

South Hill Primary School



SEND and Inclusion Policy

Date adopted: January 2026
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South Hill Primary School

“Building Character, Learning Together”

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1. Aims and Objectives

South Hill Primary School: SEND Statement

South Hill Primary School is an inclusive community where all children are supported to feel safe, valued and able to flourish. Our curriculum is designed to inspire, enable and challenge pupils, providing high-quality learning experiences for all. Every learner has access to high-quality teaching that promotes full participation in all lessons.

Objectives of this Policy

- To identify pupils who require SEND provision as early as possible to secure the best educational outcomes.
- To meet the individual needs of pupils with SEND, promoting their well-being and enabling them to make strong progress and achieve their potential.
- To use school resources efficiently and effectively to support pupils with SEND.
- To establish strong communication and productive partnerships with parents/carers.
- To implement a clear graduated response to SEND using the Assess, Plan, Do, Review (APDR) process.
- To set appropriate personalised learning outcomes based on prior attainment, high expectations, and the views of the child and their family.
- To ensure a shared understanding and consistent approach to SEND across all stakeholders.
- To ensure pupils with SEND have full access to a broad, balanced and relevant curriculum.
- To work collaboratively with external agencies where required.
- To build and maintain a high level of staff expertise through ongoing professional development.

Supporting a Wide Range of Needs

In addition to supporting pupils with identified SEND, we are committed to understanding and responding to a broad range of needs that may affect learning, including:

- medical needs
- trauma and attachment difficulties
- socio-economic disadvantage, including pupils eligible for Free School Meals or Pupil Premium
- pupils learning English as an additional language
- pupils with current or previous social worker involvement
- pupils from other vulnerable groups, including children looked after, young carers and travellers

Our Aims for All Children

We aim for every child to:

- develop the skills needed to access the curriculum
- enjoy learning
- experience success
- feel valued as an individual
- take part fully in school life and contribute positively
- feel safe within the school community
- develop and maintain positive physical and mental health

SENCo Information

Mrs Jacqui Donley is the SENCo at South Hill School and Assistant Headteacher responsible for Inclusion. She holds the National Award for SEN Co-ordinators (NASENCo) and is a member of the Senior Leadership Team.

Contact details: 01442 402127 senco@southhill.herts.sch.uk

2.1 Special Educational Needs and Disabilities (SEND)

The Send Code of Practice (2014) identifies four broad areas of special educational need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

The purpose of identification is to determine, as early as possible, the action required to support a child's learning and development. Children often have needs spanning more than one area, and these needs may change over time.

Central to the Code of Practice are the views, wishes and feelings of the child and their parents/carers. They must be provided with the information and support necessary to participate meaningfully in decisions regarding their education, enabling them to achieve the best possible outcomes and prepare effectively for transition to secondary school and adulthood. We therefore work in close partnership with parents/carers and ensure that children's voices are listened to and acted upon.

Class teachers are responsible and accountable for the progress and development of all children in their class, including those receiving support from teaching assistants, key workers or external professionals. High-quality, differentiated teaching is the first step in responding to children who have, or may have, SEND. Teachers are expected to have high aspirations for every child and, with guidance from the SENCo, set and review smart targets for those with identified needs. Teaching assistants may support learning within the classroom or work with individuals or groups in a separate area, depending on what is most appropriate and ensuring children do not miss essential learning in the classroom. Teachers should seek practical advice, strategies and information from the SENCo where required.

All staff have access to:

- The South Hill School SEND Information Report, SEND and Inclusion Policy, Equality Plan and Accessibility Plan
- Guidance on the identification of SEND and the SEND Code of Practice (2014)
- The electronic SEND folder containing practical advice, teaching strategies and information relating to different types of SEND

2.2 Identification, Assessment and Provision

A child is considered to have special educational needs or disabilities (SEND) when their learning difficulty or disability requires provision that is additional to or different from that ordinarily available to pupils of the same age (SEND Code of Practice, 2014).

Factors that may affect progress but are not SEND

Some circumstances may influence learning and attainment but do not constitute a SEN. These include:

- Attendance and punctuality
- Health and welfare issues
- Eligibility for free school meals, pupil premium or pupil premium plus
- Children looked after (CLA) or with previous social worker involvement

- Young carers
- Children from service families
- English as an additional language (EAL)

Early identification

South Hill Primary School is committed to identifying SEND as early as possible. A child may be identified as having SEND if:

- Their attainment falls significantly below age-related expectations, and/or
- They may meet the definition of disability under the Equality Act 2010, requiring reasonable adjustments.

Where a special educational need is identified, appropriate adjustments, interventions and support will be put in place and reviewed three times per year. If a child continues to make less than expected progress despite targeted support, the school - working in partnership with parents/carers - may seek advice or involvement from external specialists.

Provision for children with SEND

We provide high-quality teaching for all pupils, with curriculum adaptation and differentiation as required. When a child is identified as having SEND, the school will:

- Work with parents/carers and the child to create a passport to success (PtS) and, where appropriate, an individual education plan (IEP)
- Adapt teaching and learning to ensure access to the curriculum and opportunities for success
- Use whole-school provision maps to select appropriate strategies and interventions (Appendices 3a – 3d)
- Implement support and interventions, involving external agencies where necessary
- Meet with parents/carers three times a year (or more frequently if required) to review progress and set new targets

2.3 A Graduated Approach: Assess, Plan, Do, Review

South Hill Primary School follows a graduated approach to meeting the needs of all pupils. This involves the continuous cycle of assessing, planning, implementing and reviewing teaching and support. The same structured approach applies to pupils with SEND.

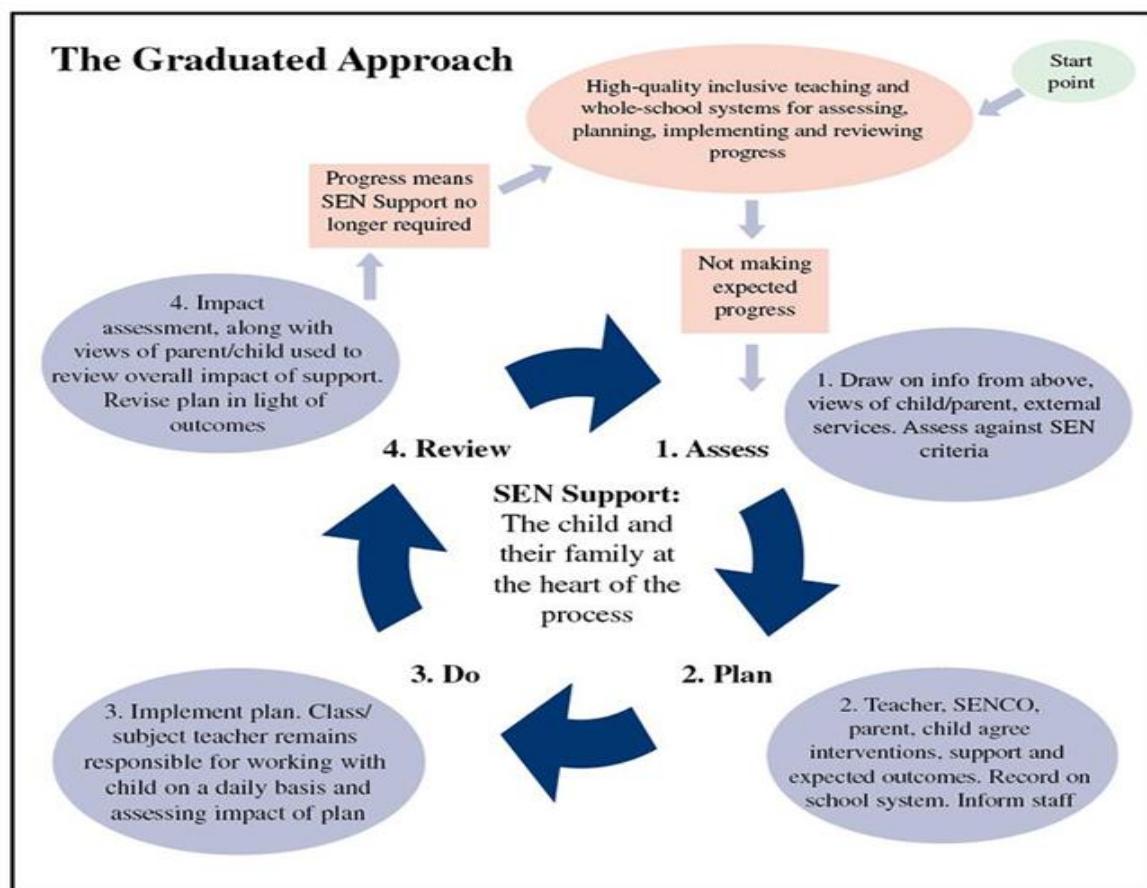
Class teachers are responsible for providing:

- *Differentiated and accessible learning tasks*
- *Targeted interventions*
- *Strategies to support progress and emotional well-being*

Children who are significantly below age-related expectations will first receive ordinarily available provision through high-quality teaching. If concerns remain and a special educational need is identified, support is tailored to the child's strengths and areas of difficulty. As understanding of the child's needs grows, more personalised strategies may be introduced.

If the support in place leads to good progress, the assess, plan, do, review cycle continues until additional provision is no longer required. If progress remains very slow, or stops, the school may seek advice from external professionals.

This cyclical process - assessing needs, planning support, implementing provision and reviewing outcomes - is known as the graduated approach.



Taken from:

<http://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/>

2.4 Supporting children with Social, Emotional and Mental Health Needs (SEMH)

SEMH is one of the four broad areas of SEND within the Code of Practice and as such is supported and managed as a SEND with the provision of PtS and IEP if required (appendices 1a and 1b).

SEMH is expressed in a variety of ways – these are described in the SEND Code of Practice:

These [ways] 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.

The SEND Code of Practice also states that:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication, or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

South Hill Primary School is committed to promoting positive mental health and well-being across the whole school community. Further detail can be found in the school's **Mental Health and Wellbeing Policy**.

Where concerns about a child's emotional well-being or behaviour persist, support will follow the school's graduated approach, using the **SEMH Provision Map (Appendix 3)** to guide appropriate interventions and next steps.

2.5 Supporting Children with Disabilities

South Hill Primary School is committed to providing an environment in which children with disabilities have **full access** to all areas of learning. All reasonable steps are taken to ensure that no child with a disability is placed at a substantial disadvantage compared with their peers. Further details can be found in the school's **Equality Scheme**.

Where a child's disability does not impact on learning, an Individual Education Plan (IEP) will not be required. However, if adjustments are necessary to support their access or day-to-day experience, a **Passport to Success (PTS)** (Appendix 1a) will be used to ensure that all staff understand the support needed. Some children may also require an annually reviewed **Personal Emergency Evacuation Plan (PEEP)** to ensure they can safely leave the building in an emergency.

Reasonable adjustments will always be made - working in partnership with parents/carers - to ensure, as far as possible, full participation in the curriculum, school activities and events. Teachers adapt teaching and learning expectations as required and may:

- provide additional time to complete tasks
- modify teaching materials or approaches
- offer alternative activities where equipment or materials present difficulties
- use approaches that support specific needs (e.g. enabling hearing-impaired pupils to explore sound in music/science, or providing accessible visual resources for visually-impaired pupils)
- apply assessment methods that reflect the child's individual needs and abilities

These adaptations ensure that children with disabilities can engage meaningfully with the curriculum and experience success alongside their peers.

2.6 The Education, Health and Care Plan (EHCP)

Most children and young people with additional needs do not need an EHCP. We have a duty to put support in place to make sure our pupils with additional needs are learning and developing along with their classmates. We are required to regularly evaluate the support we provide to make sure it is working. The vast majority of support for children with SEND can be provided from our school resources and community. When a child's needs are complex and cannot be met by the school, parents and the school may request an EHC needs assessment, to see if an EHC Plan is necessary.

The overall purpose of an EHCP is to make special educational provision to meet the special educational needs of a child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood.

A statutory assessment for an EHCP will not be the first step in the process for helping to meet the needs of a child. Usually at least two cycles of the Assess, Plan, Do, Review cycle will have been implemented and outside advisory or further professional support will have been sought and implemented. It will build on coordinated work that is already happening between families, educational settings and any other health or social care services involved, and EHCPs are developed using coordinated assessments from all the services involved with the child or young

person. The plan focusses on outcomes and will state how services will work together to meet the needs of the child or young person.

An EHCP is required if a child's needs are best met in a specialist school setting. An EHCP does not provide monetary support to the school (for funding please see 2.7).

From September 2020 the Local Authority has assessed the level of support a child needs in school based upon their EHCP and provides top-up funding to the school's SEND budget, in line with the assessment to support the educational needs of the child. The funding will not support medical, care, break or lunchtime support.

Further information about EHCPs can be found at the following link:

<https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx>

2.7 Top-Up High Needs Funding (HNF) and Local High Needs Funding (LHNF)

High Needs Funding is available for children with significant needs as outlined in their **Education, Health and Care Plan (EHCP)**. The level of need described in the EHCP determines the amount of top-up funding allocated. Hertfordshire uses a set of **Descriptors of Need** to determine funding, organised across seven levels:

- Universal
- Universal Plus
- Targeted
- Targeted Plus
- Specialist
- Specialist Plus
- Exceptional (for specific, very high levels of need)

Each level (except *Exceptional*) attracts a different funding amount. Universal, Universal Plus and Targeted levels are met through the school's delegated budget.

Local High Needs Funding (LHNF)

In addition to EHCP-related funding, Hertfordshire operates a local system through **DSPL (Delivering Special Provision Locally)** known as **Local High Needs Funding (LHNF)**. LHNF supports:

- children with emerging high needs, or
- children whose needs fall outside the EHCP process

This funding provides top-up support where provision required exceeds that which can be met from the school's own budget. It is intended for interventions and strategies **beyond quality-first teaching and reasonable adjustments**.

LHNF is currently only allocated for **one term only**. There is **no appeal process** and **no opportunity to re-apply**. The system is currently under review by the local authority.

Use of LHNF at South Hill Primary School

At South Hill Primary School, LHNF is typically sought when:

- a child is showing emerging SEND needs that may lead to an EHCP request in the future, or
- a child experiences a significant short-term need requiring additional support

Before HNF can be allocated, the child must have completed **two full cycles** of the Graduated Approach, demonstrating:

- targeted support and intervention,
- involvement of external professionals, and

- a significant level of specialist provision already in place

2.8 Monitoring and Evaluation of Provision for Children with SEND

At South Hill Primary School, children identified as having SEND will have a **Passport to Success (PtS)** (Appendix 1a) and, where appropriate, an **Individual Education Plan (IEP)** (Appendix 1b).

The **Passport to Success** outlines the child's strengths, what matters to them, and the strategies that support their learning and well-being. It ensures that all staff have a clear understanding of how best to meet the child's needs.

An **IEP** is used when a child requires additional, targeted support in specific areas such as academic skills, speech and language development or social interaction. The IEP sets out:

- the areas the child is finding difficult
- the agreed targets
- the provision and strategies in place to help the child achieve these targets

IEPs are reviewed with parents/carers and the child **at least three times per year**, and more frequently if targets are achieved sooner.

The majority of children and young people with SEND or disabilities will have their needs met within South Hill Primary School (as set out in the information on identification and support in Chapters 5, 6 and 7 of the Code of Practice). Only a few children with exceptional needs may require an Education Health and Care (EHC) needs assessment.

It is the statutory duty of governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governing Body will, in cooperation with the Headteacher, determine the school's general policy and approach to provision for children with SEND and establish the appropriate staffing and funding arrangements. There is a named **governor for SEND** who meets with the SENCo at least termly to discuss actions taken by the school. Currently the named governor for SEND is **Mrs Katie Stewart**. She can be contacted via the school office if required.

Governors ensure that there is an annual formal evaluation of the effectiveness of our school SEND provision and policy. The evaluation will be carried out by the Headteacher, SENCo and SEND governor and information will be gathered from teachers, teaching assistants, parents/carers and children. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014 in the document called the Information Report. It is on the school website and it details how South Hill Primary School aims to support children and the families of children who have additional needs. The information report can be found at the following link:

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

In addition, Hertfordshire provide a 'one-stop shop' for information, support, services and activities available for children and young people with special educational needs and their families in Hertfordshire. It can be found at the following link:

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

2.9 Criteria for exiting SEND support

A child should be removed from the SEND Register when they no longer require additional support or specific measures to remove barriers to learning, or when targeted provision has been successful in accelerating progress so that they are working within national expectations. In these cases, the

child will no longer require a **Passport to Success (PtS)** or an **Individual Education Plan (IEP)**. Their progress will continue to be monitored through the school's usual data-monitoring cycle.

If a child has been receiving support from external professionals—such as a Speech and Language Therapist—and is formally discharged with no further school-based strategies required, they will also be removed from the SEND Register.

Children with Diagnosed Conditions but No Additional Support Needs

In some cases, a child may have a diagnosed condition but **not** require additional support or specific interventions and may be working securely within national expectations. For these pupils:

- the **PtS** will be kept up to date
- relevant information will be shared during transition (e.g. between classes or when moving to another school)
- the child will **remain** on the SEND Register so that staff are aware of their diagnosis and any considerations required

This approach ensures that teachers and all supporting adults are informed and able to respond appropriately to the child's individual needs, even where no additional academic support is required.

3 Support for Other Groups of Vulnerable Children

Teachers are responsible and accountable for the progress and development of all children in their class, including those receiving support from teaching assistants or external professionals. High-quality, accessible and differentiated teaching is the first step in meeting the needs of pupils within the school's identified vulnerable groups. Teachers are expected to maintain high aspirations for every child and, with guidance from the Senior Leadership Team (SLT), set and regularly review clear targets.

To support learning, teachers may implement whole-class strategies, plan targeted activities for specific groups, direct teaching assistants to work with individuals or groups within the classroom, or withdraw children for focused intervention where appropriate. These approaches ensure that all pupils receive the support they need to make progress.

3.1 Supporting Children with Medical Conditions.

Please refer to the Supporting Children with Medical Conditions Policy.

3.2 Supporting Pupils in Receipt of Free School Meals, Pupil Premium, Pupil Premium Plus, and those who have or have previously had a Social Worker

South Hill Primary School is committed to improving learning for all pupils, including those who are disadvantaged, vulnerable or have other identified needs. Our aim is to ensure that all children can access learning, enrichment opportunities and make sustained progress.

We do this by maintaining a strong focus on the **quality of curriculum implementation**, ensuring that high-quality teaching has a positive impact on every pupil. Where barriers to progress are identified, we provide targeted, evidence-based interventions to address these needs.

We also prioritise pupils' **personal development, behaviour and attitudes**, supporting their emotional, social and mental well-being so that they are ready and able to learn.

We have high expectations for all pupils and rigorously monitor the progress and attainment of those who:

- are eligible for Free School Meals (FSM)
- are in receipt of Pupil Premium (PP) or Pupil Premium Plus (PPP)

- have current or previous involvement with a social worker

At termly **Pupil Progress Meetings**, (see section 3.4) we identify any gaps between these pupils and their peers and determine the support needed to accelerate progress. This information is recorded on an Excel spreadsheet and incorporated into the whole-school provision map.

Further information can be found in the school's **Pupil Premium Strategy**:
<https://www.southhill.herts.sch.uk/pupilpremium>

3.2 Supporting Children who have English as an Additional Language (EAL)

Children who are learning English as an additional language (EAL) typically have linguistic skills comparable to those of monolingual peers in their first language. Their ability to access and understand the curriculum may exceed their ability to communicate in English, and they **should not be regarded as having SEND** on the basis of language acquisition alone.

At South Hill Primary School children who are new to English are supported through a range of visual and language-rich strategies. Visuals such as diagrams, pictures and symbols are used extensively across the school to aid comprehension and support spoken communication. Resources and learning environments are labelled with both words and pictures to help pupils connect spoken and written English. To create a welcoming environment, some signage and displays are presented in the home languages represented in our community.

Developing Spoken and Written English

We support the development of English language skills by:

- providing access to **Learning Village**, an online tool designed specifically for pupils learning English
- offering key safety and help words in the child's home language, supported by visuals
- delivering targeted support through small-group intervention and in-class guidance
- teaching vocabulary explicitly, including technical terms as well as everyday language
- exploring metaphors, idioms and figurative expressions
- demonstrating differences between spoken and written English
- providing a range of reading materials to model varied uses of English
- giving structured opportunities for speaking and using speech to support writing
- encouraging links between the child's first language and English
- clearly labelling classroom environments, including dual-language labels where helpful
- using visual supports to aid understanding

Ensuring Access to the Curriculum

Curriculum access for EAL learners is supported by:

- following the school's **EAL Provision Map** (Appendix 4)
- selecting texts and materials appropriate to pupils' age and stage of learning
- providing access to technology such as tablets, computers, dictionaries, translators, readers and amanuenses
- using the home or first language where possible to support understanding

Assessment

The progress of pupils learning English is monitored using the **Bell Foundation EAL Assessment Framework**, which allows us to track development in both speaking and writing.

Further information can be found in the school's **Equality Policy**, available at:
<https://www.southhill.herts.sch.uk/policies>

3.3 Monitoring and Evaluation of Other Vulnerable Learners

Termly **Pupil Progress Meetings (PPMs)** are held to review the progress and attainment of all pupils. These meetings are supported by discussions with the SENCo to explore individual needs and to agree appropriate follow-up actions.

During PPMs, staff consider key questions such as:

- Which pupils are not yet achieving their best?
- What barriers to learning are they experiencing?
- What support is needed to accelerate progress?
- Are current strategies having the intended impact?
- What further adjustments or interventions may be required?

This process ensures that support is responsive, targeted and effective, enabling all children to make sustained progress.

Provision Management

South Hill Primary School follows a structured **provision management approach** to ensure that support for all pupils - including those with SEND, EAL needs, medical needs and those eligible for Pupil Premium - is effectively planned, monitored and reviewed. This involves:

- **Regularly updating** the SEND, EAL, Pupil Premium and medical needs registers, held on the school's Management Information System (Arbor)
- **Updating class provision maps termly**, stored on the school staff drive (Appendix 2)
- **Reviewing Passports to Success (PtS) and Individual Education Plans (IEPs)** at least termly, also stored on the staff drive (Appendices 1a and 1b)
- **Completing intervention records**, as required, when a child or group works outside whole-class learning. These are kept by the class teacher in the inclusion folder within the classroom, and uploaded to the staff drive

This systematic approach ensures that provision is targeted, evidence-based and responsive to pupils' evolving needs.

4. Supporting Families

At South Hill Primary School we are keen to work in partnership with our families and wish to support them through any difficulty or concern they may have. We have a comprehensive web page on the school website for SEND and family support and the Assistant Head for Inclusion, Jacqui Donley is happy to meet with parents/carers to discuss anything of concern. (See section 4 for contact details.)

South Hill Primary School is also a member of the Gade Family Services Partnership. Referrals can be made by families directly or via the school, to a family support worker, a SEND specialist family support worker or a child support worker by families, teachers or a member of the SLT.

5. Further Information

5.1 The role of the Assistant Headteacher for Inclusion



Mrs Jacqui Donley is the Assistant Headteacher for Inclusion (AHT - Inclusion). She is a member of the Senior Leadership Team and is responsible for the overall progress and development of:

- children with SEND
- children with medical needs
- children with English as an Additional Language (EAL)
- children eligible for the Pupil Premium Grant (PPG)
- other vulnerable groups identified within the school

In addition, the AHT – Inclusion:

- monitors and addresses concerns around attendance
- acts as the school's Mental Health Lead
- is the Designated Safeguarding Lead (DSL)
- is the designated teacher for Children Looked After
- supports the mental health, well-being and pastoral needs of children and families

The Assistant Headteacher for Inclusion will:

- work alongside staff to identify, assess and plan for pupils' needs and ensure they make progress
- advise on the graduated approach to SEND Support
- guide the effective use of delegated budgets and resources, including the deployment of learning support assistants working with children with SEND
- liaise with parents and carers of children with additional needs
- work in partnership with other education settings, external agencies and specialist advisors
- liaise with receiving or next educational providers during transition
- ensure that SEND records are accurate, up to date and securely maintained
- take a strategic lead in developing, monitoring and reviewing the SEND and Inclusion Policy and the School Information Report
- oversee the identification of pupils requiring intervention
- liaise with governors responsible for SEND, pupil well-being and Pupil Premium
- coordinate and implement training for teachers and teaching assistants to ensure a consistent and effective approach to teaching and learning

5.2 Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or Assistant Headteacher for Inclusion, who will do what they can to respond appropriately to the concern raised. If, however, this does not resolve the issue they shall be able to advise on formal procedures for complaint.

Please refer to the school's Complaints Policy for further information; this can be found on the school website.

5.3 Further Information

Further information about SEND at South Hill Primary School can be found in the school's Information Report that which is also accessible on the school's website.

This policy should be read in conjunction with other school documents including:

- Positive Behaviour Policy
- Attendance Policy
- Anti – bullying Policy
- Equality Policy and Objectives
- Accessibility Plan
- Personal, Social, Health, Education Policy (including Relationship and Sex Education RSE)
- Medical Conditions policy
- Teaching and Learning Policy and Checklist
- Complaints Policy

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice September 2014
- School inspection toolkit: operating guides and information on inspecting schools in England under section 5 of the Education Act 2005 September 2018

- Equality Act 2010
- Mental health and behaviour in schools 2018

This policy shall be reviewed every three years.
The next review will be in January 2029.

6. Appendices

- 1a. Passport to Success pro forma (PTS)
- 1b. Individual Education Plan (IEP)
2. Class Provision Map Template
3. School SEND Provision
 - a. Cognition and Learning Provision
 - b. Communication and Interaction Provision
 - c. Social, Emotional and Mental Health Provision
 - d. Physical and Sensory Provision
4. EAL provision map
5. **Glossary of Abbreviations** - SEND Jargon Buster explaining special educational needs or disabilities (SEND) acronyms, abbreviations and jargon

Appendix 1a

| → My Passport to Success | | | Record of the Assess, Plan, Do, Review Cycle |
|--|---|--|--|
| My Name: <input type="text"/> | My Year group: <input type="text"/> | My Teacher/s: <input type="text"/> | My TA support: <input type="text"/> |
| My Date of Birth: <input type="text"/> | My Class: <input type="text"/> | This year's attendance: <input type="text"/> | |
| Meeting Dates: <input type="text"/> | Parent who attended: <input type="text"/> | Child Attended? <input type="checkbox"/> | Teacher's Electronic Signature: <input type="text"/> |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
|  Great things about me: <input type="text"/> • → <input type="checkbox"/> | |  These people have helped and supported me (including External Advice Received): <input type="text"/> • <input type="checkbox"/> | |
|  These things make it tricky for me: <input type="text"/> • → <input type="checkbox"/> | |  What you need to know to help me (including how to help me during assessments): <input type="text"/> • → <input type="checkbox"/> | |

Appendix 1b

| My IEP Year No. Date | | | | |
|---|--|--|---|---|
| <u>Assessment:</u> what I find tricky | <u>Plan smart target/s</u> What will I be able to do that I can't do now? | <u>Plan:</u> action/strategies/resources/ support When/ where/who/ how often? | <u>How did the 'do' go? Targets met/not met</u> – what helped/what did not help? | <u>REVIEW WHAT NEXT:</u> ↑Increase the challenge ↓Decrease the challenge △Change the support ○Change the target |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Child comment: (What can you do to help yourself?) | Teacher comment: (If appropriate) | | Parent comment: (How is the child supported at home and with home learning?) | |

Appendix 2

Class Provision Map

| Class _____ | Teacher _____ | Term _____ | | | | |
|---|---|--------------------|-----------------------|-----------------------------|---|---|
| | Children in receipt of Pupil Premium or have or have previously had a social worker | Children with SEND | Children who have EAL | Children with medical needs | Children who are below AR (but not in a vulnerable group) | Other Needs (e.g. attendance / welfare) |
| Universal Support (Good Quality Teaching) | | | | | | |
| Targetted Support (Wave 2) (detailed in PPM forms or SEND PPM or record a brief note) | | | | | | |
| Specialist Support (Wave 3) (detailed in PPM forms or SEND PPM or record a brief note) | | | | | | |

Special Features of this cohort: (e.g. imbalance of boys and girls / summer born / mobility)

Appendix 3 School Provision Maps

Appendix 3a – Cognition and Learning Provision

| Quality-First Teaching – Ordinarily Available Provision | Targeted Support | Specific Targeted Intervention |
|--|--|---|
| <p>In class support from teacher or TA</p> <p>Well-organised classroom with clear routines</p> <p>Pre-teaching</p> <p>CT/TA to prompt/reinforce key points and next steps in task/learning</p> <p>Post-it note reminders</p> <p>Task planner</p> <p>Button recorders</p> <p>Coloured overlays</p> <p>Sentence recorder</p> <p>Brain breaks</p> <p>Differentiated curriculum planning, activities, delivery and outcome, including for PRE children: Maths Made Easy, CGP books (3 levels of challenge, plus adaptations for PRE learners)</p> <p>Clear instructions, chunked/small steps/modelled examples</p> <p>Reminder for task – visual or recorded on talking buttons</p> <p>Working Walls</p> <p>Regular reader with TA/volunteers</p> <p>Comprehension Fans</p> <p>Key words (high frequency and topic words) displayed</p> <p>Support with starting a task e.g. LO and date written for child on sticky label</p> <p>Tightly targeted levelled reading books</p> <p>A variety of recording methods e.g. mind mapping, oral/recording, storyboards, flowcharts, using ICT</p> <p>Increased visual aids/modelling</p> <p>Practical resources/manipulatives e.g. Numicon</p> <p>A range of interactive strategies including use of the IWB</p> <p>Writing slope, pencil grips, stubby pencils</p> <p>Colourful Semantics</p> <p>Overlearning - opportunities to practise, revise, sharpen and develop skills</p> <p>Talk partners/paired reading</p> <p>Visual and practical resources to support learning.</p> <p>Class visual timetable</p> <p>1, 2, 3, 4 Task Boards/now and next boards (or similar)</p> <p>Coloured background to projected slides</p> <p>Use of writing frames/scaffolded sheets</p> <p>Fading out sentences</p> <p>Sound buttons, Fred talk and hold and repeat the sentence, counter sentences</p> <p>Use of word banks/vocabulary mats/phonic mats</p> <p>Focused group work with CT/TA e.g. guided writing/reading/math</p> <p>Mixed ability groupings</p> | <p>Additional time to complete work</p> <p>Booster provision</p> <p>Write Words intervention</p> <p>Red Hot Sentences intervention</p> <p>Alternative ways to record e.g. word processing</p> <p>In class targeted support from CT or TA and reviewing of work</p> <p>Reciprocal Reading Intervention</p> <p>Phonological games</p> <p>Phonic interventions/RWInc</p> <p>Reading Stars intervention</p> <p>Fresh Start Reading</p> <p>Exercise books with coloured paper</p> <p>Provide an individual copy of work to be read or copied from the board</p> <p>Number bullet point lists (easier to follow)</p> <p>Print homework/classwork on cream paper – double line spaced, larger font. Left aligned (easier to read)</p> | <p>Specialist structured programmes to support reading, writing, maths, spelling</p> <p>Alternative curriculum/provision</p> <p>Precision Teaching</p> <p>1:1 work for spelling, reading, maths, writing</p> <p>Phonic Spelling group/1:1</p> <p>Tray tasks (over-learning)</p> <p>Referral to special school</p> <p>Outreach</p> |

| <p>Considered seating positions – able to see/minimise distractions</p> <p>Sound mats/phonic displays</p> <p>High frequency word charts/displays</p> <p>Number lines/multiplication charts/100 squares/manipulatives (Numicon, counters/multi-link/Cuisenaire rods)</p> <p>Working walls with modelled examples</p> <p>Growth mindset</p> <p>Lexia (for KS2 children who are still learning phonics and to read)</p> <p>Nessy (for KS1 children who are below ARE in phonics and reading)</p> <p>Access to word processor (e.g. iPad, Clicker 8)</p> <p>Learning Village (for children who are new to learning English and not yet conversationally fluent)</p> <p>IXL, Numbots and TTRS – for reinforcement of maths learning</p> | | | |
|--|---|---|--|
| Available Assessment Tools | Supporting Resources | Parents support/advice: | CPD: |
| <p>PIVATS 5</p> <p>RWInc assessment</p> <p>SpLD Base phonological assessment</p> <p>SpLD Base Reading</p> <p>Running Records</p> <p>SpLD base phonics/word assessments</p> <p>SpLD base Number and maths skill screening</p> <p>Single Word spelling test</p> <p>Memory checklist</p> <p>Processing Checklist</p> <p>Digit Span</p> <p>Memory Test</p> <p>York Assessment Reading and Comprehension test (YARC)</p> | <p>Sensory letter/number resources</p> <p>Magnetic letters</p> <p>Mini whiteboards</p> <p>Sentence recorders/button recorders</p> <p>Theraputty</p> <p>Lexia</p> <p>Clicker 8</p> <p>Skill-based board games</p> <p>Number grid on playgrounds</p> <p>Pencil grips/writing slopes/chunky pencils/weighted pencils</p> <p>Coloured overlays</p> <p>Coloured paper text books</p> <p>Numicon, multi-link, subitising cards, Cuisenaire rods</p> | <p>Encourage daily practice number bonds/phonics/reading</p> <p>Encourage families to talk, talk, talk!</p> <p>Quiet place to learn</p> <p>Table/desk specifically for homework</p> <p>Lexia links to use at home</p> <p>School website has links via the SEND Home Learning Web page to support specific difficulties</p> <p>SEND coffee mornings</p> <p>Gade Family SEND support</p> <p>Teachers talk to/phone parents</p> <p>Reduced home learning expectations</p> <p>Concrete resources sent home</p> <p>Communication books</p> | <p>Woodfield School Courses</p> <p>The Dyslexia SpLD Trust</p> <p>www.interventionsforliteracy.org.uk</p> <p>SpLD Base trainings</p> <p>EP trainings</p> <p>Special staff meetings</p> <p>SENCo-led training in house</p> |

Appendix 3b – Speech, Language and Communication Needs (Inc Social Communication)

| Quality First Teaching – Ordinarily Available Provision | Targeted Support | Specific Targeted Intervention | |
|---|--|---|--|
| <p>Model correct language/pronunciation e.g. "yes, that is a train"</p> <p>Use of symbols/signs</p> <p>Question "Did you mean train or tain?"</p> <p>Colour coding</p> <p>Reduced instructions</p> <p>Use of puppets</p> <p>Clear instructions, chunked where necessary e.g. 1,2,3,4 pro forma or task planner</p> <p>Role play areas in Early Years and KS1</p> <p>Show and tell opportunities</p> <p>Hot seating opportunities and other drama-based speaking and listening activities</p> <p>Class visual timetable</p> <p>Processing/thinking time before expecting answers or hands up/thinking caps</p> <p>Curriculum planning made accessible: activities, delivery and outcome e.g. simplified language</p> <p>Consider use of pace, pauses, simplification, repetition and chunking of input</p> <p>Clear instructions</p> <p>Use of talk partners/buddies</p> <p>Talk for writing embedded into literacy planning</p> <p>Consider seating arrangements in class – able to see/minimise distractions</p> <p>Input 1:1 or small group rather than on carpet</p> <p>Pre-teach new ideas/concepts</p> <p>Pre-discussion of trips/events</p> <p>Lots of specific praise</p> <p>Use a variety of recording methods e.g. mind mapping, oral, storyboards, flowcharts, using ICT</p> <p>Visual aids to support communication of needs</p> <p>Structured school and class routines</p> <p>Positive behaviour reinforcement</p> <p>The language of choices</p> <p>Recognition that all behaviour is communication and the use of the STEPS approach to behaviour support</p> <p>Recognition that S&L needs are often an underlying problem for children with behavioural difficulties</p> | <p>Reminder for task – visual or recorded on sentence recorders</p> <p>TA checks in with child daily</p> <p>Raise the child's profile in the class</p> <p>Increased visual aids/modelling</p> <p>Time to Talk intervention</p> <p>Wellcomm Intervention</p> <p>Group games to support language development and/or social skills</p> <p>Visual coding</p> <p>Blanks questioning sheets</p> <p>Choose boards</p> <p>Socially Speaking intervention</p> <p>Clicker 8 - Talk</p> | <p>1:1 speech targets and support as provided by the SALT or SLCA team</p> <p>Racing to English (EAL specific)</p> <p>PECs</p> <p>Makaton</p> <p>Intensive interaction intervention</p> <p>Bucket time intervention</p> | |
| Available Assessment Tools | Supporting Resources | Parents support/advice: | CPD: |
| <p>Universally speaking framework</p> <p>Articulation screener</p> <p>Wellcomm assessment</p> <p>How should my child sound guidance sheet</p> | <p>Colour coding/visual coding</p> <p>Visuals for the classroom</p> <p>Visual dictionaries</p> <p>Sentence recorders</p> <p>Instruction recorders</p> <p>Task planners</p> <p>Communication – strategies guide</p> <p>Guides to colour coding</p> | <p>Ensure your child's hearing is good (hearing tests)</p> <p>Herts NHS speech and language site: https://www.hct.nhs.uk/our-services/childrens-speech-and-language-</p> | <p>EP/SALT/SLCA training</p> <p>Special school training/advice</p> <p>Staff meetings</p> <p>SENCo-led training in house</p> <p>https://www.hct.nhs.uk/our-services/childrens-speech-and-language-</p> |

| | | | |
|--|---|---|---|
| PIVATS speaking and PIVATS listening assessment sheets AET framework (for ASD) | Makaton books/guides Reluctant talker advice Mutism advice Puppets Speaking and listening books to support teaching skills Tabletop screens Black Sheep resources | <u>therapy/</u> and look for 'useful information' Consistent approach at home and school using universal strategies | <u>therapy/</u> and look for 'useful information' Further training and resources: https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/ http://www.communication4all.co.uk/ Elklan training |
|--|---|---|---|

Appendix 3c: Social, Emotional and Mental Health Provision

| Quality First Teaching – Ordinarily Available Provision | Targeted Support | Specific Targeted Intervention | |
|--|---|--|---|
| <p>Whole school positive behaviour policy/Step On therapeutic approach</p> <p>Zones of Regulation/growth mindset/5 ways to well-being</p> <p>Class charters</p> <p>Daily meet and greet</p> <p>Visual daily timetable/now and next (and then) boards</p> <p>Social stories</p> <p>Use of puppets for role playing/social situation work</p> <p>Pre-discussion of trips/events</p> <p>Singing in class/show and tell</p> <p>Raise child's profile in the class</p> <p>Daily checks in with child</p> <p>Class/playtime buddies</p> <p>Reflection spaces</p> <p>Comic strip conversations</p> <p>Movement breaks/trikes/Smoky Trail/indoor movement trail</p> <p>Individual reward systems</p> <p>Class responsibilities</p> <p>Positive behaviour reinforcement - house points/stickers/certificates/notes home/praise pads/positive Dojo messages/specific praise</p> <p>Education and protective consequences</p> <p>The language of choices</p> <p>Assemblies/celebration assemblies/singing assemblies</p> <p>Playground buddies</p> <p>Brain breaks/sensory breaks/movement breaks/daily mile/GoNoodle movement breaks</p> <p>Bespoke PSHE programme</p> <p>Worry boxes/monsters in every classroom</p> <p>Rewards which are gained are kept e.g. not taken away later in week if behaviour changes</p> <p>Forest School</p> <p>Wellbeing days/mindfulness moments</p> | <p>ELSA support</p> <p>Personal chart for Zones of Regulation or 5-point scales</p> <p>Small group circle time/discussion time</p> <p>Support for break/lunchtime within class</p> <p>Transition plans – moving up a year/to secondary</p> <p>Socially Speaking Programme/time for talk</p> <p>Nurture Club at lunch times</p> <p>Personalised visual timetable</p> <p>Managed time away from class</p> <p>Safe area in near class (e.g. bean bag space)</p> <p>Timetable changes e.g. not attending assembly</p> <p>1:1 or small group social/emotional work</p> <p>1:1 or small group self-esteem work.</p> <p>Individual achievement/success books</p> <p>Circle of friends</p> <p>Therapeutic scripts</p> | <p>School counsellor</p> <p>Referral to primary behaviour/mental health support (DESC)</p> <p>Alternative curriculum/provision</p> <p>Calming down tables/spaces</p> <p>Pastoral support plans</p> <p>Increased home/school communication</p> <p>Managed support/timetabling for start/end of school day</p> <p>1:1 TA support</p> | |
| Available Assessment Tools | Supporting Resources | Parents support/advice: | CPD: |
| <p>Pupil voice questionnaires – Salford Scale, emotions charts</p> <p>Ideal School intervention</p> <p>ABC charts</p> <p>Anxiety mapping</p> <p>Roots and Fruits</p> <p>Motivational mapping</p> <p>Sensory checklists</p> <p>Wishes and Feelings</p> <p>Early prognosis tool</p> | <p>Sensory Room/Magpie Room/safe spaces/ Wobble cushions/ pedals/ TheraBands / weighted cushions and blankets/bean bags/ screens/visual timer / light timers/fiddle toys/ snacks/breakfast/now , next, then resources/ Puppets/emotion fans/ sensory hammock/</p> | <p>Shared policies</p> <p>Zones Training</p> <p>Home/School communication book (if required)</p> <p>Appointment with Inclusion AHT to discuss/signpost/ADD-advance/PALMS</p> <p>Gade Family Support Website</p> | <p>EP/DESC training</p> <p>Special school training</p> <p>Staff Meetings</p> <p>SENCo-led training in house</p> <p>In-house Step On training</p> <p>In-house attachment and trauma training</p> <p>Virtual School for CLA training</p> <p>Play therapist training</p> |

| | | | |
|--|---|--|--|
| Predict and Prevent 4 + 1 questions (what do we do next sheets) Boxall Profile Strengths and difficulties questionnaire AET tool | sensory fidget tubes/ Zones of Regulation displays indoor movement trail/stress balls/daily mile/Forest School/nurture quad/ outdoor movement trails/therapeutic scripts/visuals, visuals, visuals/PSHE social skill games/teacher resource books/ Protective Behaviours Trained staff/Mental Health Lead (Jacqui Donley)/Wellbeing Lead (Kim Albery)/ Nurture Club Restorative conversations | Gade Family Support Worker Gade Family SEND support SEND coffee mornings School website SEND pages School newsletter Referrals/letters written to support parent Engagement with NHS services Play therapist provides theraplay/therapeutic quality time training for parents | Therapeutic Thinking training and annual updates |
|--|---|--|--|

Appendix 3d: Physical and Sensory Provision

| Quality First Teaching – Ordinarily Available Provision | | Targeted Support | Specific Targeted Intervention |
|---|---|---|--|
| <p>Visual timetable</p> <p>Clear instructions</p> <p>Additional handwriting practice</p> <p>Quiet working space within the classroom</p> <p>Key vocabulary displayed</p> <p>Awareness of pupil's sensitivities and necessary flexible classroom organisation and layout</p> <p>End location of lockers/pegs</p> <p>Ear defenders</p> <p>Highlighted writing lines</p> <p>Staff awareness of physical impairments</p> <p>Medical support as required</p> <p>Consider seating position in class – able to see/hear/minimise distractions/space</p> <p>Hand exercises to warm up hands and stretch muscles before writing</p> <p>Consider best position when lining up e.g. front/back</p> <p>Avoid white as a IWB background colour (visual stress)</p> <p>Natural light in classrooms</p> <p>Awareness of noise(s) within the classroom</p> <p>Reflection space outside of the classroom</p> <p>Daily mile/mindfulness/sit and stop time daily</p> <p>GoNoodle/Just Dance/whole class movement breaks daily</p> <p>Early years – busy fingers activities/fine and gross motor skills daily</p> <p>A term of Forest School each school year</p> <p>Alternative options/simplified physical activities</p> <p>Larger triangular pens/pencils</p> <p>Safe spaces with bean bags and sensory support</p> <p>Pencil grips</p> <p>Fiddle/sensory toys</p> <p>Movement breaks</p> <p>Mr B movement trails</p> <p>Amplification units in classes</p> <p>Chewelry</p> <p>Access to equipment e.g. writing slopes, pencil grips, wobble cushion, special rulers/scissors</p> | <p>Fine motor skills interventions</p> <p>Sensory circuits</p> <p>Coloured paper books (visual stress)</p> <p>Dance Mat Typing</p> <p>Theraputty to warm up hands prior to writing</p> <p>Smart Moves programme</p> <p>Crunchy or chewy snacks available in class</p> <p>Alternative space for lunch dining</p> <p>Weighted pencils</p> | <p>Specially adapted resources e.g. large print</p> <p>Large font for word processing</p> <p>Additional keyboard skills e.g. BBC</p> <p>Occupational or physiotherapy service programmes</p> <p>Enlarged stickers on laptop keys</p> <p>1:1 support in PE/unstructured times</p> <p>Referral to Educational Physiologist, Speech and Language therapist, occupational therapist/physio, school nurse</p> <p>Hearing aid/mic</p> <p>Sensory space</p> <p>Specifically fitted child chair</p> | |
| Available Assessment Tools | Supporting Resources | Parents support/advice: | CPD: |
| Smart Moves Sensory checklist | <p>Pencil grips</p> <p>Triangular pencils</p> <p>Range of fine motor games/resources</p> <p>Larger keyboard/mouse</p> <p>Coloured overlays</p> <p>Enlarged texts</p> <p>Coloured glue</p> | <p>Sensory awareness training for parents and carers:</p> <p>https://www.hct.nhs.uk/our-services/childrens-occupational-therapy/</p> <p>Useful information from OT service for parents and schools:</p> | <p>Sensory awareness training:</p> <p>https://www.hct.nhs.uk/our-services/childrens-occupational-therapy/</p> <p>Useful information from OT service for parents and schools:</p> |

| | | | |
|--|--|--|--|
| | <p>Sensory circuit trails Daily mile Smoky Trail Sensory toys and activities Lunchtime Nurture Club Ear defenders Desktop screens Fiddle toys Under desk pedals Wobble cushions Weighted lap and shoulder pads Theraputty Sensory strategies information Evac chair/lifts</p> | <p>https://www.hct.nhs.uk/our-services/childrens-occupational-therapy/</p> | <p>https://www.hct.nhs.uk/our-services/childrens-occupational-therapy/</p> |
|--|--|--|--|

Appendix 4: English as an Additional Language Provision

| Quality First Teaching – Ordinarily Available Provision | Targeted Support | Specific Targeted Intervention | |
|---|---|--|--|
| <p>Well-organised classroom with clear routines</p> <p>Clear instructions, chunked/small steps/modelled examples</p> <p>Visual aids for in school needs</p> <p>Displays with additional languages displayed</p> <p>Pre-teaching</p> <p>Differentiated/scaffolded provision</p> <p>Use of Google Translate</p> <p>Allow children to speak their home language with a partner who shares the same language</p> <p>If parents do not speak English try to find someone in the school community who can translate and support them (who speaks both home language and English) – teach them to use Google Translate</p> <p>Key words (high frequency and topic words) displayed, in home language if possible/if they read home language</p> <p>A variety of recording methods e.g. mind mapping, oral/recording, storyboards, flowcharts, using ICT</p> <p>Increased visual aids/modelling</p> <p>Overlearning - opportunities to practise, revise, sharpen and develop skills</p> <p>Talk partners/paired reading</p> <p>Visual and practical resources to support learning</p> <p>Class visual timetable</p> <p>Use of writing frames/scaffolded sheets/sentence starters</p> <p>Use of word banks/vocabulary mats/phonics mats</p> <p>Access to word processor (e.g. iPad, Clicker 8)</p> <p>In class support from teacher or TA</p> <p>Focused group work with CT/TA e.g. guided writing/reading/math</p> <p>Mixed ability groupings</p> <p>Working walls with modelled examples</p> <p>Growth mindset</p> <p>Learning Village (for children who are not conversationally fluent in English)</p> | <p>Learning Village on-line programme</p> <p>Additional time to complete work</p> <p>Booster provision</p> <p>Regular reader with TA/volunteers</p> <p>In class targeted support from CT or TA and reviewing of work</p> <p>Reciprocal teaching (reading)</p> <p>Greater use of visual/practical resources</p> <p>Vocabulary games and activities</p> <p>Everyone involved activities/everyone has a role</p> | <p>Grammar support interventions</p> | |
| Available Assessment Tools | Supporting Resources | Parents support/advice: | CPD: |
| <p>Please refer to the shared teacher drive: Inclusion: EAL for resources and</p> | <p>Please refer to the shared teacher drive: Inclusion: EAL for</p> | <p>Continue to talk at home in own language but find opportunities to talk</p> | <p>EAL-led training in house</p> <p>Bell Foundation website: https://www.bell-foundation.org.uk/resources</p> |

| | | | |
|---|--|---|--|
| <p>assessments including Phase Progress and EAL framework and the Bell Foundation assessment tool</p> | <p>resources and assessments</p> <p>Learning Village (on line EAL learning tool)</p> <p>Twinkl provides a lot of multilingual resources and support: https://www.twinkl.co.uk/resources/inclusion-teaching-resources/eal-inclusion-teaching-resources</p> <p>Dual language fiction books (to be developed)</p> <p>Dual language dictionaries (to be developed further)</p> | <p>English also e.g. at clubs/social events</p> <p>Child encouraged to read books in home language as well as in English</p> <p>Send home topic vocabulary sheets, so parents can help explain what the words mean in home language</p> | <p>es/programme/eal-programme/</p> |
|---|--|---|--|

Appendix 5: Glossary

ADD

Attention Deficit Disorder

ADHD

Attention Deficit Hyperactivity Disorder

ASD

Autistic Spectrum Disorder and sometimes called Autistic Spectrum Continuum (ASC)

BME

Black and Multi-Ethnic

CLA

Children Looked After - children in care

The C&F Act 2014 or CAFA

The Children and Families Act 2014

CAF and e-CAF

Common Assessment Framework

CAMHS

Child and Adolescent Mental Health Services

CIN

Child in Need - a term for children requiring support, sits below Child Protection in social work terminology

CCG

Clinical Commissioning Group. This is an NHS organisation which brings together local GPs and health professionals to take on commissioning responsibilities for local health services. A CCG plans and arranges the delivery of the health care provision for people in its area

Code or CoP

The Special Educational Needs and Disability Code of Practice 2015. This contains statutory guidance on the Children and Families Act 2014

CP

Child Protection

CSDPA

The Chronically Sick and Disabled Persons Act 1970. This is one of the main Acts of Parliament which entitle disabled people to social care

DfE

Department for Education

DSPL

Delivering Special Provision Locally: 9 districts in Hertfordshire to support local areas with SEND

EA 1996

Education Act 1996

EAL

English as an Additional Language

EHCNA

An assessment of the education, health care and social care needs of a child or young person conducted by a local authority under the Children and Families Act 2014.

EHCP

An education, health and care plan as defined in section 37 (2) of the Children and Families Act 2014

EHE

Elective Home Education - parents choosing to home-school their child

EP/Ed Psych

Education Psychologist - professional who works with schools and families to support them with strategies and testing to ensure the correct type of provision

EqA or EQA

The Equality Act 2010

EYFS

Early Years Foundation Stage - Children in Reception

ESC

Education Support Centre - nationally known as PRUs - Child Referral Units for children with complex behaviours and unable to access mainstream schooling

FBG

Full Governing Body

HI

Hearing Impairment

HNF

High Needs Funding - accessible to mainstream schools for support of children with SEND

ICMP

Individual Crisis Management Plan

IEP

Individual Education Plan – South Hill's record of the assess, plan, do, review cycle for individual children who require support with their academic learning or social skills

LA

A local authority in England.

LAC

Looked After Children (Hertfordshire uses the term CLA)

LD

Learning Difficulties/Disabilities

LD

Learning Difficulties and Disabilities

LDA

A learning difficulty assessment under section 139A Learning and Skills Act 2000

LHNF

Local High Needs Funding

Makaton

Signing words to accompany speech; visualising language

MLD

Moderate Learning Disabilities/Difficulties

MSA

Midday Supervisor Assistant

MSI

Multi-Sensory Impairment

Neurodiverse/Neurodiversity

A term to identify people with different ways of thinking, promoting the benefits of difference

Neurotypical

An abbreviation of neurologically typical - referring originally to people who are not ASD

ODD

Oppositional Defiance Disorder

Ofsted

Office for Standards in Education, Children's Services and Skills. This is the body which inspects and regulates services which care for children and young people and those providing education and skills for learners of all ages

OT

Occupational Therapy, sometimes used to refer to the occupational therapist

PBP

Positive Behaviour Plan - personalized document to support individuals with strategies for improving behaviours

PDA

Pathological Demand Avoidance

PD

Physical Difficulties/Disabilities

PE

Physical Education

PECS

Picture Exchange System - a visual symbols strategy to help pre-verbal and early speech

PEEP

Personal Emergency Evacuation Plan (required for those with physical disability)

PEP (and ePEP)

Personal Education Plan and Electronic Personal Education Plan (used with CLA)

Personal Budget

A Personal Budget is the notional amount of money which an LA has identified as necessary to secure the special educational provision in an EHC plan.

PtS

Passport to Success - South Hill's documentation that records a profile of a child with SEND

PMLD

Profound and Multiple Learning Disabilities

PSP

Pastoral Support Plan

RAMP

Risk Assessment Management Plan

RE

Religious Education

RPI

Restrictive Physical Intervention

S&L

Speech and Language

SALT

Speech and Language Therapist

SEMH

Social, Emotional and Mental Health

SENCo

Special Educational Needs Co-ordinator – the teacher with responsibility for co-ordinating special help for children with SEND at their school.

SEND

Special educational needs and disabilities

SLCN

Speech and Language Communication Needs

SLD

Severe Learning Disabilities/Difficulties

SLT

Senior Leadership Team in school - The Headteacher, Assistant Heads and, the Governing Body

SLT or SALT

Speech and Language Therapy, sometimes used to refer to the Speech and Language Therapist

SRE

Sex and Relationships Education

TA

Teaching Assistant also sometimes called Learning Support Assistant (LSA).

VI

Visual Impairment