Mental Action Group (Lead by Mrs Henwood) are responsible for supporting children during these times, with support from all staff. * If a pupil is struggling to access playtimes and lunchtimes either because they struggle to regulate their behaviour or find it difficult to interact with their peers then they may access a range of activities/ strategies. * Playground equipment and playground activity markings are available to all pupils and is monitored by the staff and pupil monitors. * Teachers are on duty and visible to pupils at breakdowns and Senior Leaders at lunch time. * Reading areas are available each playtime for the children to access. |
| ***How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)*** |
| * At all points in the school day when children are moving around the school staff are placed strategically to ensure that children safe. Staff are placed in the shared areas and also meet children in the classroom to minimise risk. * Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent and any outside agencies as necessary. * PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary. |
| ***Where can parents find details of policies on bullying?*** |
| * All key policies are available on the school website. |
| **Health (Including Health and Emotional Wellbeing)** |
| ***What is the school’s policy on administering medication?*** |
| * School has a policy on medication administration, ratified and agreed by governors. Please see the school website for further details. |
| ***How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*** |
| * A multi-agency meeting is held with the parent/carer, SENCO, school nurse and any other professional who is involved with the pupil. The Care plan is then shared with all staff during briefing and is regularly monitored by the SENCO, parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENCO if they feel the plan needs to be amended. * All staff should work in pairs to carry out agreed procedures in order to safeguard themselves and the pupil. * Most staff are trained in the use of Epi-Pens. * Most Staff are trained in the use of Buccal Midazolam. * Most staff are trained in the use of Asthma Inhalers. |
| ***What would the school do in the case of a medical emergency?*** |
| * Call 999 * Contact a qualified first aider * Contact parent/carer, and ensure that they can make their way to the hospital. In absence of parent/carer a first aider would accompany the pupil to the hospital. |
| ***How do you ensure that staff are trained/qualified to deal with a child’s particular needs?*** |
| * All staff are trained every 2 years on Safeguarding/Child protection with regular updates and briefing meetings throughout the year. * Relevant staff undertake external courses provided by the LA. * Most staff are trained on how to use an epi pen. * Most staff all trained on CAF completion and other relevant documents, i.e. MASH, EWS referrals, etc. * Where necessary, training by outside professionals for ASD, ADHD, S&L, etc. |
| ***Which health or therapy services can children access on school premises?*** |
| * Scheduled vaccinations I.E Flu immunisations * Speech and Language is delivered by the SALT team according to the needs of individual children. * Occupational Therapy may conduct work 1:1 with pupils in school according to the needs of individual children. * School nurse may support children and parents in school according to the needs of individual children. * Child and adolescent mental health service (CAMHs) and Future in Minds (FIM) may support children and parents in school according to the needs of individual children. The school’s Mental Health Team (MHT), made up of SENCO, Learning Mentor and Mental Health Lead, will support in this process. * Children’s Sensory Impairment Team may support children and parents in school according to the needs of individual children. |
| **Communication with Parents** |
| ***How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?*** |
| * Staff information is provided at the start of each school year to all parents and to new parents as and when required. * Staff information is also available on the school website. * Information regarding the hierarchical process of who to speak to is also provided at the start of the school year. * The SENCO encourages all parents to ring or email regarding any concerns that they may have. |
| ***Do parents have to make an appointment to meet with staff or do you have an Open-Door policy?*** |
| * Crofton Junior School operates an open-door policy to speak to a member of staff but an appointment will be made if they request to speak to a teacher, due to their teaching commitment. However all teachers can be spoken to briefly at the end of the school day in the classroom. All parents are dealt with as swiftly as possible. * Senior Leadership/Learning Mentor are available at the beginning of the day. |
| ***How do you keep parents updated with their child/young person’s progress? Do you offer open days?*** |
| * Parent meetings twice annually where progress and LPs and SMLPs are reviewed/discussed. * Annual School report * Meetings with parents as the need arises for SEND pupils. * Review of statement/EHCP * Learner Profiles and Support Me to Learn Plans are sent home half termly with new targets specific to the child. * Reward Certificates, Stickers * Letters home * School offers inspire days where parents are offered the opportunity to learn with their children in a specific parent/child focussed sessions. |
| ***How can parents give feedback to the school?*** |
| There are plenty of opportunities for parents to provide feedback both formally and informally.   * Boom Reader Record * Parental Meetings * Telephone Calls * Emails * Arrange to see staff at a mutually convenient time. |
| **Working Together** |
| ***What opportunities do you offer for pupils to have their say? e.g. school council*** |
| * School Council * Pupil questionnaires/voice activities * Involvement in setting their own targets * Views sought for LPs |
| ***What opportunities are there for parents to have their say about their son/daughter’s education?*** |
| * Parents Evenings * SEN Parent Evening * Annual Review Meetings * Open door policy * Arranging a meeting with teachers. * Feedback on annual school report. |
| ***What opportunities are there for parents to get involved in the school or become school governors?*** |
| * Parental volunteers are encouraged. * As governor posts arise all parents are offered the opportunity to become a governor they are asked to complete a letter of application and this is then published to parents. |
| ***What are the Governors responsibilities?*** |
| * Our current SEND Governor is Katie Barnett and they are contactable through the usual school contact details. The Governor meets regularly with the SENCO and will be updated on changes and current needs in school. |
| **What Help and Support is available for the Family?** |
| ***Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?*** |
| * If parents need help completing forms or paperwork then either the SENCO or Learning Mentors would arrange to meet with them and help them complete all the necessary paper work. * Parents are offered this service at a parental meeting, by phone or virtually if necessary. * All relevant SEN parents are made aware of the Local Authority Support who also support our parents with completion of forms. |
| ***What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?*** |
| * Our Senior Leadership team can provide parents with important information about financial support and external agency support for parents. * See school website. |
| ***How does the school help parents with travel plans to get their son/daughter to and from school?*** |
| * If support is needed, parents would need to arrange a meeting with the Headteacher to discuss suitable arrangements. |
| **Transition from Infant School to Junior School and School Leavers** |
| ***What support does the school offer around transition?*** |
| * Pupils who are transitioning at a key point ,for example Key Stage One to Key Stage Two and Key Stage Two to Key Stage Three, have additional arrangements. The class teachers and SENCOs will meet to discuss the needs of all SEN pupils making the transition. Social Stories and transition booklets will be started at the start of the second summer half term for those children who require it. Pupils will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it. * Parents of Key Pupils who we envisage experiencing difficulties will be invited in to school for a meeting with the SENCO. This is particularly important for children with social and communication difficulties. * The SENCO works closely with the Learning Mentor from the local feeder secondary school and liaises with all Secondary School SENCOs regarding pupils transitioning from KS2 to KS3. Should a child with a statement or EHC be moving to secondary school the secondary SENCO will also be invited to the annual review. * Year 6 pupils spend a full day at their new secondary school in July of the summer term. * Transition activities for secondary school take place during both Year 5 and 6. * All pupils will participate in two transition days with their new class teacher. * Parents are invited to the open evening where they can meet their child’s new teacher. * All SEN documentation is shared between teachers, with the support of the SENCO. The first review point of LPs and SMLPs is October. This is to ensure that the pupils needs continue to be met at the start of the new school year. |
| **Extra Curricular Activities** |
| ***What after school activities do you offer?*** |
| * There are a variety of after school activities that pupils are actively encouraged to attend. |
| ***How do you make sure clubs, activities and residential trips are inclusive?*** |
| * Risk assessments are carried out, parents are consulted and parents are offered a place to accompany their child on day visits if needed. * 1:1 support or small group support for the SEN pupils who may find the change in routine difficult to cope with. * Both day visits and residential visits are staffed by experienced teachers and TAs and we also ensure that familiar staff are on hand for SEN pupils. * At least one member of the Senior Leadership Team will also accompany residential trips. |
| ***How do you help children and young people to make friends?*** |
| * We employ a number of measures to ensure that our pupils are able to make friends. At social times, staff will observe and encourage play at break-times, specific social interventions in place and weekly Jigsaw lessons and assemblies where there are specific themes to support children with developing healthy relationships. |

**Glossary of terms:**

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|  | **Annual Review** | All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan. |
| **ADHD/ADD** | **Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder** | ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.  Children with ADD/ADHD may be:  Inattentive, hyperactive, and impulsive (the most common form)   * Inattentive, but not hyperactive or impulsive. * Hyperactive and impulsive, but able to pay attention. |
|  | **Assessment** | This involves building a picture of your child’s abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child’s progress rate is as good as is expected. Teachers carry out routine assessments regularly.  More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.  A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs. |
| **ASD** | **Autistic Spectrum Disorder** | Autistic spectrum disorders are characterised by difficulties interacting and communicating.  The characteristics of autism can be described as the 'triad of impairment':   * Socialisation - poor social skills; * Communication - difficulties with speech language and communication; * Imagination - rigid thought and resistance to change.   The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders. |
|  | **Clinical Psychologist** | Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment. |
|  | **Code of Practice** | The SEN Code of Practice (often referred to as ‘The Code’) gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs. |
| **C&L** | **Cognition and Learning** | This is one of four categories of SEN need, which children can fall into more than one. Children will be under this category if there are working below their year group expectation (WPS), have moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) or a specific learning difficulty (SpLD) E.g. Dyslexia, Dyscalculia |
| **C&I** | **Communication and Interaction** | This is one of four categories of SEN need, which children can fall into more than one. It splits into two subcategories: Speech, language and communication needs (SLCN) and Social communication and Interaction needs. Under SLCN, Children could have Development Language Delay, Development Language Disorder, Phonological/speech difficulty, Receptive Language Difficulty and Expressive Language Difficulty will often seek support from Speech and Language team. Social communication and Interaction needs can be Social communication and Interaction difficulties, Pragmatic difficulties and Autistic Spectrum condition. |
|  | **Differentiation** | Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning. |
|  | **Differentiated Curriculum** | A curriculum that is specially adapted to meet the special educational needs of individual children. |
|  | **Dyscalculia** | Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below. |
|  | **Dyslexia** | Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below |
| **DCD** | **Development Co-ordination Disorder**  (previously known as Dyspraxia) | A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. DCD is a type of Specific Learning Difficulty (SpLD). See under SpLD below. |
| **EHCP** | **Education, Health and Care Plan** | An EHCP is a written document which lays out the provision required to meet the individual needs of a child/young adult. EHCPs stay with the person until they are 25 years old (if required). |
| **EP** | **Educational Psychologist** | Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment. |
|  | **Exam Special Arrangements** | Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed. |
|  | **Exam Special Concessions** | Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc. |
|  | **Governors** | Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. |
| **HI** | **Hearing Impairment** | Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum |
|  | **Inclusion** | Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability. |
| **LP** | **Learner Profile** | An LP sets out the additional to and different from provision that a child will receive at school to meet thier special educational needs (SEN). It is not a legal requirement for your child to have an LP but it is good practice for parents and the child to be involved in drawing it up. An LP should be reviewed regularly and at least twice a year to ensure all information is accurate and current. An LP will be used effectively by staff that work with that child to have a better understanding of the child’s needs and provision in place. |
| **LD** | **Learning Difficulties** | A child has learning difficulties if he or she finds it much harder to learn than most children of the same age. |
|  | **Learning Mentors** | Learning Mentors work with school pupils students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise. |
| **LA** | **Local Authority** | Each council has an LA. The LA is responsible for the education of all children living within the council’s area and has some responsibility for all state schools in our area.  In Salford, the LA is combined with the children’s social services departments and is known as Children’s Services. Children’s Services have the same responsibilities for educational provision for children with special educational needs as LAs. |
| **MLD** | **Moderate Learning Difficulties** | Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. |
| **MSP** | **My Support Plan** | An MSP is a written document, contributed by professionals, SENCO, class teacher, parents and child, which lays out the provision required to meet the individual needs of a child/young adult. This document will involve a detailed contribution from parents of the child’s history. Targets set within these will be projected for the year. MSP may be review termly. |
|  | **National Curriculum** | This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable. |
|  | **National Curriculum Inclusion Statement** | A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed. |
|  | **OFSTED** | OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children’s services, teacher training and youth work. |
|  | **Parent Partnership** | Provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child’s education. |
|  | **Personalised curriculum** | Personalised curriculum is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability. Often this will be in place for children working within the Wakefield Progression Steps. |
|  | **Phonics** | A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words. |
|  | **Phonological Difficulties** | A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech. |
| **PD** | **Physical Difficulty** | There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs.  There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support. |
|  | **Physiotherapists** | Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child’s movements and identify what the physical problems are and then devise a treatment plan. |
|  | **Responsible Person** | The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child’s special educational needs. |
| S&P | **Sensory and Physical** | This is one of four categories of SEN need, which children can fall into more than one. Children may have vision impairment, hearing impairment or another physical impairment which requires additional provision in order for them to access their education. |
| SEMH | **Social, Emotional and Mental Health** | This is one of four categories of SEN need, which children can fall into more than one. Children may have difficulties with relationships due to trauma or adverse childhood experiences (ASD) or be diagnosed with ADHD or ADD, attachment condition, anxiety/mental health condition or Autism. |
| **SENCO** | **Special Educational Needs Co-Ordinator** | A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child’s teacher/s should work together to plan how his/her needs should be met. |
|  | **Special Educational Provision** | The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age. |
| **SpLD** | **Specific Learning Difficulties** | See Dyslexia, Dyscalculia and DCD above. |
| **SEN** | **Special Educational Needs** | Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career. |
|  | **Special Educational Needs (SEN) Code of Practice** | See ‘Code of Practice’. |
|  | **Statutory Assessment** | This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child’s birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16. |
| **SMLP** | **Support Me to Learn Plan** | This is the second part of the Wakefield Graduated Approach. A SMLP is to lay out the children’s specific targets, that additional to their national curriculum (OT, SALT etc advise) or due to them working with Wakefield Progression Steps. Within this document, waves of interventions that are provided for children to ensure they have the opportunities to meet those targets is given in detail. These are reviewed termly and share with parents, children and appropriate staff. |
| **TAs** | **Teaching Assistants** | Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs. |
|  | **Transition** | Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful. |
| **VI** | **Visual Impairment** | Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments. |