



## **WESTFIELD PRIMARY SCHOOL AND NURSERY Special Educational Needs and Disability Policy**

**Date Ratified: October 2024**

**Reviewed by: FGB**

**Date for Review: October 2025**

## **Introduction**

This policy has been written to complement our School Ethos and Values and should be read in conjunction with our SEND Information Report and Teaching and Learning Policy which are available to access on our school website. In writing this policy, full consideration has been given to the SEND Code of Practice: 0-25 years (January 2015) and with regards to the following guidance and documents:

- The Children and Families Act (2014),
- The Equality Act (2010)
- Special Educational Needs and Disability Regulations (2014)

This document has been reviewed during the academic year 2024 – 2025 and sets out the school's SEN (special educational needs) provision.

## **Our Vision for Inclusion**

- Every child at Westfield has the right to the best possible education to enable him/her to meet his/her potential and has the right to feel safe and happy within the school environment.
- The school's values embrace inclusion, and its practice promotes it. We are a school in which the learning, achievements, attitudes and well-being of every young person matters.
- Every child has the capability of learning and making progress, and every child is entitled to experience success.
- Children enter school with different needs, at different levels of ability, and with different pre-school experiences. We aim to ensure that the opportunities for learning offered in this school take these differences into account, and strive to ensure equal opportunities for all children regardless of gender, race, creed and class.
- It is important to promote high levels of self-esteem in children, and high expectations in all areas of the curriculum, in behaviour, in work and in attitudes. All children should experience the positive aspects of learning, of social and emotional development, of moral and spiritual growth.
- Children should strive to be independent learners, able to organise and evaluate their own learning and manage their time effectively.

## **Special Educational Needs and disabilities (SEN)**

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.

The **Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)** describes a child who has SEND as someone who:

“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”

Many children and young people who have SEND 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.”

“Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people, and those with SEND. Where a child or young person requires special educational provision they will also be covered by the SEND definition.”

For information about support for pupils with medical conditions, please read this policy in conjunction with our ‘Supporting Children with Medical Needs’ policy which can be found on our school website.

## **Our School Context (September 2024)**

In our school community, we currently have (compared to Hertfordshire and National data):

**% of pupils with SEND:** 27.93% (Hertfordshire = 17.1%, National = 18.4%)

**% of pupils with EHC plan:** 3.25% (Hertfordshire = 3.8%, National = 4.8%)

**% of pupils receiving SEND support:** 24.68% (Hertfordshire = 13.3%, National = 13.6%)

**Primary EHCP Need:** Autism Spectrum Disorder (ASD)

**Primary SEND Support Need:** Speech, Language and Communication Needs (SLCN)

The school will have regard to **Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)** when carrying out its duties towards all pupils with special educational needs and disabilities and ensure that parents are notified of a decision by the school that special educational needs provision is being made for their child.

The school will use its best endeavours to ensure that teachers in the school:

- are able to swiftly identify and provide for those pupils who have special educational needs and disabilities
- allow pupils with special educational needs and disabilities to join in the activities of the school together with pupils who do not have special educational needs or disabilities, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated
- ensure reasonable adjustments are made to ensure that we as a school are fully inclusive.

There are four areas of SEN outlined in the **Special educational needs and disability code of practice: 0-25 years (Appendix 1)**:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### **Identification, Assessment and Provision**

Class teachers, supported by the Senior Leadership Team, will make regular assessments of progress for **all** pupils. Half-termly pupil progress meetings will seek to identify pupils making less than expected progress given their age and individual circumstances.

Slow progress and low attainment do not automatically mean that a child has SEND. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND.

Any pupils who are falling significantly outside the range of expected academic achievement, in line with predicted performance indicators, will be monitored and high quality teaching targeted at the areas of weakness. Teachers and Teaching Assistants (TAs), alongside subject leaders and the SENDCo, use their experience and expertise to identify specific needs and to implement appropriate actions and reasonable adjustments to move the child forward. Where progress continues to be less than expected, extra teaching and where appropriate support through interventions will be designed to secure better progress. The class teacher and SENDCo may then assess whether the child has SEND. Evidence will be gathered, including the views of the child and parent.

Persistent disruptive or withdrawn behaviours also do not automatically mean that a child has SEND. Where there are concerns, the school will assess any causal factors.

If a teacher identifies a child whose needs are still not being met and who requires further support, they would then discuss this with the SENDCo and parents/carers, and if in all are in agreement, the child will be added to our SEND register.

## SEND register

Children who are deemed to have special educational needs will be added to the school's SEND register with parental/carers consent and a SEND Support Plan will be put in place. Parents/carers of children who are on the SEND register will be formally notified.

## SEND Support Plans

Children on the SEND register receives a SEND Support Plan. Parents/carers will receive three additional SEND parent/carers meetings per year with their child's class teacher to discuss their child's progress and review and contribute to their SEND support plan. The SENDCo oversees all SEND support plans. SEND Support Plans follow the Graduated Approach (Assess, Plan, Do, Review cycle) as per the **Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)**.

## The Graduated Approach (Assess, Plan, Do, Review cycle)

### Assess

- Pupil progress, attainment and behaviour.
- Child development in comparison to their peers.
- The views and experiences of teachers, and parents/carers.
- The child's own views.
- Advice from external support, if relevant.

### Plan

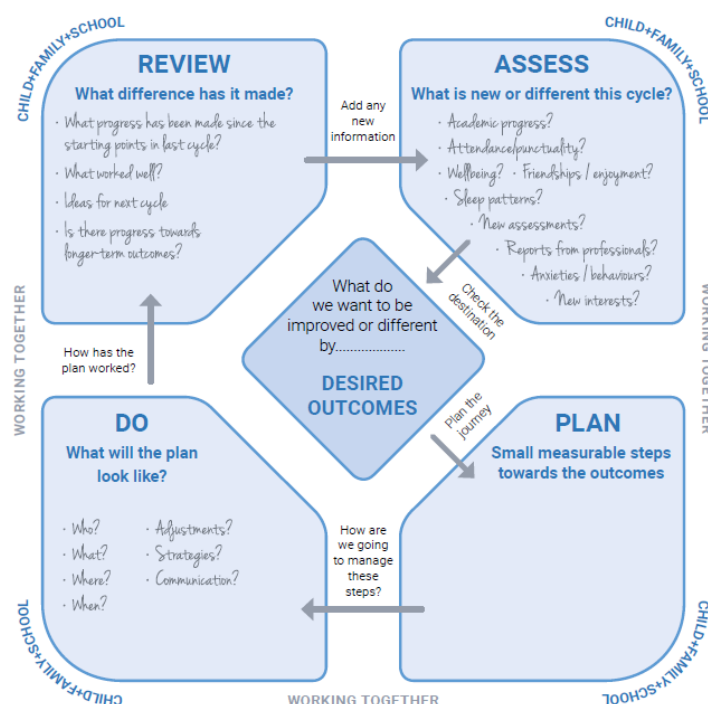
- Support to be put in place agreed by the teacher and SENDCO in consultation with the pupil and parents/carers.
- Expected impact on progress, attainment or behaviour will be agreed, along with a clear date for review.

### Do

- The class teacher remains responsible for working with the child on a daily basis.
- Extra teaching and/or support through appropriate interventions will be designed to secure better progress

### Review

- The impact of the interventions along with the views of the parents/carers and pupils.
- Make decisions on next steps for support.



School should always contact a specialist where a pupil continues to make little or no progress, or where they continue to work substantially below those expected of pupils of a similar age, despite evidence based SEND support delivered by appropriately trained staff.

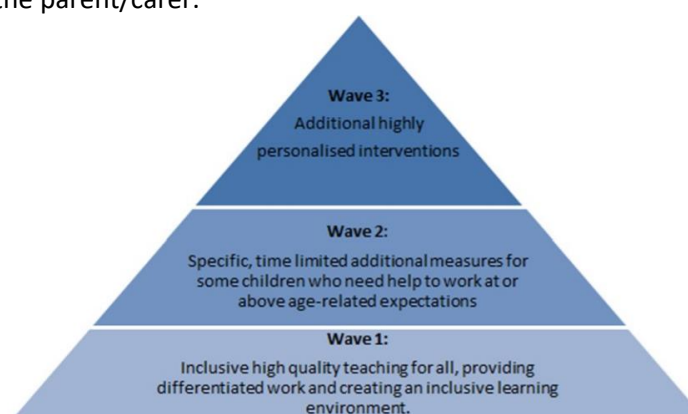
## 'Waves' of Support

The first step to supporting a child who has or may have SEND, is always through effective high-quality teaching. Support may include adaptations to the learning environment or seating plan, additional resources and scaffolds, or adult support to enable the child to access the whole-class learning opportunities. This is known as 'Wave 1' support.

For a small number of children, 'Wave 2' support might be needed to accelerate the child's progress and enable them to work at age-related expectations. This would be through a short time-bound intervention

programme, delivered to a small group of children by a trained TA. If it is felt that a child would benefit from 'Wave 2' support, the class teacher will discuss this with the parent/carer.

'Wave 3' support may be implemented for a very small number of children where, following a reasonable period of 'Wave 1' and 'Wave 2' support, these are not having the desired impact and progress is not being made. 'Wave 3' interventions are highly individualised and based on specific assessments. They may involve external professionals such as speech and language therapists or advisory teachers to provide specialist support for the child's specific needs.



**'Waves' of support**

### **Education, Health and Care Plans (EHCP)**

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. The majority of children with SEND can be effectively supported and provided for through school SEND support. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, they have still not made expected progress, the school or parents/carers could consider requesting an Educational, Health and Care (EHC) Needs Assessment.

An EHCP is a statutory assessment which builds on the co-ordinated work that is already happening between families, schools and other health and social care services involved with the child. Parents/carers are able to make a request to the local authority for an EHCP needs assessment, independent of the school if they feel this is required for their child. However it should not be the first step in the process of meeting the needs of the child and parents/carers are encouraged to speak to their child's class teacher and the SENDCo if they think that a child may benefit from an EHCP.

Following this Statutory Assessment, an EHCP will be provided by Hertfordshire County Council if it is decided that the child's needs cannot be met by the support that is ordinarily available. The child and the child's parents/carers will be involved in developing and producing the plan.

Parents/carers of children with an EHCP will be invited to an annual review meeting involving all professionals who support their child. In this meeting, progress will be discussed and targets will be reviewed. Children with an EHCP will also have an SEN Support Plan which breaks down the annual EHCP targets into achievable termly goals.

### **Our approach to teaching pupils with SEND**

All pupils are entitled to a broad and balanced curriculum, which is scaffolded to enable pupils to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupil's special educational needs and are supported by the SENDCo where further strategies and resources are required.

Lessons have clear learning objectives and success criteria, work is scaffolded according to the needs of the class and ongoing assessment is used to inform the next stage of learning.

We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom situation. There are

times, though, when to maximise learning, we ask the pupils to work in small groups, or in a one-to-one situation outside the classroom as mentioned above through 'Wave 2' and 'Wave 3' support.

### **Accessibility**

Please refer to our Accessibility Statement and Accessibility Plan

### **Working with Parents/Carers**

Partnership with parents/carers plays a key role in enabling children and young people with special educational needs and disabilities to achieve their potential. The 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 special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education. Teachers will make parents/carers aware of any suspected special educational need at the outset. School will listen to and support parental/carer concerns and work with parents/carers in identifying any suspected special educational need. In the event of any disagreement between parents/carers and the school, the complaint will be referred to the governing body that has an established complaints procedure.

### **Involvement of Pupils**

Children with SEND have a right to be involved in making decisions and exercising choices about their education. The degree of participation should reflect a child's developing maturity, but all children should be given the opportunity to make choices and understand that their views matter.

Pupils should:

- play an active part in assessing and developing agreed targets
- understand the aims of intervention and their contribution to it
- be consulted about any individual support provided
- have their views sought and recorded in all reviews
- become progressively more involved in setting and evaluating targets.

### **Links with other agencies**

The school has access to a range of external agencies including, but not limited to, Educational Psychologists, Early Years SEND team, Speech, Language, Communication & Autism team and Dacorum Educational Support Centre (DESC).

Support from external agencies can be discussed with the SENDCo, who can, if appropriate, talk to the relevant agency and make a referral. These discussions can come from teachers, parents/carers and children, and a referral can be made with everyone's consent.

When a number of agencies become involved with a child or family a 'Families First Assessment' (FFA) might take place. The purpose of this is to ensure that different agencies all work together in an effective and coordinated way to best support the child and family.

For further support for parents/carers of children and young people with SEND, including SEND Information and Advice Support Service (SENDIASS), please follow this link:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

### **Admission arrangements**

Please refer to our admissions policy for further details.

### **Transition**

We work closely with all settings at the time of transition. At all stages, communication and information sharing is seen as crucial to ensure a smooth transition.

We arrange Home Visits for all children prior to joining our school Nursery or Reception Class and visits are made by key staff to other settings in the Early Years as appropriate. We hold Nursery and Reception Induction days to meet the Early Years Foundation Stage (EYFS) staff and visit the setting.

There are internal transition meetings between each year group at the end of each academic year.

We work closely with local secondary schools to ensure a smooth transition for our Year 6 pupils in the summer term. This includes the children visiting their new secondary school as well as visits from Year 7 staff.

Information and documentation, such as SEND Support Plans, is provided to new class teachers/secondary schools to give them the best overview of the child.

### **Training and expertise of staff**

We value training and development opportunities for all staff to continue to develop their knowledge and skills so that they can best support children with SEND.

The SENDCo holds the National Award for SEND Co-ordination and supports staff to most effectively plan for and teach children with SEND.

Staff attend relevant courses and training provided by Hertfordshire County Council and the local district when necessary as well as receiving relevant 'in house' training in a variety of areas. Individual staff are trained to teach different interventions to support specific children, for example, phonics and spelling interventions, Speech and Language programmes or Drawing and Talking therapy. Other training is delivered to support all staff to identify and support children with different aspects of SEND.

### **The roles and responsibilities of the school**

The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans.

The SENDCo must be a qualified teacher. A newly appointed SENDCo must hold the National Award in Special Educational Needs Co-ordination, or obtain the award within three years of appointment.

### **Roles and Responsibilities of the Governing Body**

The Governing Body has overall responsibility for ensuring that the guidance referred to within the Code is consistently adhered to and effectively monitored. They must also ensure that the policies, procedures and training relating to SEND provision are effective and comply with the law at all times.

### **Safeguarding, including anti-bullying and online safety**

We recognise that children with SEND can be particularly vulnerable and can face additional safeguarding challenges. We, at Westfield, work to promote and ensure the safety and wellbeing of all pupils at all times. For more information, please see our Child Protection policy on the school website.

### **Funding and Resources**

The school budget includes a notional SEND budget which is allocated by the Headteacher, SENDCo and Governors according to need. Local High needs funding is applied for when necessary by the school to support individual children with exceptional needs and some (but not all) children with an EHC plan are assigned additional funding to help to meet their needs.

### **SEND Information Report**

Our school SEND Information Report has been written with guidance from the SEND Code of Practice (January 2015) and should be read in conjunction with our SEND policy. The SEND Information Report has been written collaboratively with staff, governors and parents to form part of the Hertfordshire Local Offer and provides information about the help, support and services which are available to meet the needs of pupils at Westfield School with Special Educational Needs and Disabilities (SEND) and to their families. This can be found on the school website.

### **Complaints process**

If a parent/carer is unhappy with the SEND provision, they should first discuss this with the class teacher, who if appropriate will also speak to the SENDCo. If the query is not satisfactorily resolved by the class teacher and SENDCo, parents/carers should then contact the Headteacher. Our complaints policy can be found on the school website.

### **Links to other school policies**

This policy should be read alongside the following:

- Behaviour Policy,
- Child Protection Policy,
- Teaching and Learning Policy,
- Diversity and Equality Policy,
- Supporting Children with Medical Conditions Policy

### **Policy Review**

This policy will be reviewed as part of the school's policy cycle or when there is a change of Subject Leadership or following an agreed change to practice. This will be done by the SENDCo in consultation with the Headteacher, staff, governors and parents.



## **APPENDIX 1**

Broad areas of need as outlined in **Special educational needs and disability code of practice: 0-25 years**

### **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. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 (in the Special educational needs and disability code of practice:0-25) for a link.

### **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. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

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.

## Appendix 2

### Useful terms relating to SEN

	<b>Annual Review</b>	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures 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.
<b>ADHD/ADD</b>	<b>Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder</b>	<p>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.</p> <p>Children with ADD/ADHD may be:</p> <ul style="list-style-type: none"> <li>• Inattentive, hyperactive, and impulsive (the most common form)</li> <li>• Inattentive, but not hyperactive or impulsive.</li> <li>• Hyperactive and impulsive, but able to pay attention.</li> </ul>
	<b>Assessment</b>	<p>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.</p> <p>More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENDCO, an Educational Psychologist or an Advisory Teacher.</p> <p>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.</p>
	<b>Asperger Syndrome</b>	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>	<p>Autistic spectrum disorders are characterised by difficulties interacting and communicating.</p> <p>The characteristics of autism can be described as the 'triad of impairment':</p> <p>Socialisation - poor social skills; Communication - difficulties with speech language and communication;</p>

		Imagination - rigid thought and resistance to change. The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.
	<b>Code of Practice</b>	The SEND Code of Practice 0-25 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. The Code can be accessed: <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a>
	<b>Differentiation</b>	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.
	<b>Differentiated Curriculum</b>	A curriculum that is specially adapted to meet the special educational needs of individual children.
	<b>Dyscalculia</b>	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.
	<b>Dysgraphia</b>	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
	<b>Dyslexia</b>	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
	<b>Dyspraxia</b>	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. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
<b>EHCP</b>	<b>Education, Health and Care Plan</b>	From 1 <sup>st</sup> September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25.

<b>EP</b>	<b>Educational Psychologist</b>	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.
	<b>Exam/Assessment Special Arrangements</b>	Special arrangements can be made for pupils who are disadvantaged during exams/assessments. 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.
	<b>Governors</b>	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. In Academy schools the governors are often called 'directors'.
<b>HI</b>	<b>Hearing Impairment</b>	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
	<b>Inclusion</b>	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.
<b>LD</b>	<b>Learning Difficulties</b>	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	<b>Learning Mentors</b>	Learning Mentors work with school pupils to help them address barriers to learning and improve achievement.
<b>LA</b>	<b>Local Authority</b>	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.
<b>MLD</b>	<b>Moderate Learning Difficulties</b>	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.
	<b>National Curriculum</b>	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.

	<b>National Curriculum Inclusion Statement</b>	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.
	<b>OFSTED</b>	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.
	<b>Personalised Learning</b>	Personalised learning 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.
	<b>Phonics</b>	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	<b>Phonological Difficulties</b>	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
<b>PD</b>	<b>Physical Difficulty</b>	<p>There is a wide range of physical disabilities. 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.</p> <p>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.</p> <p>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.</p>
	<b>Physiotherapists</b>	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.
	<b>Responsible Person</b>	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.
<b>SENDCO</b>	<b>Special Educational Needs Co-Ordinator</b>	A Special Educational Needs Co-ordinator or SENDCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENDCO and your child's teacher/s should work together to plan how his/her needs should be met.

<b>SEN</b>	<b>Special Educational Needs</b>	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.
	<b>Special Educational Provision</b>	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.
<b>SpLD</b>	<b>Specific Learning Difficulties</b>	See Dyslexia, Dyscalculia and Dyspraxia above.
<b>SEN</b>	<b>Special Educational Needs</b>	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.
	<b>Special Educational Needs (SEN) Code of Practice</b>	See 'Code of Practice' above.
	<b>Statutory Assessment</b>	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.
<b>TAs</b>	<b>Teaching Assistants</b>	Almost all schools now employ Teaching Assistants to support whole classes, small groups or individual pupils. TAs are placed to meet the learning needs of the children.
	<b>Transition</b>	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.
<b>VI</b>	<b>Visual Impairment</b>	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.