



SOUTH HILL PRIMARY SCHOOL

SEN INFORMATION REPORT (Updated 14.1.21)

How we support pupils with additional needs at South Hill Primary School

(Reviewed by the School Governors on 3.2.20 and 2.2.21)

*Please note words in **red and underlined** are in the Glossary of Terms at the end of the document

Introduction:

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disability (SEND) and are supported by the LA to ensure that all pupils, regardless of their special needs, make the best possible progress in school.

At South Hill Primary School we are working to create a whole school community where everyone feels valued, accepted and able to contribute. This is based in an atmosphere of mutual respect and understanding, supported by our positive behaviour policy, which advocates a therapeutic approach to supporting behaviours and equality policies.

We believe children learn best when they feel happy, secure and confident. At South Hill we place a strong emphasis on the right of all children to a broad and balanced curriculum, which meets their individual needs, interests and abilities. Consequently, we aim to cater for every pupil within the general fabric of the whole school. We ensure equal opportunities in terms of access to the curriculum and carefully monitor resources, opportunities and stimuli.

Hertfordshire supports all schools to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. At South Hill we support children with a wide range of need which fall in the four broad areas of SEND need. These are:

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health Difficulties
- ❖ Sensory and Physical Needs

What is the SEN Information Report? The Children's and Families Bill requires local authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. Hertfordshire publish a Local Offer. Schools publish a SEND Information report about the services and provision in their school. It is linked to Hertfordshire's Local Offer via web links.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision in the local area.

To gain further information on Hertfordshire's local offer of services and provision for children and young people with SEND click on the link below:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

In addition, there is a lot of information to support parents of children with SEND on our school website:

<https://www.southhill.herts.sch.uk/send>

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1a) How does the school know if my child needs extra help?

- Concerns are raised by parents/carers, teachers or the child:
 - Meetings, telephone calls, emails that share concerns from parents/carers or teachers
 - Teachers may complete a concern form to aid discussion between parents/carers, the SENCO and themselves
- Limited progress is being made
 - Formative and Summative Assessments made by the teachers
 - Pupil Progress Meetings with the leadership team
- There is a change or concern about a child's behaviour or progress
- Use of checklists and assessments to identify areas of learning or emotional wellbeing that are in need of support
- Liaison with external agencies e.g. Educational Psychology Service, Thomas Coram SpLD Base
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

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1b) What is the definition of SEND?:

At different times in their school life, a child may have a special educational need.

The Code of Practice 2014 defined SEN as follows:

“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 has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty than the majority of others the same age
- Has a disability which prevents or hinders him or her from making use of the facilities generally provided for others the same age in mainstream school

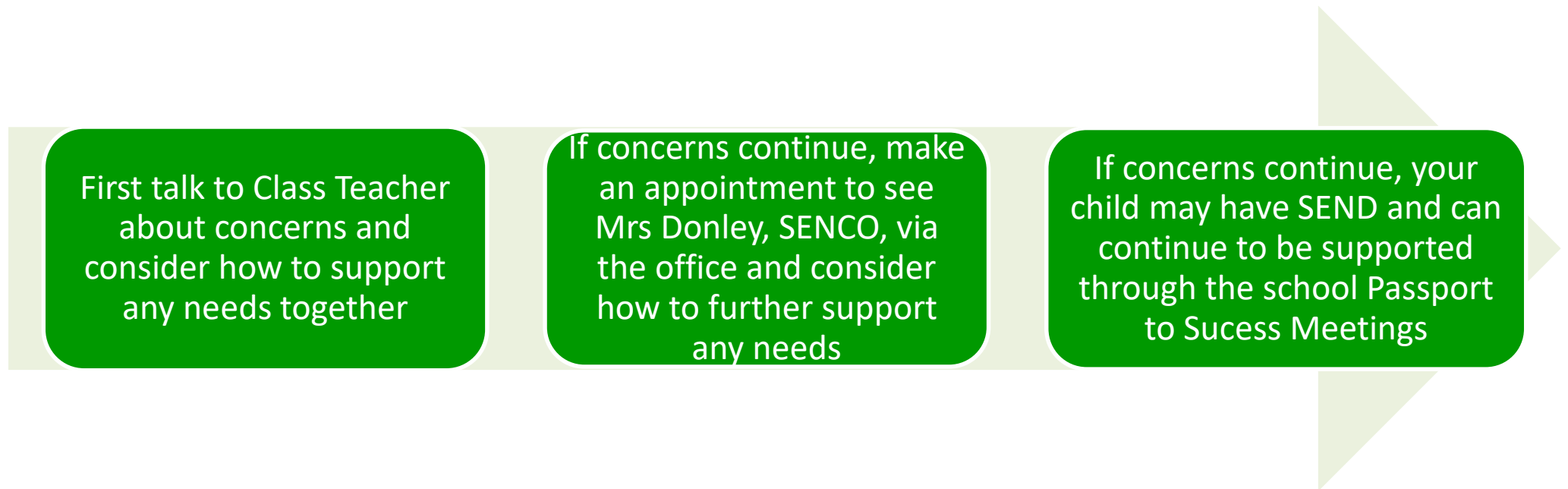
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1c) What should I do if I think my child may have special educational needs.

Parents who are concerned that their child may have SEN issues should talk to their child's class teacher.

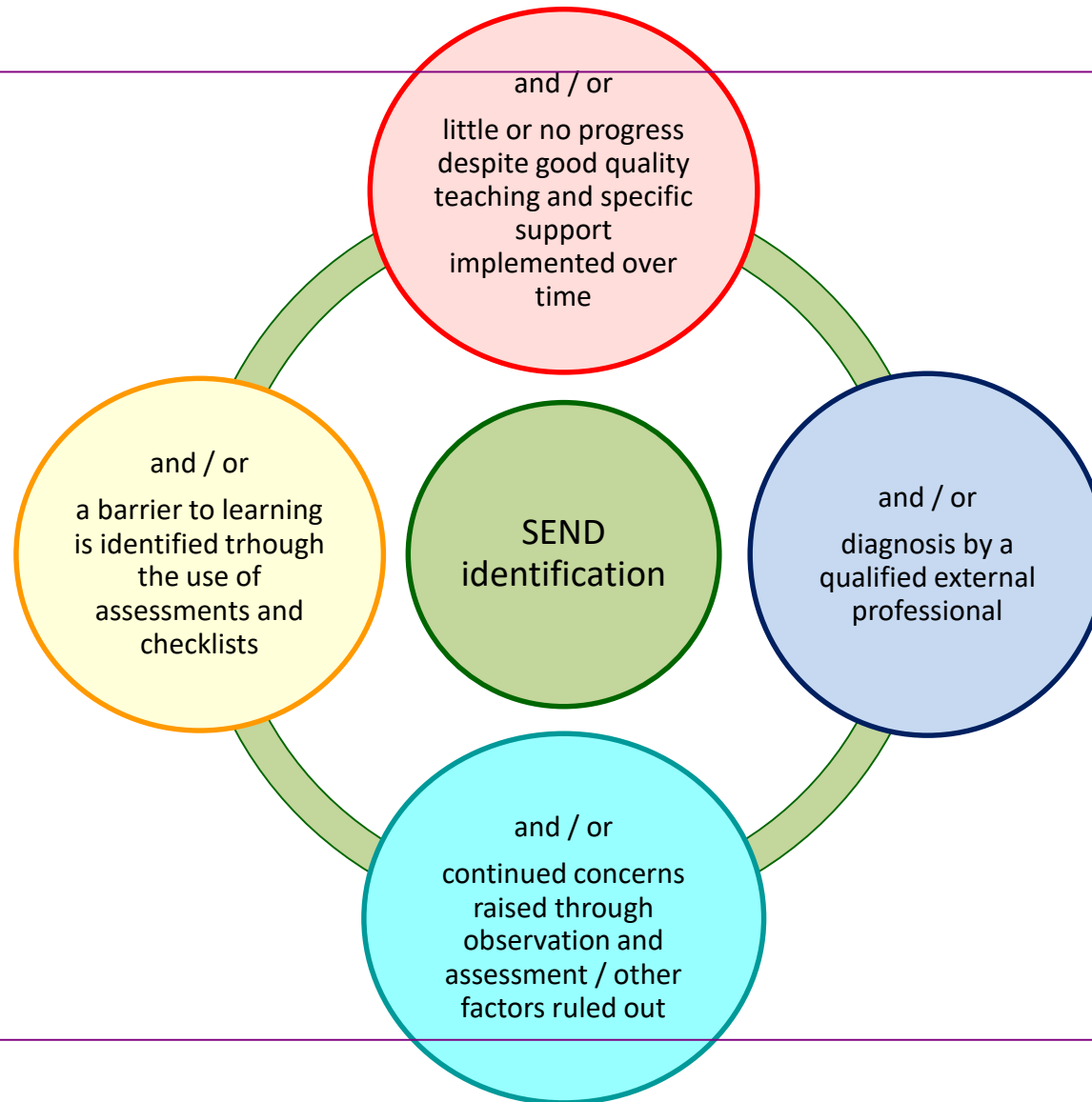
After talking to the Class Teacher, it may be appropriate to make an appointment to see the SENCO. The SENCO may, if appropriate, refer to outside agencies for support e.g school nurse, family support worker, optician, audiologist. Often, the initial response will be to consider how the child's needs can be met through differentiation or classroom intervention (wave 1 or 2 support).

In Hertfordshire an 'assess, plan, do, review cycle' is expected to have been completed at least twice, with limited progression and an exceptional level of need, before referral to an external agency is made.



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1d) How does the school identify children with SEND?



Typical Assessments Used at South Hill Primary School:

Social, Emotional, Mental, Health: Strengths and Difficulties questionnaires (SDQ), Boxall Profile, ABC sheets, Roots and Fruits Mapping, Anxiety Tracking Sheets, Speech and Language profiles for social communication difficulties, Play Therapy Reports, Neurodiversity checklists, observations

Autism: As above plus: Sensory profiles, Speech and Language Assessments, AET resources, observations

Speech Language and Communication Needs: Wellcomm Screening Tool and Big Book of ideas, Speech and Language screening tools and assessments, Articulation Screeners

Physical Disability: Observations, [Neurodiversity](#) checklists

Specific Learning Difficulty: Hertfordshire SPLD Baseline Packs for Literacy and Maths, Running Reading Records, Handwriting assessments, neurodiversity checklists, memory tests and checklists, slow processing checklists

Visually Impaired/Hearing Impaired: Hearing and Sight tests, observations

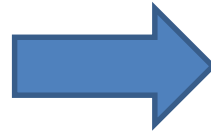
Moderate/Mild Learning Difficulty: In school progress assessments and tests, memory tests and checklists, slow processing checklists

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1e) How is my child's progress tracked?

Class teachers and subject leaders monitor pupil progress through formative and summative assessments

3 x a year this is recorded in a database and analysed



Teachers and the Senior Leadership Team meet at least three times a year at Pupil Progress Meetings to discuss progress, attainment and any barriers to learning.

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2. How will school staff support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness (Wave 1 support). If over a sustained period of time progress does not improve a variety of measures may be taken including;

- a) Differentiated work based on needs (wave 1 support)
- b) Reasonable Adjustments – such as timetable changes, additional equipment, brain or sensory breaks. These are recorded on the pupil passport – a 1 Page Profile – at a glance sheet, with strategies and interests of children identified
- c) Intervention group with TA (wave 2 support) – this may be class based or away from the main class
- d) Assessments: the school may use screening tools for dyslexia, dyscalculia, ASD/ADHD, Thomas Coram Maths/Literacy Packs, Phonics assessment to uncover barriers to learning or gaps in learning
- e) 'Passport to Success' co-produced and reviewed three times a year
- f) SMART Targets – through use of an Individual Education Plan
- g) Pastoral Support Plan to support emotional concerns
- h) Medical Healthcare Plan and or Personal Emergency Evacuation Plan to support medical conditions or Disability
- i) Small Steps of Progress: A few children may not be able to access the national curriculum and will be assessed using alternative methods of assessment such as PIVATs, P-Scales, Engagement Profiles, AET progression grids or Wakefield Progression Grids to show progress
- j) Referral to specialist support if necessary. E.g. Educational psychologists, speech and Language therapists, communication and autism advisory teachers, outreach teachers, family support
- k) In exceptional circumstances, an additional adult may support in class or with the child



For a few children it may be necessary for the parents/carers and school to make an application to Hertfordshire SEND Department for an Education Health Care Plan assessment. These plans are designed for those children who have exceptionally complex and demanding needs and require very close monitoring to ensure that the child's needs are met.

The School SENCO will support Class Teachers in assessing needs, planning and implementing interventions and reviewing progress. The school SENCO will, as required, support class teachers to make referrals to gain specialist advice for children in their class. This may lead to consultations with the advisory service, class teacher, parent/carer and SENCO.

3) How will I know how my child is doing?

High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. However, some children still require additional support in spite of this. When a child is placed on a targeted intervention, progress is monitored by both the class teacher and SENCO through pupil progress meetings and reviews which happen three times a year. Parents are informed through;



- Parent's evenings
- School Reports
- Informal chats with your child's class teacher after school – it would be helpful, but not essential to book an appointment
- Home school communication books (for particular children)
- Formal meetings with your child's class teacher and the school SENCO, Headteacher or other professionals

The effectiveness of the school's provision for children with SEND is evaluated by the Senior Leadership Team, reported to governors and monitored by OFSTED

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4a) How will the learning and development provision be matched to my child's SEN?

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily
- Reasonable adjustments may be required, tailored to a child's individual needs, such as; additional equipment, adaptations to equipment, flexible starting/pick up times, sensory/ movement breaks, small step sequential work
- The graduated approach means that the pupil will be assessed, a plan created, implemented and reviewed at least 3 x a year. If the child's difficulties persist despite several cycles of assessment and intervention, then further specialist support may be requested from external agencies
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs



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4b) What is the graduated approach?

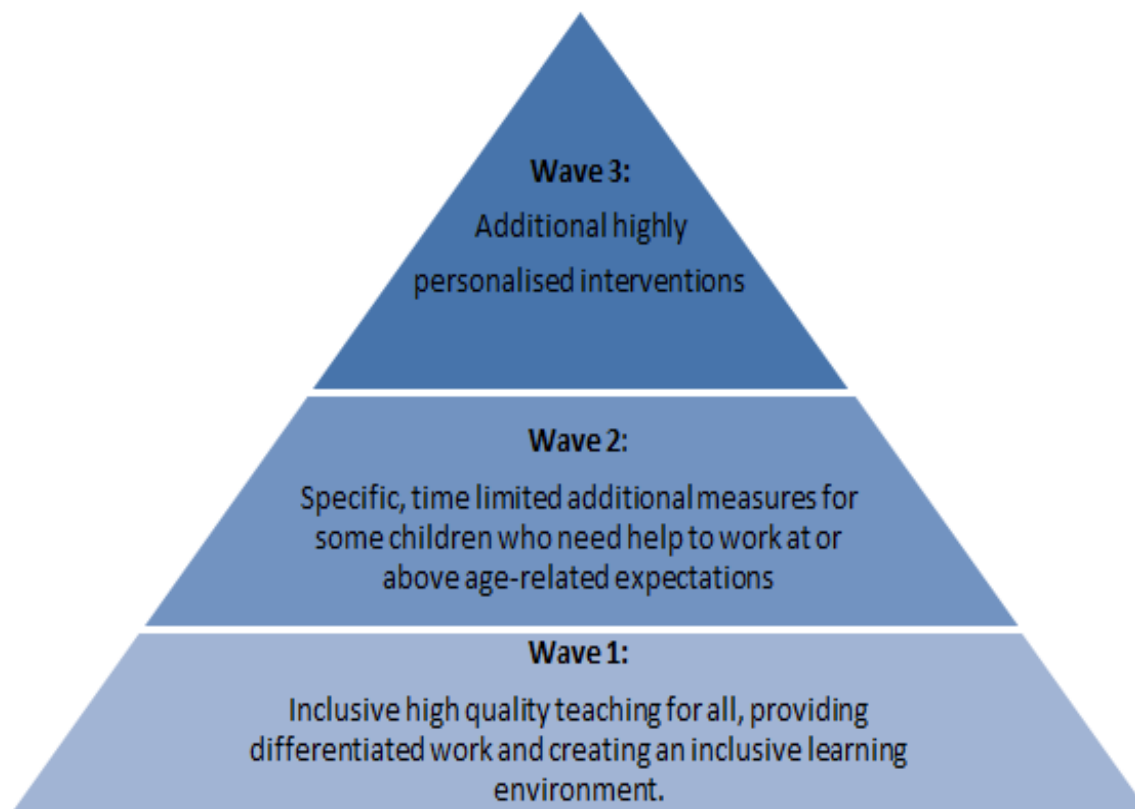
Class Teachers will ensure that all learning, through quality first teaching, is engaging, motivating and differentiated, as required this is known as 'Wave 1' support.

Children whose progress is slower over time, than that of their peers, starting from the same baseline, will be highlighted and interventions will be made within the class to accelerate progress – this is recorded as 'Wave 2' support and is recorded on the class provision map. Concerns will be shared with parents and carers and we will work in partnership to aid accelerated progression to enable the child to 'catch up'. Other barriers to progress and attainment, such as English as an Additional Language (EAL), housing, family or domestic circumstances will also be considered and supported as required.

However, if a child continues to make slower than expected progress or there continues to be concerns in other areas such as social and emotional wellbeing, the SENCO, working with the class teacher and the parents or carers will gather additional information by talking to others who know the child and make assessments to identify any underlying causes.

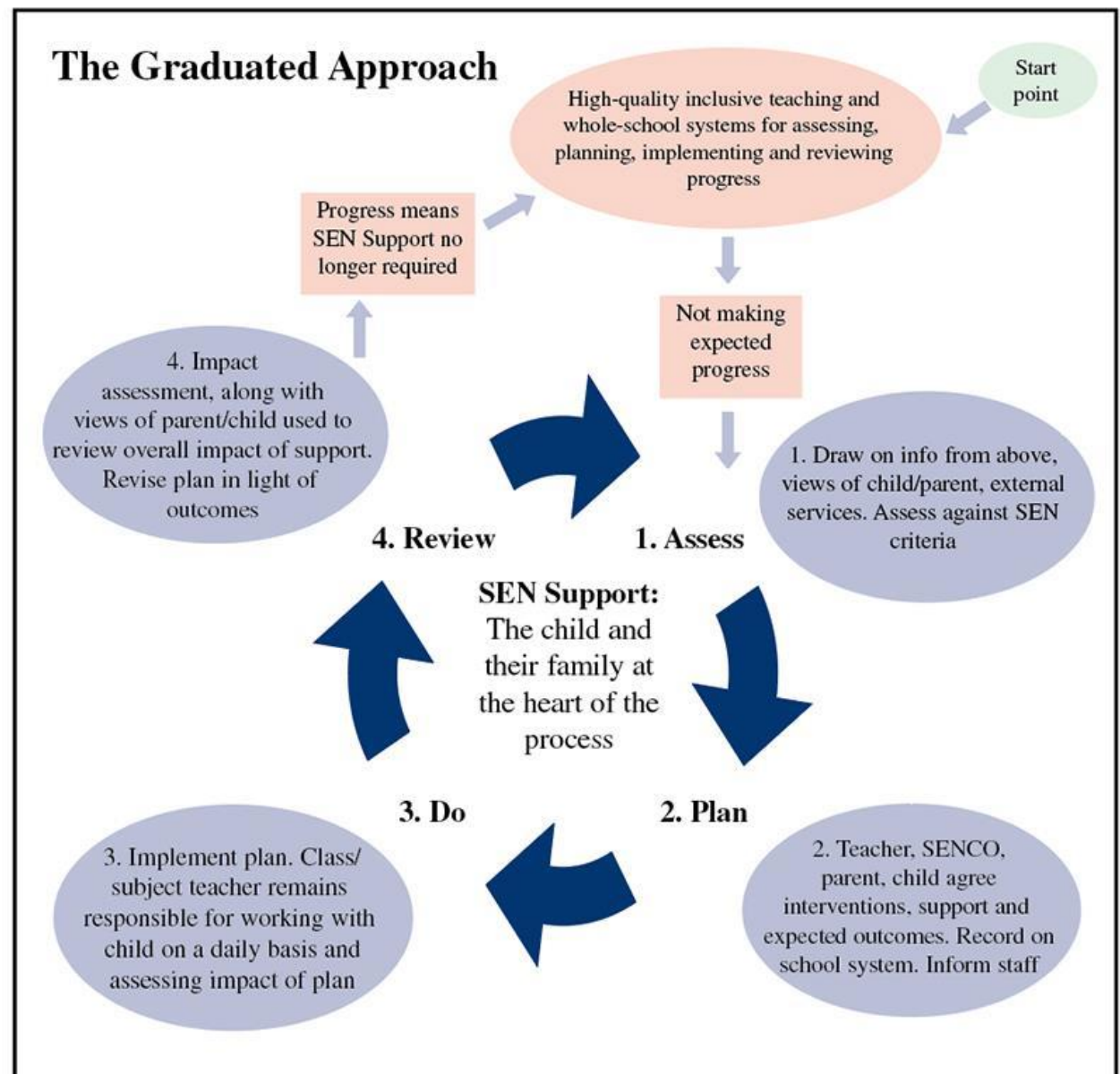
If barriers to learning are identified, the child may then be considered as having a special educational need or disability (SEND). The child will be placed onto the school's SEND register and a Passport to Success will be co-produced with the parents/ carers, the child, the class teacher and SENCO.

Through this process, appropriate intervention and adjustments to minimise the impact of barriers will be considered, often this will be a number of specific strategies that are implemented within the classroom. If it is necessary to support progress in learning or emotional regulation, with a small step approach, highly specific and very specialised support may be put in place, this is known as 'Wave 3' intervention, and it will be recorded using SMART targets in an Individual Education Plan (IEP) and noted on the class provision map.



The process of assessing a child's barriers to learning, planning appropriate provision, implementing the plans and reviewing the impact of the plans is known as an 'assess, plan, do, review cycle' otherwise recognised as the 'Graduated Approach'. The assess, plan, do, review cycle is an ongoing process. The review will take place at least 3 x a year at a dedicated SEND Pupil Passport meeting. At these meetings the class teacher, parents/carers, the child (when appropriate) meet to discuss progress made, consider on going concerns and plan the next steps of support. Together they co-produce and review the 'Passport to Success' and if necessary the IEP.

The SENCO will support the teacher ahead of the meeting and will attend if this is required.



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5) What support will there be for my child's overall wellbeing?

The school has a wellbeing policy and offers a variety of methods to provide pastoral support for pupils who are encountering emotional difficulties.



5a) Our Positive Wellbeing Culture

The culture at South Hill School promotes children's positive emotional health and wellbeing and avoids stigma:

- The school have a wellbeing support team led by Miss Wren who meet regularly to ensure that support is meeting the needs of the children. The team consist of: Mrs Albery, the Mental Health Lead, Mrs Donley Inclusion Manager and SENCO and Mrs Edwards who delivers support to children as required.
- There are two governors who support and monitor the schools approach to wellbeing: Mrs May and Mrs Albery (staff governor)
- There is a whole-school approach to promoting positive emotional health and wellbeing within an ethos of high expectations and constant support
- Positive mental health is openly talked about and discussed in class and in assemblies with invited motivational speakers whom promote the importance of sharing difficult feelings and emotions with people we trust

- We have a committed staff community that sets a whole school culture of positive emotional health and wellbeing, support and values
- The school has an open and supportive culture regarding mental health and we work closely with children, parents and carers
- We have regular workshops for parents on curriculum subjects as well wellbeing topics
- There is regular communication through newsletters, school website, twitter and face book
- There is a whole school promotion of building individual resilience and tenacity in all areas of the curriculum, through PSHE curriculum and School ethos
- We provide positive experiences and heightening awareness of wellbeing through a focused 'Wellbeing Week'
- We have a termly Wellbeing Newsletter for parents
- We ensure a high quality professional development programme for staff
- All Staff have received STEP ON training and the school follows a therapeutic approach to behaviour management
- All staff have current safeguarding training



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5b) Our Wellbeing Support for the Children

Our school offers a range of activities and services to help our children develop positive mental health and wellbeing, as well as additional support for those experiencing mental health difficulties. These include:

- Building positive parent/carers partnerships to enable early intervention to accessing mental health and wellbeing support
- Having clear communication for parents/carers such as home-school books, visible staff at school drop-off, regular teacher contact
- There is a dedicated page to wellbeing support on the school website: <https://www.southhill.herts.sch.uk/wellbeing>
- Our PSHE curriculum is designed to ensure children have time to discuss their wellbeing, feelings and mental health



- Children are offered the opportunity to walk or run the 'Daily Mile'
- Forest school and nurture leader
- Gardening club
- Choir
- Rock Steady Band for all, offered at a reduced rate for students who are in receipt of pupil premium and opportunities for staff attend
- Sports coach mentors. After school and lunchtime PE clubs such as; netball and football
- E-safety learning
- Road safety workshops
- Cinema trips for Year 6 leavers
- The school has 'worry boxes' in every classroom
- There is a regular 'Time To Talk' session for children who require an adult to talk to at break/lunchtimes
- When needed children will be provided with support to develop their social skills
- Currently the school employ a learning mentor – Mr P Braithwaite – who regularly spends time mentoring identified children, often through sport
- Mrs L Edwards also has some timetabled time to provide mental health and wellbeing support, as required
- The School has a Bereavement Policy
- Reception children have a year 6 buddy who plays with them some playtimes in the week
- All staff are trained in the 'Zones of Regulation' which we use to support our Therapeutic Hertfordshire Steps Approach to behaviour support
- Pastoral support so that any changes can be identified and support given to child/parent /carers as required
- The school employs a play and art therapist and support therapists in training
- Transition support provided by outside agencies to year six children and additional sessions for those who need it
- World Book Day and organised Theatre Group visits on World Book Day

- A staffed Nurture Lunch Club is available every lunch time for invited children who are not coping with the busy lunch hall
- A staffed Nurture Club is available every lunch time for invited children who are not coping with the larger playground
- Members of staff such as the class teacher and SENCO are available for pupils / parents who wish to discuss issues and concerns; Where appropriate mediation sessions are carried out
- Pupils with medical needs: The school has a 'Supporting pupils with Medical Needs Policy' - If a pupil has a medical need then a detailed Medical Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil
- Personal Emergency Evacuation Plans are written, if required, to ensure wellbeing and safety at all times
- The school has a first aid policy and all staff have basic first aid training
- Staff receive epi-pen training delivered by a trained nurse
- The School regularly accesses the Autism Education Trust Website and has a named champion for autistic children: Mrs Donley, Inclusion Manager

As required, we will make referrals to outside professionals:

- When needed it is possible to liaise with the Inclusion Manager / SENCO and where there are significant issues this may lead to a referral to the GP, [CAMHs](#) or Step 2
- The school receives support from Dacorum Education Support Centre who offer advice and outreach support for children who have Social, Emotional and Mental Health difficulties
- Gade Family Support provide access to a Pupil Support Worker who is able to work with children on a 1 to 1 basis, following a referral and assessment of need
- The school nursing service can provide 6 sessions of support to a pupil and is able to work on a 1 to 1 basis, following a referral and assessment of need
- Counselling may be offered and the school currently benefits from Dream Catchers Play and Creative Arts Therapy, as well as links to the Institute for Arts in Therapy and Education through whom we have benefitted from the support of trainee therapists
- Occasionally the school will make arrangements for children to access support from external agencies such as ADD-Vance, PALMs, or Counselling in Schools



6) What other specialist services and expertise are available at or accessed by the school?

There are 22 TAs in the school, 8 of which are SEN teaching assistants in school led by the SENCO.

All support staff have training in different areas of SEN to develop specialisms to ensure that there is a wide range of skills and expertise in many areas of SEN. Specialisms include;

- Therapeutic Behaviour support
- Zones of Regulation
- Protective behaviours
- Autism
- Specific Learning Difficulties ([SpLD](#), e.g. Dyslexia, Dyscalculia) – Fischer Family Trust Training, Phonics Training
- Speech and Language – Wellcomm

In addition to the specialists who support wellbeing and mental health (see above) the school works with other agencies and professionals, this includes but is not restricted to;

- Speech and Language Therapists (SALT)
- Physio and Occupational Therapists (PT and OT)
- Educational Psychologists (EP)
- Sensory Impairment Advisory Teachers
- Physical, Neurological Advisory Teachers
- Communication and Autism Advisory Teachers (CAT)
- Woodfield Special School Outreach Team
- Social Workers and Intensive Families Support Team



- Gade Family Support
- School Nurses, Paediatricians, PALMS and CAMHS workers
- ADDvance

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7) What training have the staff, supporting children and young people with SEND had or are having?

- Attachment and Trauma Training provided by ARC Jan 2020
- [Zones of Regulation](#) Training Summer 2020
- All staff trained are trained in Hertfordshire STEP ON approach – The county wide therapeutic approach to behaviour, January 2019 – this is updated annually. We have two Step On trainers in school, Mr Shane and Mrs Donley – they attend annual updates and termly support groups
- During COVID 19 Lockdown spring summer 2020 many staff attended mental health and bereavement on line training
- How to support pupils with speech and language difficulties – Wellcomm, Elklan Training, EAL training
- How to support pupils with physical and co-ordination needs – Safe Handling and moving
- How to support pupils with specific learning difficulties – most staff have received basic dyslexic and dyscalculia training
- Some Teaching Assistants have had training to support children with specific learning difficulty in literacy and maths and also Precision Teaching to target particular needs, such as Fischer Family Trust Wave 3 Intervention, Read, Write Inc, Running reading records
- Staff regularly attend courses run by DSPL8 – specifically designed for SEND children
- How to support pupils on the autistic spectrum – Most have received at least Level 1 AET Autism training
- How to support pupils with social and emotional needs – Most have received mental health training, there are two Mental Health First Aiders
- Training sessions as required are led by the school Inclusion Manager



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8) How will you help me to support my child's learning?

- The school website has a SEND page which offers further advice and guidance:
<https://www.southhill.herts.sch.uk/send>
- The school website has a School Lockdown SEND offer which provides advice and support to parents on how to adapt learning to meet the needs of children with SEND:
<https://www.southhill.herts.sch.uk/send-remote-learning-offer>
- The school website has a page that supports remote learning for pupils with SEND:
<https://www.southhill.herts.sch.uk/send-remote-learning>
- Teaching staff offer welcome meetings at the beginning of the academic year that direct you in the support you can give through home learning in reading, writing, maths and social development
- Parents are invited in to meet their child's teacher informally after school
- Each year group has a set amount of home learning – please refer to the Home Learning Policy
- Curriculum plans are published on our school website
- Parents of children who are on the school's SEND register and have a Pupil Passport and / or an Individual Education Plan (IEP) will meet with the class teacher at least 3 times a year to review progress and make further plans
- You are welcome to make an appointment to speak to the school's SENCO, Mrs Donley, please ring 01442 412127, or email the school office
- A SEND Coffee Morning is held each ½ term for parents
- There is a regular 'Inclusion Matters' section to the school newsletter
- The School's [Family Support Worker](#), has access to a wide range of support from local agencies and services and is able to signpost parents effectively.
- The school works closely with [DSPL8](#) who frequently run courses for parents which are advertised on our website
There are Educational Psychology and Speech and language contact lines for parents who may require specific advice – the details are advertised in our SEND Newsletter and on the website



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9) How will I be involved in discussions about and planning for my child's education?

- In addition to formal occasions such as Parent's Evenings where parents are involved in discussions about their child's education, there is an open door policy at South Hill Primary School where we encourage parents to arrange informal meetings with their Class Teacher to voice any concerns. Working parents are able to telephone the office to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss
- Parents of children with SEND and children are encouraged to co-produce the SEN 'Passports to Success' and the target setting for IEP's and when the teacher meets with them three times a year
- Parents of children with a the SEN 'Passports to Success' are encouraged to be part of the transition planning when children move up a year group
- Parents are represented on the school governing body, Mrs Stewart is the school link governor for SEND and there is also a very active PTA in school



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10) How will my child be included in activities outside the classroom including school trips?

- The paramount safety of the child, pupils and staff is given priority when undertaking risk assessments for school trips to ensure that all children and staff are kept safe from harm. This may result in 1:1 staff deployment for particular children who are named as individuals on risk assessments
- Arrangements are put in place pertaining to the activity type. Parents are consulted to ensure full participation and active engagement of all children and in some cases a member of the family may be invited to attend. Where outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner



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11) How accessible is the school environment?

- The school is fully compliant with the Equality Act (2010) and reasonable adjustments are made for all children with SEND where necessary
- There is a lift in the new section of the building so that the upper floors can be reached for wheelchair users. There is a lift to the playground
- As a school we are happy to discuss and plan for individual access requirements and, if necessary, we will create a [Personal Emergency Evacuation Plan \(PEEP\)](#), which identified staff are trained to use (Sept 2020)
- A thorough plan of accessibility is published on the school website under 'policies'



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12) How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- There is a [transition programme](#) in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development. Some children benefit from Transition Booklets which are given out at the end of the Summer Term to help prepare them for their new class in the following term
- For children in Year 6 there is a special transition programme in place for children moving to Secondary Schools. They will get the opportunity to visit their new school prior to starting in September and children with complex special needs may require additional visits which is



negotiated with the relevant school. For children who are on the SEN Register there is often a meeting or exchange of information with the SEN from the Secondary School

- There is also an opportunity for schools to exchange information in preparation for transition through the informal [SEN Cluster meetings](#). Our Reception Class Teacher will visit all new children in their Nursery settings and speak to staff to gain information about each child before they start. If you have any concerns that your child is worried about moving on to the next class or secondary school please contact the class teacher

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13a) How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year
- Resources may include deployment of staff, depending on individual circumstances



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13b) How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher and Senior Leadership Team.
- Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if concerns are identified due to the pupil's lack of progress or wellbeing then interventions will be arranged



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14) How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

- The authority's local offer of services and provision for children and young people with SEN can be accessed at [here](#)
- There are also links to support for SEND on our website:
<https://www.southhill.herts.sch.uk/send>



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15) Who can I contact for further information?

- In the first instance you should speak to your child's teacher with any initial queries
- The school has a SENCO, **Mrs Donley** who can be contacted by telephone (01442 402127) or email (via the school office) and is available to meet with parents if you have any particular concerns about your child



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Glossary of Terms

Assess, Plan, Do Review Cycle - Best practice involves meeting pupils' SEN through implementing the graduated approach using the assess, plan, do, review cycle.

Autism - <http://www.autism.org.uk/about-autism/autism-and-asperger-syndrome-an-introduction/what-is-autism.aspx>

CAMHS - **Child and Adolescent Mental Health Services**. CAMHS is the name for the NHS services that assess and treat young people with emotional, behavioural or mental health difficulties

Circle of Friends - <http://www.autism.org.uk/16877>

Designated Senior Person (DSP) – The role of the Designated Senior Person, should undertake regular training at Stage Two to enable them to ensure that their

Differentiation – differentiation is where teachers plan work that support every child in their class regardless of academic level and deepen their learning.

DSPL8 – Developing Special Provision Locally – Area 8 Dacorum: Delivering Special Provision Locally is a Hertfordshire-wide initiative, working to improve the range of provision and support services available for children and young people with special educational needs and disabilities, aged 0-25. <http://www.dacorumspl.org.uk/what-is-dspl/>

Dyscalculia - <https://www.dyslexic.com/blog/what-is-dyscalculia/>

Education Health Care Plan (EHCP) - An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs, explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. <https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx>

Family Support Worker - Family support workers help families in trouble rebuild their lives by providing counseling, financial resources and educational activities. They work mainly with social service agencies, but you can find them in law enforcement, government and health care.

Read more : <http://www.gadeschoolsfamilysupport.co.uk/useful-info/>

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 - [Resources - Understanding the Graduated Approach \(sendgateway.org.uk\)](#)

Individual Education Plan (IEP)– For every child who receives special education and related services a plan is needed to help deliver a programme to help them get the most out of their education.

Intervention – intervention is the term used for any additional programme that teachers may employ to support a child or groups of children to tackle difficulties in targeted areas. Interventions may be carried out in class or away from the classroom. They are often run by teaching assistants in conjunction with the Class Teacher/SENCO.

Medical Healthcare Plan – This is a plan that has been written by a doctor or a nurse so that the school can follow a set procedure for any medical interventions or medicines administered to specific children.

MSA's – Mid Day Supervisors.

Neurodiversity - the range of differences in individual brain function and behavioural traits, regarded as part of normal variation in the human population (used especially in the context of autistic spectrum disorders, dyslexia etc).

Nurture Club - A club that offers a small number of children the opportunity to spend lunchtime in a quiet, peaceful area with structured activities. Children attend on a daily basis.

Passport to Success – South Hill's approach to ensuring all the information that will support our children with SEND is in one place – it is designed to help adults working with the pupil know what to do to support them. Our passports are written by the class teacher the

pupil and the parents. The Pupil Passports are particularly useful during transitional times in the school year, they help new class teachers and support staff find out more about the pupil.

Provision Map – A provision map is produced by every class teacher at end of each term. This is to enable staff to decide which individuals or groups of children need particular interventions to support their learning the following term.

Pastoral Support Plan or PSP – is a school based programme which is meant to help a child to improve their social, emotional and behavioural skills

Personal Emergency Evacuation Plan (PEEP) - A bespoke “escape plan” for individuals who may have difficulties evacuating a building to a place of safety

Pupil progress meetings (PPM) - these are meetings which are held at least every term. Class Teachers and Senior Leadership Team consider the progress and attainment of every child in the school and considers whether there is any additional support required to help individuals or specific groups of children so that they will reach their end of year target.

Reasonable adjustments - Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment)

SEN Cluster meetings – This is a small group of local teachers who are gathering to discuss SEND

Sensory Impairment - <https://www.sendgateway.org.uk/whole-school-send/what-works/sensory-and-physical/>

Senior Leadership (SLT) – every school has a Senior Leadership Team which usually comprises the Head Teacher and senior teachers within the school, including the SENCO.

SMART –goal setting targets which bring structure and trackability. SMART criteria: specific measureable, achievable, results-focused and time-bound.

Special Needs Co-ordinator (SENCO) – every school should have a senior teacher responsible for tracking and monitoring the progress of SEN children across the school.

Specific Learning Difficulties (SpLD) - The term 'Specific Learning Difference' (SpLD) refers to a difference/difficulty people have with particular aspects of learning. The most common SpLDs are dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), dyscalculia and dysgraphia.

Transition programme – This is a programme that is usually run by Secondary Schools to help children who may struggle with the emotion and anxiety surrounding secondary transfer.

Thomas Coram SPLD Base – Thomas Coram Specific Learning Difficulty Base – [see hyperlink](#).

Zones of Regulation- The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.