Langar Church of England Special Educational Needs (SEN) Local Offer 2022/23

# Overview

Langar Church of England Primary School is an inclusive mainstream school. We aim to provide every child with access to a broad and balance education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice. This encompasses children with learning difficulties, physical disabilities, and emotional or behavioural difficulties. 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,

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| --- | --- |
| **Area of SEN** | **Relating to difficulties with:** |
| **Communication and Interaction** | **Children may have a delay or disorder in one or more of the following areas:**  **Attention / Interaction skills:** 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.  **Understanding / Receptive Language:** 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.  **Speech / Expressive Language:** 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. |
| **Cognition and Learning** | **May have difficulties with the skills needed for effective learning such as use of:**   * Language, memory and reasoning skills * Sequencing and organisational skills * An understanding of number * Problem-solving and concept development skills * Fine and gross motor skills * Independent learning skills * Exercising choice * Decision making * Information processing   **Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.** |
| **Social, Mental and Emotional health** | **May have difficulties with social and emotional development which may lead to or stem from:**   * Social isolation * Behaviour difficulties * Attention difficulties (ADHD) * Anxiety and depression * Attachment disorders * Low self esteem * Issues with self-image |
| **Sensory and / or Physical** | **These pupils may have a medical or genetic condition that could lead to difficulties with:**   * Specific medical conditions * Gross / fine motor skills * Visual / hearing impairment * 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:

**Wave1:** 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:

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| 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 |
| **Communication and Interaction**  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 |
| **Cognition and Learning**  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 | 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 |
| **Social, Mental and Emotional health** | 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 worries. | 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 an Early Help Assessment Form  Application for an Educational  Health Care Plan if appropriate  1:1 support where needed SENCO assessments and monitoring to ensure appropriate |
|  | 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 |  | intervention and access to learning |
| **Sensory and/or Physical**  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. What kinds of special educational needs does the school/setting make provision for?

Langar Church of England Primary School is an inclusive school. We aim to provide every child with access to a broad and balance education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice. This encompasses children with learning difficulties, physical disabilities, and emotional or behavioural difficulties.

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

Children may be identified as having Special Educational Needs and Disability (SEND) through a variety of ways including the following:

* + Liaison with previous school/nursery
  + Child performing below age expected levels
  + Concerns raised by parent
  + Through termly pupil progress meetings held between teachers and Head teacher
  + Concerns raised by teacher for example behaviour or self-esteem is affecting performance
  + Liaison with external agencies
  + Health diagnosis through paediatrician/doctor.

As a school we measure children’s progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child identifying areas where they are improving and where further support is needed. As a school, we track children’s progress from entry through to year 6.

Children who are not making expected progress are picked up through our termly pupil progress review meeting with class teacher and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.

If you think your child has an educational need- talk to us. Firstly, contact your child’s class teacher. If you require more information, contact our SENCO or Head teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope they are able to do the same with us.

3.a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The class teacher closely monitors the progress, achievements and overall well-being of every child in their class. The teachers assess and record the progress of all children on a half termly basis and the Head teacher meets with the class teacher in order to evaluate the provision given to the children.

In addition to this, the Head teacher will liaise with the SENCO and class teacher to monitor the progress of any child who has been identified as having a Special Educational Need and Disability (SEND) and discuss intervention that have been put in place to support their learning. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having the required positive impact.

The school SEND Policy is also reviewed on a yearly basis as a way to evaluate the effectiveness of the provision provided.

1. How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

In school we use provision maps to set individual targets and review progress. We use these targets to monitor pupil’s progress and these are updated and reviewed on a termly basis.

Children may move off of the SEN register when they have ‘caught up’ or made sufficient progress.

The class teacher will meet with parents at least three times a year (separate to parents evening) to discuss their child’s needs, support and progress.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher, SENCO or Head teacher and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

1. What is the school’s approach to teaching pupils with special educational needs?

As a school we believe in ‘Quality First Teaching’. We seek to deliver a broad, balanced, engaging and fully inclusive curriculum so that all children are given the opportunity to reach their potential and be the ‘best me they can be.’ Appropriate interventions are put into place for any child, with or without special needs, who is not making expected progress.

We support pupils with SEND by providing specifically prepared learning materials and use of appropriate equipment. Children are taught with teaching assistants to support in whole class situations, small groups or one to one.

Specialist equipment and resources are used when suggested by other professionals, such as therapist, and if required training undertaken by school staff.

Depending on the complexity of the child’s needs, a graduate response may be required and outside support and expertise maybe sought from outside agencies. Access to external support is facilitated by the SENCO who attends multiagency meetings called Springboard which are held throughout the year.

1. How will the curriculum and learning be matched to my child/young person’s needs?

Every class teacher is responsible for the learning in their classroom. The delivery of the curriculum is differentiated to cater for the range of abilities and learning styles of the children in the class. Specific strategies and approach to children with SEND are employed when the needs of a child are outside the regular parameters seen within the classroom.

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

All decisions about the type and amount of support that a child receives will be on going collaboration between child, parent, class teacher, SENCO, Head teacher and outside agencies. Working closely with parents and professionals, we will always seek to teach every child so they can achieve their best. The type and level of support remains flexible depending on the specific needs of the child at any particular time.

If a child’s needs are complex and they require extensive provision, additional funding from an outside resource can be requested. A bid for funding will be written by the SENCO and if successful the funding will be used to support that child.

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

All children are included in school activities and trips. Where children have additional needs, risk assessments will be completed and adequate support put in place to ensure a safe and successful trip for all.

1. What support will there be for my child/young person’s overall well-being?

The adults that work at school strive to foster positive relationships with children. The children are encouraged to discuss any issues they have, whether educational or social, with their class teacher or another adult.

A pupil may, at any time, experience difficulties in their personal and social circumstances which impair their ability to learn. Staff should be alert to the signs of distress and equipped appropriately. Staff will offer support to pupils at vulnerable times.

* 1. Who is the school/setting’s special educational needs co-ordinator (SENCO) and what are their contact details?

Mrs Joanne Richardson [joannerichardson1@langar.notts.sch.uk](mailto:joannerichardson1@langar.notts.sch.uk)

School office: 01949 960056

* 1. a) What training have staff supporting special educational needs had and what is planned?

The SENCO receives training from various local and national providers on a wide range of conditions such as Autism, Attachment etc. The training is then delivered to the school staff in meetings (if relevant) or individual sessions when the need arises.

The SENCO, Head teacher, class teachers, teaching assistants and other staff also have access to training to learn how to support children with specific needs such as:

Autism, dyslexia, behavioural and attachment disorder, fun fit, Lego therapy, speech and language, Makaton.

This is not an exclusive list, and ongoing professional development is key to ensuring staff remain updated and skilled.

We also have a trained ELSA teacher.

b) What specialist services and expertise are available or accessed by the setting/school?

If it is considered that additional expertise is desirable, then specialist services can be accessed by the SENCO through the termly multiagency Springboard meetings. Parental consent is required so that the children can be discussed at the meeting. The school can access a wide range of services.

* 1. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

The school provides any appropriate equipment and facilities that a child with SEND may need.

Our school is fully accessible with a dedicated disabled parking bay and toileting facilities. We have a ramp outside for access into the school and a hearing loop system. There is also a showering area and changing facilities.

(For more information see the Disability Access Policy)

* 1. 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?

We have an open door policy at Langar so parents are warmly welcomed to liaise with teachers, or they can contact them personally via email. Parents of children who have a provision map are invited every term in order to review targets and to form part of the discussion to decide on new targets. Your child’s general progress will be discussed at these meetings and you will also by consulted about other aspects of your child’ education if relevant. Parent’s evenings are also held twice a year. If there are any concerns, then teacher or SENCO will invite parents into school for extra meetings if deemed appropriate.

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

Children are involved with target setting. They can attend meetings if it is felt appropriate. In order to encourage motivation in a child their teacher will spend time tailoring the provision in school to meet their learning style and interests.

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

We are very keen on resolving problems and concerns quickly. Parents are therefore encouraged to get in touch with the class teacher, SENCO or Head teacher.

The school has a full complaints procedure which is explained in the complaint policy.

* 1. 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?

If it is decided by parents and the school that other organisations and services should become involved with the child, then the relevant referral forms are completed and a referral will be made.

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

The SENCO attends regular SENCO meetings in order to find out about support from other services and liaises with the Toot Hill Family SENCO.

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

i) Join the school/setting?

When starting in Reception there is a planned afternoon visit with child and parents and a number of half day visits to the school are made in order to aid transition.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc) Within the school a number of transition visits are set up to allow children to meet their new class teacher and peers.

When transferring to secondary school, transition is discussed as early as the autumn term provision map meeting in year 6 in order to begin to form an action plan for your child. The SENCO works closely with the secondary school to share relevant information about all children with any type of special need. Visits are set up annually to the secondary school and if appropriate more visits are planned.

iii) Prepare for adulthood and independent living?

As a Primary School we aim to help all of our children develop values and behaviours that will enable them to become well rounded, confident and valuable members of society. These core values are embedded as they journey through our school and form a strong foundation on which secondary and further education can further build in order that are prepared for adulthood and independent living.

13. Where can I access further information?

For further information, please refer to the school website, specifically the Special

Educational Needs and Disability Policy

For more information on the Local Offer, please refer to the Nottinghamshire County Council website: [http://www.nottinghamshire.gov.uk/education/special-educational-needs-anddisabilities-send/specialeducational-needs-and-disabilities-send](http://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send)

If you have any questions or queries, please contact Mrs Joanne Richardson (SENCO) on

01949 860056

or e-mail [joannerichardson1@langar.notts.sch.uk](mailto:joannerichardson1@langar.notts.sch.uk) or [office@langar.notts.sch.uk](mailto:office@langar.notts.sch.uk)

**Glossary of Terms used in our Local Offer:**

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|  | **Annual Review** | 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. |
| **ADHD/ ADD** | **Attention Deficit**  **Hyperactivity**  **Disorder/Attention**  **Deficit Disorder** | 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:   * Inattentive, hyperactive, and impulsive (the most common form)  Inattentive, but not hyperactive or impulsive. * Hyperactive and impulsive, but able to pay attention. |
|  | **Assessment** | 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. |
|  | **Asperger Syndrome** | An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child. |
| **ASC** | **Autistic Spectrum condition** | Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment':   * Socialisation - poor social skills; * Communication - difficulties with speech language and communication; * Imagination - rigid thought and resistance to change.   The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders. |
|  | **Code of Practice** | 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. |
|  | **Differentiation** | 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. |
|  | **Differentiated Curriculum** | A curriculum that is specially adapted to meet the special educational needs of individual children. |
|  | **Dyscalculia** | 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. |
|  | **Dysgraphia** | 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). |
|  | **Dyslexia** | 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 |
|  | **Dyspraxia** | 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. |

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| **EHCP** | **Education, Health and Care Plan** | From 1st 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. |
| **EP** | **Educational Psychologist** | 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. |
|  | **Exam Special Arrangements** | 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. |
|  | **Exam Special Concessions** | 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. |
|  | **Governors** | 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. |
|  | **Hearing**  **Impairment** | 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. |
|  | **Inclusion** | 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. |
| **IEP** | **Individual**  **Education Plan**  **or**  **Provision map** | An IEP/provision map 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 |
| **LD** | **Learning**  **Difficulties** | A child has learning difficulties if he or she finds it much harder to learn than most children of the same age. |
| **LA** | **Local Authority** | 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. |
| **MLD** | **Moderate Learning Difficulties** | 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. |
|  | **National**  **Curriculum** | 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. |
|  | **OFSTED** | 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. |
|  | **Personalised Learning** | 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 |
|  | **Phonics** | A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words. |
|  | **Phonological Difficulties** | A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech. |
| **PD** | **Physical Difficulty** | 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. |
|  | **Physiotherapists** | 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. |
| **SENCO** | **Special Educational Needs CCoordinator** | 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. |
| **SEN** | **Special Educational Needs** | 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. |
|  | **Special Educational Provision** | 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. |
| **SpLD** | **Specific Learning Difficulties** | See Dyslexia, Dyscalculia and Dyspraxia above. |
|  | **Special Educational**  **Needs (SEN) Code of Practice** | See ‘Code of Practice’ above. |
|  | **Statement of**  **Special Educational Needs** | 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 1st 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. |
|  | **Statutory**  **Assessment** | 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. |
| **TAs** | **Teaching Assistants** | 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. |
|  | **Transition** | 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. |
|  | **Transition Plan** | 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). |
| **VI** | **Visual Impairment** | 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. |