

## Pewsey Vale School



**Headteacher:** Mr N Pritchard

### Special Educational Needs Policy

**Responsibility:** Mr T Robinson – Assistant Headteacher (SENCo)

**Next Review:** July 2023

- Reviewed by TR July 2022
- Adopted and implemented by P&S Committee
- Verified by FGB

**P&S Approving signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Head Teacher signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Chair of Governors signature** \_\_\_\_\_ **Date:** \_\_\_\_\_



## **Pewsey Vale School**

### **A. SEN Policy and Context**

#### **Definition of special education needs (SEN)**

The Special educational needs and disability code of practice: 0-25 years June 2014 defines a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

#### **Objectives**

Pewsey Vale School adopts the SEN Code of Practice by:

- Identifying, assessing, and planning provision to meet the individual needs of students experiencing difficulties in their learning as early as possible
- Ensuring that all staff are aware of the procedures for identifying, supporting, and delivering the curriculum to students with special educational needs
- Monitoring, recording, and reporting on the progress of students experiencing difficulties with their learning and adapting the provision as required
- Co-ordinating the efficient use of resources and supporting the efforts of staff to meet more effectively the needs of those students' experiencing difficulties with their learning
- Promoting access to a balanced and broadly-based curriculum, including the National Curriculum
- Developing and encouraging opportunities for partnership with feeder primary schools and external agencies
- Developing and encouraging opportunities for partnership with parents
- Displaying an SEN information report on the school website which includes details of the school's SEN provision.

#### **Principles**

Pewsey Vale School is committed to raising the achievement for all students, considering individual needs, and enabling all to achieve their full potential. Students with special educational needs require special consideration so that they can access the broad and balanced curriculum as laid out in the National Curriculum. All teachers are teachers of children with special educational needs and have a responsibility to meet those needs. Quality First Teaching is differentiated and personalised to meet the needs of the majority of students. Teachers are advised and supported in achieving this by the Learning Support Department, and through robust teacher training.

A small number of students will need provision that is 'additional to or different from' high quality differentiated teaching in a mainstream classroom. These students will be identified on the SEN register so that all staff are aware of strategies for supporting them and the interventions which are in place. These interventions will also be identified on the provision map for SEN.

Those students who are identified as requiring additional provision will be fully integrated into the life of the school, enabling them to contribute to the social and cultural activities of the school, provided this is compatible with the efficient education of other students and the efficient use of resources.

The SEN staff liaise closely with pastoral staff to maximise the care and support for students with special educational needs.

## **Roles and Responsibilities**

### **The Governors' role**

The Governing body will ensure that the necessary provision is made for any student who has SEN. The SEN Governor is Jo Del Mar. The Governing body play an important part in developing and monitoring the school's SEN policy and liaises closely with the SENCo.

**The Assistant Headteacher in charge of Special Educational Needs** also has responsibility of Keeping Children Safe in Education (KCSIE), Child Protection (CP), is (Designated Teacher for Looked After Children (DT LAC) and works with other leaders on Pupil Premium:

They also hold the role description of SENCo which is to:

- oversee the day-to-day management of the school's SEN policy
- monitor, evaluating and reporting on the provision for students with SEN to the governing body in conjunction with the SEN Governor
- liaise with and advising fellow teachers
- advise on a graduated approach to SEN support
- manage the SEN team of teaching assistants
- coordinate the provision for students with special educational needs
- oversee the records on all students with special educational needs
- liaise with parents of students with special educational needs
- act as key point of contact with external agencies
- contribute to the in-service training of staff
- liaise with primary schools and colleges for cross-phase years
- work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010)
- ensure that the school keeps the records of all students with SEN up to date.

## **Staffing and facilities**

### **The staff team consists of:**

- Assistant Headteacher – SENCo, Safeguarding and Systems
- 1 HLTA (p/t)
- 9 teaching assistants (4x p/t, 4x Qualified Teachers)
- 1 SEN Pastoral Support Assistant

- 1 SEN and Safeguarding

### **Admission Arrangements**

The admission arrangements for students with special needs but who do not have a statement or Education, Health and Care Plan (EHCP) are the same as those for all students. Where a student has a statement or EHCP the Local Authority negotiates a place at the school of the parent's choice.

Arrangements for the implementation and success of the SEN Policy Assess

In identifying a child as needing SEN Support the SENCO should carry out a clear analysis of the student's needs. This should draw on teacher assessment, the experience of the student, their previous progress and attainment, SATs results, primary reports, Cognitive Ability Tests and reading and spelling tests. These tools are all used to enhance the identification of any special educational need. This information is shared with staff at the beginning of the academic year, wherever possible. Early information on students about to transfer to secondary school is vital if an effective and smooth start is to be achieved. Before a student enters the school, effective primary liaison will have identified those students who have been of concern in year 6. The SENCO will have visited those students experiencing difficulties with their learning in their primary schools. Staff can, at any time, alert the SENCO or the teaching assistants to any problems a student may be experiencing.

Assessments are reviewed termly. This helps to ensure that support and intervention are matched to need; barriers to learning are identified and overcome; and that a clear picture of the interventions put in place and their effect is monitored. For some types of SEN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, external professionals from health or social services may already be involved with the student. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO, or their administrator should contact them with the parents' consent.

Students may also attend specialist provision off-site if this is appropriate in meeting their needs.

Occasionally SEN staff may be involved in home visits and tuition for a short period to support reintegration of a student. A detailed risk assessment considering physical and safeguarding risks should be carried out before any such work is arranged.

Pewsey Vale School currently provides support for students in all four areas of SEN:

#### ***Communication and Interaction***

#### ***Cognition and Learning***

#### ***Social, Emotional and Mental and Health***

#### ***Sensory and/or physical needs.***

Once a student has been identified as having a special educational need and some form of support is initiated, he/she is placed on the Special Needs List at SEN Support. The Special Needs List is amended to include new students and is disseminated to teaching staff. Being in a class with teaching assistant support is not necessarily a reason to be on the SEN register. Students will only be identified as SEN if they are unable to work in class without the support of teaching assistants.

Staff work closely with the learning support department and students who display behavior concerns may be assessed for a possible, unidentified SEN.

## **Plan**

When it is decided to provide SEN support, parents are formally notified, and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behavior, and a clear date for review. Plans will consider the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will also be identified and addressed.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system and by issuing a student profile.

Where there is an increased concern over a student's SEN and the school believes an Educational and Health Care Plan (or 'My Plan') may be necessary, a 'My Support Plan' will be put into place in liaison with parents or carers, staff and, if appropriate, external agencies. This document will be logged with Wiltshire County Council and is a necessary step if a 'My Plan' is to be sought.

## **Do**

As far as possible all students remain in mainstream lessons. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the student's progress. Subject staff work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses and advise on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

For students who have a Statement of Special Educational Needs or an EHCP ('My Plan') an Annual Review Meeting will be carried out. Parents and representatives from outside agencies, as well as representatives from the local authority, may attend these meetings. Reports of findings are then circulated to all concerned.

Involving specialists

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

We will always involve a specialist teacher advisor, where a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of students of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The student's parents will always be involved in any decision to involve specialists. The involvement of specialists and what is discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

### **Requesting an Education, Health and Care ('My Plan') assessment**

Where a student has still not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student and a My Support Plan has been implemented, the school will consider requesting an Education, Health and Care Plan assessment in conjunction with the Parents and External Agencies that are already working with the young person.

### **Policy Review**

This policy is reviewed annually by the Governors (Personal and Standards Committee), the SENCO and the SEN Governor. It should be read in conjunction with other relevant policies and documents such as the Behavior Policy, the Complaints Policy, the quality Policy, the Accessibility Arrangements, and the school SEN offer (available on the school website)

## **B. SEND information report 2021-2022**

The SEND code of practice January 2015 highlights (Section 6) and Children and family act 2014 (section 69) sets out a requirement for providers, schools and colleges to publish their SEND provision in an SEN information report and policy, previously known as setting/school offer.

Wiltshire County Council's Local offer can be accessed through [www.wiltshire.gov.uk/local-offer](http://www.wiltshire.gov.uk/local-offer) if you do not have internet access, it is also available at your local library and selected children's centers. You can also contact the Wiltshire Parent Carer Council (WPCC) who will do their best to assist you. The WPCC can be contacted on 01225 764647, Monday-Friday from 10am-5pm.

### **What specialist services are available or accessed by the setting?**

- Learning Support
- CAMHS
- Splitz
- Speech and Language Therapy
- Art Therapy
- MASH (Multi Agency Safeguarding Hub)
- ELSA – Group and Individual Sessions
- 1:2:1 Teaching
- Small group work
- EP (Provided by Wiltshire Council)
- Specialist teacher Advisor Services and Support (provided by Wiltshire Council)
- Lackham College Alternative provision
- Greatwood Alternative provision
- Heard Tyme Alternative Provision
- Silverwood Alternative Provision
- Allocated Key Working
- Counselling through Barnardo's

### **What training have the staff supporting the children with SEND had or are having?**

- ELSA
- Speech and Language Training
- Advice on teaching students with Autism
- Accelerated Reader
- Literacy intervention
- Maths support work
- Attachment Disorder

### **How does the setting know if my child might need extra help and what should I do if I think my child may have SEN?**

Students are tested for reading accuracy, spelling, reading understanding and complete a Math's baseline test. This allows us to target support for students with additional needs, whilst giving us an indication of gaps in learning. We also have a dyslexia screener in school that allows us to diagnostically test for dyslexia, and provides accurate readings that show any areas that need attention. We also can use the Lucid screener which gives us a profile of a students and their cognitive ability. A specialist teacher comes

in to carry out complete cognitive profiling if it is thought necessary. Links with Primary schools is robust and information shared. We are also able to ask for support from the SENSS service, to include Educational Psychologists and specialist teacher advisers, where necessary. This involves meetings with parents and the completion of a new online screening tool; DART, which allows us as professionals to access the correct support.

If you are concerned that your child has SEN, and would like us to investigate further, please contact Mr Tom Robinson AHT (SENCo) [SENCO@pewsey-vale.wilts.sch.uk](mailto:SENCO@pewsey-vale.wilts.sch.uk) or speak to your child's tutor who will signpost to the correct member of staff.

How will the school prepare and support my child to join the setting and transfer to a new setting? (What are the arrangements?)

Transition from primary school begins early into Year 6. The SENCo and Assistant Head responsible for transition, visits all students at school to ascertain what provision will be needed the following September. For students with an EHCP, the SENCo/AHT will also attend annual review meetings during Year 5 and 6 to ensure that we are clear on the details pertaining to each child and works with the Education Officer and SEND lead workers to ensure when needs are met. The SEND department holds information evenings outside of parents' evenings to further support those pupils with additional needs. The EP also provides clinics for informal discussions with staff twice during the academic year.

All students on the SEN register are tested for Exam concessions at the end of Year 9, which remain in place for KS4 examinations, and are sent on with the students to their KS5 setting.

In preparing for KS5 each student with an EHCP meets with their SEND Lead Worker who outlines and prepares provision required for KS5. This is shared with the KS5 provider to ensure that all needs are prepared for.

Open days at KS5 provision will be supported by the SENCo and the team, to ensure that all Year 11 students and their parents are abreast of the information. This involves organizing visits, and trips and making sure that the SENCO in the future setting is aware of all individual needs.

### **What type of SEND does your setting provide support for?**

- Cognition and Learning Need (mild, Dyslexia, literacy and numeracy difficulties)
- Physical and Sensory need (HI, VI, PI, PD)
- Communication and Interaction Difficulty (Speech language and communication difficulty, ASD, anxiety)
- Social Emotional and Mental Health Need (Including ADHD, ADD)
- Complex needs
- ASD

### **How will I know how well my child is doing and how will you help me to support my child's learning and development?**

Whole school reports for individual subjects are generated and sent home each term. For students on intervention programs, the students are tested every ten weeks to track progress. This will allow SEND staff to adjust intervention strategies to ensure that all learners continue to progress and be successful.

There is a Home Learning club run in Room 3 after school Monday-Thursday until 4pm. This allows a safe, secure place with relevant resources and provision for all SEN students. SEND staff are in the LSF, and are



there before, during and after school to offer support and to answer any questions. For certain students, a keyworker is assigned who remains in regular contact with parents throughout their time at the school. Communication will take the form that parents prefer; such as email, telephone or written report home. Often we use a communication log to go between home and school. Where necessary TAC (Team Around the Child) meetings take place to discuss any additional needs, and referrals to specialist teacher advisors complete when they are deemed as necessary.

### **What cultural backgrounds does the setting offer and how?**

Mainly a Christian religious profile, however, all faiths and religious groups will be supported when they attend the school.

### **What type of and how many complaints did you receive last year and how were they resolved?**

During last year, there were 3 complaints. These were resolved via the school's complaints procedure in liaison with the SEN Governor.

### **What support will there be for my child's overall wellbeing?**

During social times, and before and after school the Learning Support Facility remains open as a support base. There are a team of teaching assistants, trained in differing roles to best support the individual needs of the students.

The Library is also open during break and lunchtime to provide a quiet space for young people.

There is a tutor/mentoring system - where there are concerns these are initially discussed with the House Lead, and then onto SLT if it is deemed necessary. Tutors liaise with parents to ensure that communication is clear, and promotes a culture of working together.

Teaching Assistants, Teaching Staff, Tutors, and others members of staff.

There is flexibility for reduced timetables if there is a medical reason to suggest this would be beneficial. These are only conducted alongside an Emotional Based School Avoidance (EBSA) action plan executed by the SENCo, Pastoral Manager or SEN Pastoral Assistant.

We also can arrange bespoke programs of study together for students as part of an EHCP Plan.

### **Communication – how will the school let parents/carers know about things?**

- Email
- Letters home
- Text
- Parents evening
- Telephone calls
- Email
- Termly newsletter
- Meetings
- Key Worker “keeping in touch” calls

How will the curriculum be matched to my child's needs?

Students who require additional intervention will be removed from some lessons to attend targeted intervention sessions. The lessons that they are removed from will differ each week to ensure that the same curriculum area is not being repeatedly missed.

For those students whom a part time timetable is most appropriate, a curriculum discussion will take place with the relevant Assistant Head Teacher, and a reduced timetable can be agreed with the student and parents. A part time timetable should be a short-term measure and will eventually be increased. This can, however, be an effective short-term strategy for some students.

During the options process, those students with additional needs will be given support from the Deputy Head Teacher, and also the SENCo to ensure that the choices they make provide them with the best chances in the future and meets the profile of the learner. Given the changes in educational legislation and the expectation on our young people, this is approached very sensitively.

Some students have an alternative bespoke curriculum put in place but that is on an ad-hoc basis and is normally only provided to those on an EHCP package.

### **How flexible is the setting with regards to the average day?**

Pewsey Vale School are committed to achieving the right outcomes for all students. Some students may require more robust and creative support than others. Sometimes it is suggested that an alternative timetable is followed which could mean, as an example: A reduced timetable. Any reduction in timetable must be agreed with parents and the student and should only be for a short period unless there are medical mitigating circumstances. In extreme cases, some students take less GCSE subjects to enable them to manage their KS4 outcomes. Any student who requires some down time in a quiet space will be provided with this. This may operate on an ad-hoc basis.

### **How is the decision made about what type and how much support my child will receive?**

Students with an EHCP will join the school with clear information on the kind of support and what is needed to best support them, this is discussed throughout year 6, with enhanced transition visits, along with the Education Officer. Students with additional needs without an EHCP plan, will be regularly monitored, and interventions and support are adapted to meet the change in need. It is our intention to best meet the need of the students with appropriate support. We are an inclusive school, and aim for all students to feel successful and to reach their potential with the right support.

### **How will the setting support my child?**

- Homework club
- Breakfast and lunch club
- Riding for the Disabled
- My Plan
- My Support Plan
- Carefully targeted intervention to meet need.
- Robust data and tracking
- Shared information in pastoral briefings
- Tutor support
- Pastoral Manager Support
- SLT Support

**How and who do parents/carers alert if my child is not getting the support they need?**

The first person to contact on any issue the tutor. If there are still concerns, then parents should contact the SENCo; Mr Tom Robinson. If there are increasing concerns, then Mr Pritchard (Headteacher) are the people to contact: Mr Pritchard can be contacted via his secretary: Mrs Cheryl Dunn: [head@pewsey-vale.wilts.sch.uk](mailto:head@pewsey-vale.wilts.sch.uk)

**What support is there for parents/carers?**

- Leadership Team
- Tutor Team
- SEN Parent Network
- Parent's evenings
- Tutor evenings
- SPOC Team (Single Point of Access Team) and SEND support services. 01225 757985
- SEND Lead workers
- Education Welfare Officer
- Education Officer
- MASH advisers (Multi Agency Safeguarding Hub)
- School Nurse (Drop in Sessions offered on a Thursday lunchtime).
- Early Help Team
- Parent Teacher Association
- SENDIASS

**How are the settings resources allocated and then matched to the Students' SEND needs?**

Students with Education Health and Social Care Plan are carefully monitored. The School work closely with the Education Officer to ensure that the needs and outcomes outlined in the EHCP are met, and that the appropriate provision is in place. This is updated and altered as the needs of the students change.

**Who can I contact for further information and how?**

Please visit our website for all contact information.

**How will my child be included in activities outside of the classroom including school trips?****What social/out of school opportunities are there?**

At Pewsey Vale, we have an extensive trips and visits program that all pupils are invited to attend. There are also enrichment opportunities for all pupils, such as sports, art, music, school productions, cookery competitions and much more.

A list of enrichment opportunities can be found on the school website; this is updated regularly to reflect the current opportunities offered. We are an inclusive school, and encourage all students to take part in activities offered.

**How accessible is the setting environment?**

The school site is mainly on ground level and split into three main blocks surrounding a central quadrant. There are two sets of stairs to access upper classrooms for four curriculum areas. Reception, first aid, the dining hall, main school hall, LRC and toilets are all located on the ground floor.

There is a sound system in place for assemblies, so that all sound can be amplified.

**Can my child school dinner requirements be accommodated if they have a special diet?**

All food that is served in the dining hall is cooked on site. Therefore, we can cater for all dietary needs. If your child has specific needs that need addressing, please let us know so that we can contact the dining staff to ensure their needs are met.

**Should you have further queries then please don't hesitate to contact school:**

Headteacher	Mr Neil Pritchard	01672 565000
SENCo and Assistant Headteacher	Mr Tom Robinson	01672 565005

## **Appendix 1 – SEN Terms Glossary**

### **Access Arrangements**

Access arrangements are special arrangements, or reasonable adjustments, which a small number of disabled students are entitled to in their public exams. The intention is that students can demonstrate their ability in an area without their disability being a barrier.

### **Age Weighted Pupil Unit (AWPU)**

The AWPU is the amount of money that every maintained school receives for each pupil that is on the school roll, whether or not they have SEN. The value of the AWPU varies from one local authority to another and according to the age of the pupils.

### **Alternative Provision (AP)**

An AP teaches children and young people who are not able to attend a mainstream school. This could be because they have behavioural difficulties, a short or long-term illness or have been excluded.

### **Annual Review**

Under the Children and Families Act 2014 local authorities must carry out a review of every Education Health and Care plan at least once every 12 months.

### **Area of Need**

Area of Need is the name for the four broad categories used to describe a pupil's SEND. They are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and physical

### **Children and Adolescent Mental Health Service (CAMHS)**

CAMHS assess and treats children and young people with emotional, behavioural or mental health difficulties.

### **Children and Families Act 2014**

The Children and Families Act 2014 became law on 1st September 2014. Part 3 of the Act sets out the new law on SEND. The Act is supported by the SEND Code of Practice: 0-25 Years. You can download a copy [here](#)

### **Clinical Commissioning Group (CCG)**

A CCG is a group of NHS professionals who are responsible for planning and arranging the delivery of the healthcare provision for people in its area

### **Compulsory school age**

A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

### **Direct payment**

A payment made directly to a parent or young person to purchase specific services. Under the Children and Families Act 2014 a Direct Payment may be made as part of a Personal Budget so that the parent or young person can buy certain services that are specified in their EHC plan.

**Disagreement resolution**

Local authorities must provide independent disagreement resolution to help parents and young people resolve disputes with local authorities, schools and other settings about SEND duties and provision.

**Early Help**

Early Help is the name of an assessment and offer of support of a family to help identify needs and offer intervention at an early stage.

**Early Years Foundation Stage (EYFS)**

The EYFS begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1 when programmes of study for Key Stage 1 are taught.

**Education Funding Agency (EFA)**

The EFA is the government agency that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between the ages of 3 and 25.

The EFA allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools

**Education Health and Care Needs Assessment (EHCNA)**

The initial assessment carried out by the Local Authority, for deciding whether a child or young person needs an EHC plan.

**Education Health and Care plan (EHC plan)**

An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people who have high support needs.

**Education Other Than at School (ETOAS)**

ETOAS includes hospital school, online schooling or home tuition. Government guidance states that:

Where full-time education would not be in the best interests of a particular child because of reasons relating to their physical or mental health, Local Authorities should provide part-time education on a basis they consider to be in the child's best interests.

**Elective Home Education (EHE)**

Elective home education is a term used to describe a choice by parents to provide education for their children at home. A child who is EHE will not be on role at a school. Can be called Home Schooling.

**First Tier Tribunal (SEN and disability)**

The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans.

The Tribunal also hears claims of disability discrimination under the Equality Act 2010.

**Graduated approach**

The SEND Code of Practice states that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of:

Assess

Plan

Do

Review

Find out more here

**High Needs Funding and High Needs Top-Up Funding**

High needs funding is the funding that LA use to pay for special school places.

High needs top-up funding is additional funding paid directly by the LA for some high needs pupils.

**Individual Education Plan (IEP)**

A document that schools can use to outline and monitor the support they provide to a child or young person. It is a non-statutory document meaning that schools can choose if and how they use it. They can also have different names such as; SEND Support Plans, Pupil Passports or One Page Profiles.

**Independent School**

A school that is not maintained by a local authority. These schools can be mainstream (also called non-maintained, fee-paying or private schools) or specialist independent schools funded through an EHC plan (also called non-maintained specialist schools).

**Information, Advice and Support Service (IASS or SENDIAS)**

SENDIAS services provide information, advice and support to children and young people with SEN and their parents. They provide impartial advice on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, SENDIAS Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

**Key Stage**

A key stage is a stage of education. They are separated in age as follows:

Key Stage 1, 5-7 years old, school years 1 and 2

Key Stage 2, 7-11 years old, school years 3 – 6

Key Stage 3, 11 – 14 years old, school years 7 - 9

Key Stage 4, 14 – 16 years old, school years 10 - 11

Key Stage 5, 16 – 18 years old, school years 12 - 13

**Looked After Children (LAC)**

The term 'looked after' refers to children, under 18, who have been provided with care and accommodation by children's services.

**Local Authority/Authorities (LA)**

Local authorities are administrative offices that provide services within their local areas. There are 152 across England which are education authorities. Find out more information about local government here

**Local Offer**

The Local Offer, published by every local authority, tells you what support is available for children and young people with special educational needs and/or disabilities, and their families. It includes information about education, health and care provision. It also gives information about training, employment and independent living for young people with special educational needs and/or disabilities

**Maintained School**

Schools in England that are funded by a local authority including any community, foundation or voluntary school, community special or foundation special school.

**Mainstream school**

This is a school that provides education for all children, whether or not they have special educational needs or disabilities.

**Mediation**

A form of disagreement resolution for parents and young people considering appealing decisions about EHC needs assessments and plans at the tribunal.

Every local authority must provide independent mediation to help parents and young people resolve disputes with local authorities about:

- a decision not to carry out an EHC needs assessment
- a decision not to draw up an EHC plan
- the content of a final EHC plan or amended plan
- a decision not to amend an EHC plan
- a decision to cease to maintain an EHC plan.
- Mediation must also be provided on the health and social care elements of an EHC plan.

**Mediation advice**

The purpose of mediation advice is to give information about what mediation involves. Parents or young people who wish to register an appeal with the First Tier Tribunal (SEN and Disability) must first seek mediation advice. The advice must be factual and unbiased. After mediation advice has been given the parent or young person can choose whether they wish to go to mediation.

However, it is not necessary to seek mediation advice if the appeal is only about the name of the school, or college named on the plan, the type of provision specified in the plan or the fact that no school or other institution is named.

**'Must'**

The SEND Code of Practice says in Section i of the Introduction:

...where the text uses the word 'must' it refers to a statutory requirement under primary legislation, regulations or case law.

This means that wherever the term 'must' is used there is a legal duty to do what the Code says.

**Outcome**

Outcomes describe the difference that will be made to a child or young person as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART).



**Performance Levels/Scales (P Levels/Scales)**

P Scales or P Levels are used to assess the progress of children between the ages of 5-14 who have SEND and whose abilities do not yet reach Key Stage Level 1 of the National Curriculum.

**Parent Carer Forum**

A Parent Carer Forum is a representative local group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. For more information on your areas Parent Carer Forum visit <http://www.nnpf.org.uk/>

**Personal Budget**

A Personal Budget is money set aside to fund support as part of an Education, Health and Care plan (EHC plan) for a child or young person with special educational needs. It can include funds from Education, Health and Social Care.

**Portage**

Portage is home-based educational support for pre-school children with special educational needs. Local authorities usually provide Portage services.

**Pupil Premium**

Maintained schools in England get extra funding from the government to help improve the attainment of disadvantaged pupils.

Schools get pupil premium funding based on the number of pupils they have in January each year who receive free school meals and/or are Looked After and previously Looked After

**Parental Responsibility (PR)**

Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property.

**Pupil referral unit (PRU)**

A school which is specially organised to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason. Also called an alternative provision.

**Reasonable adjustments**

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

**Resourced or Resource Provision**

Resourced provision within mainstream schools are where pupils are either withdrawn to a resource for specialist input, or teachers from the resource deliver specialist help to the child within the classroom. A resource provision usually has a specialist focus such as hearing impairment or Autism Spectrum Disorder.

**Section 41 Schools**

Section 41 Schools is school included on the Secretary of State Approved List of independent educational institutions, independent special schools and post-16 institutions. You can find the list here

**Special Educational Needs and Disabilities (SEND)**

Special educational needs often referred to as 'SEN' or 'SEND' (Special educational needs and disabilities), is a term used to describe learning difficulties or disabilities that make it harder for a child to learn compared to children of the same age.

**SEND Code of Practice**

This is the statutory guidance that supports Part 3 of the Children and Families Act 2014.

It tells local authorities, early years settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities.

**Special Educational Needs and Disabilities Coordinator (SENCo/SENDCo)**

A SENDCo is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.

**SEND Information Report**

All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date.

**SENDIST**

See First Tier Tribunal

**SEND Team**

The SEND Team, which often have a name unique to the Local Authority, are the team responsible for the EHC assessments, plans, reviews and placements. You should be able to find the contact details for the SEND Team through the Local Offer.

**Special Educational Provision**

Special education is any educational or training provision which is extra to or different from what is needed by other children or young people the same age. This covers many different things including communicating through sign language, having worksheets in a larger font, needing one-to-one or small group support.

Some children and young people may need extra help which is not special educational provision such as having medication at school. As this is not support with education or training it would not be classed as special educational provision.

**Special School**

A school which is specifically set up to provide education for pupils with SEND.

**'Should'**

Should is a word that occurs frequently in the SEND Code of Practice.

Section i of the Introduction to the Code says:

... where the text uses the word 'should' it means that the guidance contained in this Code must be considered and that those who must have regard to it will be expected to explain any departure from it.

This means that wherever the term 'should' is used organisations must consider what the Code says. However, they may depart from it.

**Signposting**

Sometimes a service that provides information, advice and support may be asked for help that it is not able to give directly.

When this happens the person seeking information, advice or support may signposted to other service providers. This means that they will be given information, including contact details, about other sources of help.

**Statement of Special Educational Need**

Under the Education Act 1996 local authorities issued Statements of Special Educational Need for children whose needs could not be met through the provision normally made by schools.

The Children and Families Act 2014 replaces Statements with EHC plans.

**Statutory guidance**

Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow.

**Transition planning**

Preparation for moves between phases of education or for adult life

**Tribunal**

The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans.

The Tribunal also hears claims of disability discrimination under the Equality Act 2010.

## Appendix 2: EHCP Data AP Analysis

## Year 10 EHCP

EHCP (2 students)	EHCP Y10 AP1	EHCP*	EHCP Y10 AP2	EHCP*
Progress 8	-0.71	0.23	-1.06	-0.37
Attainment 8	23	40	19.5	36
5+ Basics	0%	0	0%	0%
4+ Basics	50%	100%	0%	0%
English 5+	0	0	0%	0%
Maths 5+	0	0	50%	100%
English (Lang & Lit) P8	-0.45	0.23	-1.95	-1.75
Maths P8	-0.67	0.23	-0.17	1.47
P8 Bucket 2 – EBAC	-0.64		-0.64	0.47
P8 Bucket 3 - Other	-0.96		-1.46	-1.2

The table shows the progress of 2 EHCP students in year 10. One of these students has not attended since September, therefore the columns titled EHCP\* do not count this student in the calculations. With this in mind, the column EHCP\* analyses the single student with an EHCP that attends PVS.

This student is performing well in Maths, chemistry, biology, physics, and food. They are making below expected progress in English and History.

## Year 9 EHCP

EHCP	% on track or above target			
	AP1 EHCP	AP1 Non EHCPP	AP2 EHCP (8)	P2 Non EHCP (67)
ART	100%	100%	88%	90%
ENGLISH	25%	36%	50%	36%
FOOD	100%	100%	100%	88%
FRENCH	n/a	4%	n/a	20%
GEOGRAPHY	88%	63%	88%	63%
GERMAN	0%	2%	25%	28%
HISTORY	88%	56%	75%	63%
ICT	100%	93%	100%	71%
MATHS	38%	81%	38%	73%
MUSIC	25%	13%	50%	27%
PE	50%	61%	50%	63%
RM	0%	13%	100%	33%
SCIENCE	50%	63%	50%	72%
TEXTILES	100%	100%	100%	93%

The table compares the progress of students with an EHCP against their peers. A greater proportion of students with EHCPs are making expected progress than their peers. This is an improvement since AP1 where this was not the case.

Students with EHCPs are making less progress than their peers in Maths and Science. This is to be expected, for this year group contains some students who are likely to struggle with accessing the GCSE curriculum for Maths in year 10 (and indeed year 10), therefore functional skills or alternative curriculums should be assessed.

## Year 8 EHCP

EHCP	% On or above target			
	AP1 EHCP	AP1 Non-EHCP	AP2 EHCP (4)	AP2 Non-EHCP
ART	100%	91%	100%	98%
ENGLISH	75%	54%	100%	60%
FOOD	100%	100%	100%	85%
FRENCH	n/a	14%	n/a	57%
GEOGRAPHY	75%	70%	100%	72%
GERMAN	75%	4%	75%	32%
HISTORY	75%	54%	75%	64%
ICT	100%	58%	n/a	93%
MATHS	100%	87%	100%	86%
MUSIC	75%	31%	100%	76%
PE	100%	65%	100%	74%
RM	100%	7%	100%	73%
SCIENCE	75%	48%	75%	82%
TEXTILES	n/a	100%	75%	100%

Due to the small number of students with an EHCP in year 8 (4) the percentages can easily be skewed.

The students with an EHCP are typically working well compared to their peers and are making better progress than their peers.

## Year 7 EHCP

	% On or above target			
	AP1 - EHCP	AP1 - Non EHCP	AP2 - EHCP (4)	AP2 - Non EHCP (70)
ART	80%	91%	100%	98%
ENGLISH	20%	45%	0%	47%
FOOD	50%	100%	0%	35%
FRENCH	0%	0%	n/a	55%
GEOGRAPHY	100%	75%	75%	65%
GERMAN	75%	26%	50%	55%
HISTORY	80%	78%	100%	64%
ICT	50%	27%	0%	81%
MATHS	20%	97%	75%	87%
MUSIC	40%	31%	50%	74%
PE	0%	58%	25%	69%
RM	0%	6%	n/a	81%
SCIENCE	40%	54%	75%	71%
TEXTILES	n/a	94%	100%	92%

Due to the small number of students with an EHCP in year 7 the percentages can be skewed easily. Students with an EHCP are typically working well. Student sin year 7 with an EHCP are making less progress than their peers.

The progress gap in English is being addressed through literacy and reading interventions which should positive impact the cohort. The proportion of students with an EHCP that are making expected progress has improved significantly in Maths and Science since AP1.