



## Overview

Robert Miles Junior School is a mainstream school that aims to be as inclusive as possible and tries to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. There are a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis.

The needs generally fall into one or more of the following categories; Cognition and Learning, Communication and Interaction, Social, mental and Emotional health, Sensory and/or Physical Needs.

## Areas of Need Explained

The following chart gives a brief overview of the four areas of need,

Area of SEN	Relating to difficulties with:
<b>Communication and Interaction</b>	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding / Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech / Expressive Language:</b> May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<b>Cognition and Learning</b>	<p><b>May have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p><b>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</b></p>
<b>Social, Mental and Emotional health</b>	<p><b>May have difficulties with social and emotional development which may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>
<b>Sensory and / or Physical</b>	<p><b>These pupils may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> </ul>

- Accessing the curriculum without adaptation
- Physically accessing the building(s) or equipment.
- Over sensitivity to noise / smells / light / touch / taste.
- Toileting / self-care.

## ‘Waves’ of Provision

The provision we give pupils with SEN can be thought of as coming in 3 waves:

**Wave 1:** Inclusive high quality teaching for all through differentiation in lessons

**Wave 2:** Additional interventions to enable children to work at age related expectations or above

**Wave 3:** Additional highly personalized and focused interventions

The following chart gives examples of how this might look in practice, supporting pupils in the four main areas of SEN:

Area of Need	Wave 1 Whole school approach – quality first teaching	Wave 2 Targeted support for individuals or small groups	Wave 3 Specialised interventions for those with additional needs
<b>Communication and Interaction</b> Speech, Language and Communication. Autistic Spectrum Disorders.	Drama / Role play Peer interaction Outdoor learning activities / areas to support environmental learning Full inclusion in all school assessment and tasks Clear verbal instructions / explanations which can be simplified along with visual or concrete support Visual timetable	Small group social learning Circle of friends A range of technology to support learning	1:1 speech therapy 1:1 support where needed Application for an Educational Health Care Plan if appropriate
<b>Cognition and Learning</b> Moderate Learning Needs Severe Learning Difficulties	Whole school approach to basic and key maths, reading, writing and spelling teaching Volunteer reading/literacy support	SENCO observation / assessment Parent discussion with SENCO Extra phonics – small groups Maths interventions Sentence work – small group Comprehension skills Memory Games Listening Games 1:1 support for defined sessions per week	Switch on reading Reading/writing interventions Precision Teaching - (Reading / Writing / Maths) Steps to success (replaces IEP's) Fully inclusive curriculum Access to an Educational Psychologist Completion of an EHAF (Early Help Form) Application for an Educational Health Care Plan if appropriate 1:1 support where needed SENCO assessments and monitoring to ensure appropriate intervention and access to learning
<b>Social, Mental and Emotional health</b>	All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. Promotion of our school values. Small group activities to address needs Opportunities for children to talk about any fears, confusion and	Nurture Groups Time out Counselling Circle of Friends Self esteem work Anger management Behaviour logs Anxiety or trauma management	Referral to CAMHS (Child and Adolescent Mental Health Services) Support from Rushcliffe Primary Behaviour Partnership Completion of a Early Help Assessment Form Application for an Educational Health Care Plan if appropriate 1:1 support where needed SENCO assessments and monitoring to ensure

	worries. Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children Continuity of care and minimal disruption of routines during a crisis		appropriate intervention and access to learning
<b>Sensory and/or Physical</b> Hearing Impairment Visual Impairment Multi-Sensory Impairment Physical Needs Medical Needs	Whole school approach. After school clubs. Outside play areas. A fully inclusive and differentiated class and curriculum approach according to individual needs. Audit of environment to consider adaptations (as required). Modification of organisation, routine and environment if required. Access to a base for therapy if required.	1:1 fine motor skills Physio Play therapy Handwriting practice Extra 1:1 / small group activities. Targeted small group / individual intervention to address specific needs such as: self-help skills, keyboard skills and independence. Physical aids where necessary or where advised by specialists. Steps to Success targets.	Access and liaison with the OT (Occupational Therapist) Access and liaison with the Physiotherapist SENCO assessments and monitoring to ensure appropriate intervention and access to learning 1:1 support if required Steps to success targets Identified key worker SENCO to lead provision A place for time-out or exercise if necessary. Extra support and access to appropriate ICT interventions needed Application for an Educational Health Care Plan if appropriate

## Commonly Asked Questions

### **1. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

Identification methods that are used at Robert Miles are:

- Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEN.
- When children transfer from other schools full information about SEN is passed to us.
- When children with SEN transfer from Robert Miles Infant School at the end of key stage 1 an individual transition programme ensures we have full information about any specific needs.
- During a child's school career parents or a class teacher may raise a concern.
- Termly progress meetings with the Headteacher and assessment coordinator may raise a concern about a child's progress
- The child's class teacher may assess their needs and, in consultation with parents and SENCO, identify the level of support they are likely to require.

More formal assessments may be completed by any of the following: SENCO, Teaching Assistant or other outside agencies. Staff make ongoing teacher assessments as well as using a variety of assessment tools. Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. Termly progress meetings with the Head Teacher and Staff are held to monitor progress of different groups including children with SEN.

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail, to plan any additional support your child may need and to discuss with you any referrals to outside professionals to support your child. If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be worried that your child is not making progress, you can contact the SENCO, **Carol Ward (see below)** to arrange a meeting to discuss your concerns.

### **2. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?**

The school SENCO is Carol Ward. She can be contacted by telephone at school on 01949 875011 or by email: cward2@robertmiles.notts.sch.uk

### **3. How does the school evaluate the effectiveness of its provision for pupils with special educational needs?**

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO alongside the assessment coordinator and headteacher and information is gathered from different sources such as intervention tracking and pupil progress data, as well as parent and child surveys and information given by parents at review and parents evenings. 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.

### **4. How will both the school and I know how my child person is doing and how will the school help me to support their learning?**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Staff make ongoing assessments as well as using a variety of assessment tools. We also meet regularly with parents and children at review meetings and parent evenings. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Termly progress meetings with the assessment coordinator, SENCO and class teachers are held to monitor progress of different groups including children with SEND.

Interventions and extra support is recorded on the school's electronic tracking system, and provision maps generated by the SENCO provide an overview of provision. The SENCO also provides staff with termly intervention tracking where progress tracking is used to monitor, review and evaluate the interventions used to support children. The SENCO also monitors the effectiveness of interventions to support children with behavioural, emotional and social difficulties.

### **5. What is the school's approach to teaching pupils with special educational needs?**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

### **6. How will the curriculum and learning be matched to my child's needs?**

Strategies to ensure all children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels

### **7. How are decisions made about the type and amount of support my child/young person will receive?**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do

- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:  
[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

### **8. How will my child/young person be included in activities outside the classroom, including school trips?**

The school curriculum is regularly reviewed by the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Reasonable adjustments will be made to ensure children can access extra curricular activities and school visits. This may involve 1:1 TA support if required.

### **9. What support will there be for my child/young person's overall well-being?**

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes deliver PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

However, for those children who find aspects of this difficult we offer in-school nurture provision, run by teaching assistants such as lunchtime and playtime support through planned activities and groups. If your child still needs extra support, with your permission the SENCO will access further support through the Rushcliffe Primary Behaviour Partnership or the Children and Adolescent Mental Health services (CAMHs).

### **10. What training have staff supporting special educational needs had and what is planned?**

As a staff we have regular training and updates of SEN issues, medication use and resources and interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision mapping. The school is a member of the Rushcliffe Learning Alliance (RLA) and all staff attend a variety of training through the Alliance. The SENCO attends a specific SEN training event termly. TAs also access SEN training through the RLA.

The Toot Hill family of schools and the Rushcliffe Learning Alliance schools will also provide support and we will use expertise within the schools to train each other where possible.

The SENCO will attend the Local Authority annual SEN conference.

### **11. What specialist services and expertise are available or accessed by the setting/school?**

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Rushcliffe Primary Behaviour Partnership (specialist behaviour support), Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, Physical Disability Support Services, OT (Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Social Care and the Educational Psychologists. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

### **12. How will equipment and facilities to support pupils with special educational needs secured?**

All pupils with SEN will have access to Element 1 and 2 of a school's budget (up to £6,000 per year). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

In order to access this funding the SENCO will write a bid in conjunction with the class teacher and the support staff. Every effort will be made to secure additional funding from the Family bidding process and other agencies should this be considered necessary.

We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate our additional funding bids and then review the family allocations. We also meet to support training needs. The family of schools also support each other with specialist knowledge and joint training.

The SENCO and the Headteacher will allocate the funding in the best way they believe necessary to support individual children's needs. This may include:

- Teaching assistant support within the classroom as part of a small group

- Teaching assistant support outside the classroom as part of a small group
- Teaching assistant support on an one to one basis in the classroom
- Teaching assistant support on a one to one basis outside the classroom
- Assistive technology
- Software
- Intervention packages
- Staff training
- Specialist bought in staff e.g. counsellors

### **13. How accessible is the school?**

The school has been partially adapted to accommodate children with a physical disability. The car park has a designated disabled parking space. The entrance to the main school building has an accessible approach and doors suitable for wheelchair access. There is one purpose built disabled toilet and a shower room. Wheelchair users can access 4 of our 8 classrooms from the main entrance. Any class with a wheelchair user will be in one of the accessible classrooms.

### **14. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?**

Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Individual Education Plan. Information on support agencies, including the Parent Partnership Project, is available from the SENCO. Parents/carers receive information about Special Educational Needs at Robert Miles Junior in their admission packs.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

Parents are kept up to date with their child's progress through parent's evenings, reviews meetings and reports at the end of each year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor Michelle Clark can also be contacted in relation to SEN matters.

### **15. What are the arrangements for consulting young people with SEN and involving them in their education?**

We value and celebrate children being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.

If your child has an Individual Education Plan or an EHC Plan then their views will be obtained before any meetings and will form part of the review.

### **16. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?**

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 SENCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.

The School complaints Policy is on the school website or available on request from the school office

### **17. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils, aid school inclusion and provide support for parents.

The following services will be involved as and when it is necessary:

- Schools and Families Support Services
- Early Years Support
- Sensory Impaired Support
- Behaviour Support
- Speech and Language Therapy Service

- Educational Psychology Service
- School nurse / Health Visitor
- Community Paediatrician
- Occupational Health
- Physical Disability Support Services
- Physiotherapy
- Parent Partnership
- Sure start
- Rushcliffe Primary Behaviour Partnership
- Early Help Unit
- Targeted Support

**18. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?**

We hold regular informal drop in Support Forums with our SENCO, Sure start and the school nurse; which parents can attend to discuss concerns and share ideas with other parents. These forums provide the ideal way for school to signpost organisations and services that provide additional support. We also use the school noticeboard to signpost Local Authority or voluntary support groups.

**19. How will the school/setting prepare my child/young person to:**

**(i) Join the school/setting?**

If your child is joining us from another school the SENCO will contact the school your child is transferring from to discuss your child's needs. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate. Where possible a planning meeting will take place with the SENCO from the transferring school.

**(ii) Transfer between phases of education (e.g. infants to juniors, juniors to secondary etc)?**

When moving classes in school information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Targets/IEPs will be shared with the new teacher. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

At the end of Year 2 the Y2 pupils from Robert Miles Infant School visit the Junior School for orienteering purposes. Additional visits are made for pupils with high anxiety or other needs. In addition the Y3 teachers and teaching assistants visit the infant school to teach the children in their own environment. School and or parents may also feel the need to arrange several transition meetings between the schools in order to alleviate pupil concerns. If your child is transferring from a different Key Stage 1 setting every effort will be made to replicate the transition programme we have set up with Robert Miles Infants.

In year 6 the SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school. Your child may participate in focused sessions relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

**(iii) Prepare for adulthood and independent living?**

When necessary the curriculum for pupils with SEN is adapted to include real life situations. For example regular trips to local shops and the local market enable real life learning about many different aspects of maths.

**20. Where can I access further information?**

If your child has a special educational need of any sort and you are thinking about joining our school please phone to arrange a meeting with the headteacher and SENCO as early as possible. More information about the school in general can be found on the school website [www.robertmiles.co.uk](http://www.robertmiles.co.uk).

You can find further information about what Nottinghamshire County Council offers to support children with SEN and their parents/carers at their website: [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

## Glossary of Terms used in our Local Offer:

	<b>Annual Review</b>	All statements and now Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
<b>ADHD/A DD</b>	<b>Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder</b>	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: <ul style="list-style-type: none"> <li>• Inattentive, hyperactive, and impulsive (the most common form)</li> <li>• Inattentive, but not hyperactive or impulsive.</li> <li>• Hyperactive and impulsive, but able to pay attention.</li> </ul>
	<b>Assessment</b>	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO or an Educational Psychologist. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of an Education, health and Care Plan.
	<b>Asperger Syndrome</b>	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>	Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': <ul style="list-style-type: none"> <li>• Socialisation - poor social skills;</li> <li>• Communication - difficulties with speech language and communication;</li> <li>• Imagination - rigid thought and resistance to change.</li> </ul> The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.
	<b>Code of Practice</b>	The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	<b>Differentiation</b>	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	<b>Differentiated Curriculum</b>	A curriculum that is specially adapted to meet the special educational needs of individual children.
	<b>Dyscalculia</b>	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	<b>Dysgraphia</b>	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
	<b>Dyslexia</b>	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	<b>Dyspraxia</b>	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.

<b>EHCP</b>	<b>Education, Health and Care Plan</b>	From 1 <sup>st</sup> September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Nottinghamshire's Local Offer.
<b>EP</b>	<b>Educational Psychologist</b>	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	<b>Exam Special Arrangements</b>	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	<b>Exam Special Concessions</b>	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	<b>Governors</b>	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. Every school has one Governor who is responsible for overseeing the success of the school's SEN Policy.
	<b>Hearing Impairment</b>	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
	<b>Inclusion</b>	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
<b>IEP</b>	<b>Individual Education Plan</b>	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN
<b>LD</b>	<b>Learning Difficulties</b>	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
<b>LA</b>	<b>Local Authority</b>	Each council has an LA. The LA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Nottinghamshire, the LA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LAs.
<b>MLD</b>	<b>Moderate Learning Difficulties</b>	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	<b>National Curriculum</b>	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	<b>OFSTED</b>	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
	<b>Personalised Learning</b>	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability
	<b>Phonics</b>	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	<b>Phonological Difficulties</b>	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.

<b>PD</b>	<b>Physical Difficulty</b>	There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.
	<b>Physiotherapists</b>	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
<b>SENCO</b>	<b>Special Educational Needs Coordinator</b>	A Special Educational Needs Coordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.
<b>SEN</b>	<b>Special Educational Needs</b>	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
	<b>Special Educational Provision</b>	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
<b>SpLD</b>	<b>Specific Learning Difficulties</b>	See Dyslexia, Dyscalculia and Dyspraxia above.
	<b>Special Educational Needs (SEN) Code of Practice</b>	See 'Code of Practice' above.
	<b>Statement of Special Educational Needs</b>	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 <sup>st</sup> 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	<b>Statutory Assessment</b>	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
<b>TAs</b>	<b>Teaching Assistants</b>	Almost all schools now employ Teaching Assistants to support whole classes, small groups or individual pupils. TAs are placed to meet the learning needs of the children.
	<b>Transition</b>	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
	<b>Transition Plan</b>	If your child has a statement of SEN that has not yet been converted in to an Education, Health and Care Plan (EHCP), the annual review in year 9 (and any subsequent annual reviews until the young person leaves school) must include the drawing up and subsequent review of a Transition Plan. The Transition Plan should draw together information from a range of professionals within and beyond the school in order to plan for the young person's transition to adult life. If your child has an EHCP, the Transition Plan is replaced by a 'Preparing for adulthood' review (see above).
<b>VI</b>	<b>Visual Impairment</b>	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.

